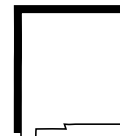


# 11 Applying Percents



## Chapter Pacing Guide

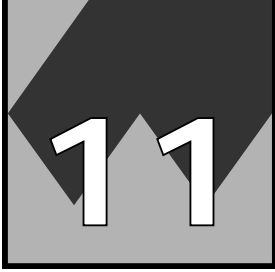
Please note that this pacing guide is based upon completing the entire text in 165 classes, approximately 50 minutes each. More time can be allotted for this chapter if you do not plan to teach the entire text.

<i>Day (Standard)</i>	<i>Day (Honors)</i>	<i>Lesson</i>	<i>Title</i>
1	1	*Chapter Project	Theme: Radio Don't Turn That Dial
2	2	11-1	Percent and Estimation
3	3	11-1B	<small>THINKING LAB</small> Problem Solving Solve a Simpler Problem
4	4	11-2	Integration: Algebra The Percent Equation
5 & 6		*11-3A	<small>HANDS-ON LAB</small> Cooperative Learning Jelly Bean Statistics
	5	11-3	Integration: Statistics Making Circle Graphs
7	6	11-4	Integration: Statistics Using Statistics to Predict
8 & 9		*11-5A	<small>HANDS-ON LAB</small> Cooperative Learning Percent of Change
	7	11-5	Percent of Change
10	8	11-6	Discount and Sales Tax
11	9 & 10	11-7	Simple Interest
		*11-7B	<small>TECHNOLOGY LAB</small> Spreadsheets Simple Interest
12	11	Review: Study Guide and Assessment	
13	12	Assessment: Chapter Test	

\*Optional

## Chapter Resources

<p><b>Meeting Individual Needs</b>  <i>Investigations for the Special Education Student, Super Star!</i>, pp. 31-34  <i>Spanish Study Guide and Assessment</i>  <i>Study Guide and Practice Workbook</i></p>	<p><b>Technology</b>  <i>Electronic Teacher's Classroom 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>            Units 7 and 16</p>	<p><b>Applications</b>  <i>Family Letters and Activities</i>, pp. 47-48  <i>Spanish Family Letters and Activities</i>, pp. 47-48</p>



# Chapter Project (pp. 448-449)



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

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

## Objectives

- \_\_\_\_\_ Organize data from a survey and display it graphically.
- \_\_\_\_\_ Interpret data in terms of percents and make predictions based on these conclusions.

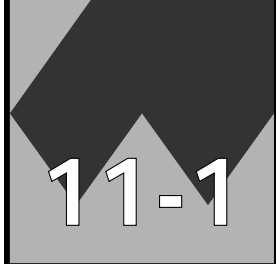
## Theme: Radio

- \_\_\_\_\_ Chapter Project, *SE*, p. 449
- \_\_\_\_\_ Chapter 11 Notes, *TWE*, p. 448
- \_\_\_\_\_ Question of the Day, *TWE*, p. 448
- \_\_\_\_\_ ⇔ *Investigations and Projects Masters*, pp. 57-60

### Homework Assignments

- \_\_\_\_\_ p. 458, Working on the Chapter Project, Exercise 25
- \_\_\_\_\_ p. 463, Working on the Chapter Project, Exercise 9
- \_\_\_\_\_ p. 467, Working on the Chapter Project, Exercise 10
- \_\_\_\_\_ p. 485, Completing the Chapter Project, Alternative Assessment

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



# Lesson Planning Guide (pp. 450-453)



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

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

## Objectives

\_\_\_\_\_ Estimate percents by using fractions and decimals.

### NCTM Standards:

1-5, 7

### New Mexico Mathematics Performance Standards

Grades 5-8:

7-A-1

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 450
- \_\_\_\_\_ ⇨ Transparency 11-1A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 450
- \_\_\_\_\_ Cross-Curriculum Cue, *TWE*, p. 450

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 11-1B
- \_\_\_\_\_ Using the Mini-Lab, *TWE*, p. 451
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 11-1
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 451
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 81
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 452
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 11-1, Interactive Lesson 11-1
- \_\_\_\_\_ ⇨ *Interactive Mathematics Tools Software*

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 452

### Homework Assignments (pp. 452-453)

\_\_\_\_\_ Core: 13-37 odd, 38-43

\_\_\_\_\_ Enriched: 12-34 even, 35-43

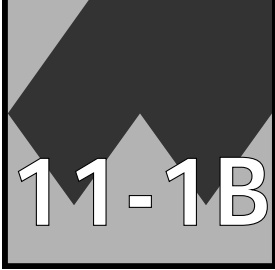
\_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 598
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 81
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 82

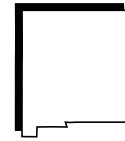
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 453
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 453
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 81

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



# Lesson Planning Guide (pp. 454-455)



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

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

## Objectives

\_\_\_\_\_ Solve problems by solving a simpler problem.

### 1 FOCUS

\_\_\_\_\_ Getting Started, *TWE*, p. 454

### 2 TEACH

\_\_\_\_\_ In-Class Examples, *TWE*, p. 454

\_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 454

### 3 PRACTICE/APPLY

\_\_\_\_\_ Check for Understanding, *TWE*, p. 455

#### NCTM Standards:

1-5, 7

#### New Mexico Mathematics Performance Standards

#### Grades 5-8:

1-A-1, 3-C-1, 3-D-1, 7-B-1

#### Homework Assignments (p. 455)

\_\_\_\_\_ All: 4-11

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

\_\_\_\_\_ Extra Practice, *SE*, p. 598

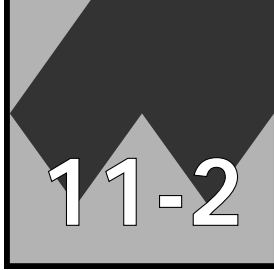
\_\_\_\_\_ Mixed Problem Solving, *SE*, pp. 605-606

### 4 ASSESS

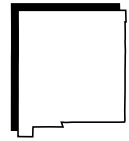
\_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 455

\_\_\_\_\_ Extending the Lesson, *TWE*, p. 455

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



# Lesson Planning Guide (pp. 456-458)



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

## Objectives

\_\_\_\_\_ Solve problems by using the percent equation.

<b>NCTM Standards:</b> 1-5, 7, 9
<b>New Mexico Mathematics Performance Standards Grades 5-8:</b> 6-C-3

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 456
- \_\_\_\_\_ ⇨ Transparency 11-2A
- \_\_\_\_\_ Motivating the Lesson, Communication, *TWE*, p. 456

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 11-2B
- \_\_\_\_\_ Using Calculators, *TWE*, p. 457
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 457
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 82
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 457
- \_\_\_\_\_ Error Analysis, *TWE*, p. 457
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 11-2

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 457

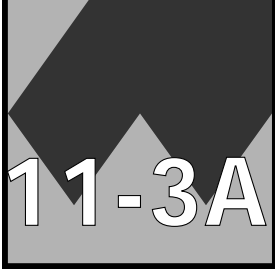
<b>Homework Assignments (p. 458)</b>	
_____ Core: 9-23 odd, 26-29	_____ Enriched: 10-22 even, 23, 24, 26-29
_____ Optional: 25 (Working on the Chapter Project)	
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 598
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 82
- \_\_\_\_\_ ⇨ *School to Career Masters*, p. 24
- \_\_\_\_\_ ⇨ *Science and Mathematics Lab Manual*, pp. 85-88

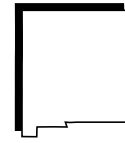
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 458
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz A, p. 295
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 458
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 82

<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 (p. 459)



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

## Objectives

\_\_\_\_\_ Make a circle graph.

### NCTM Standards:

2, 4, 5, 8, 10

### New Mexico Mathematics Performance Standards

Grades 5-8:

10-A-1

## MANAGEMENT

\_\_\_\_\_ Getting Started, *TWE*, p. 459

\_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 28: circle graph template

\_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative  
Resources*, Lesson 11-3A

\_\_\_\_\_ ⇨ *Overhead Manipulative Resources*: compass, straightedge

## ASSESS

\_\_\_\_\_ *TWE*, p. 459

\_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 65

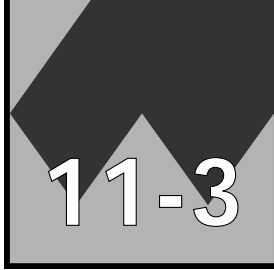
### Class Activity (p. 459)

\_\_\_\_\_ All: 1-5

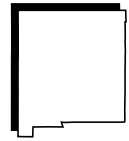
\_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

\_\_\_\_\_ Math Journal, *TWE*, p. 459

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



# Lesson Planning Guide (pp. 460-463)



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

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

## Objectives

\_\_\_\_\_ Construct and interpret circle graphs.

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

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 460
- \_\_\_\_\_ ⇨ Transparency 11-3A
- \_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 460
- \_\_\_\_\_ Multiple Learning Styles, Intrapersonal, *TWE*, p. 460

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 11-3B
- \_\_\_\_\_ Modeling Mathematics, *TWE*, p. 461
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 461
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 83
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 462
- \_\_\_\_\_ Error Analysis, *TWE*, p. 462
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 11-3, Extended Activity 11-3
- \_\_\_\_\_ ⇨ *Interactive Mathematics Tools Software*

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 462

<b>Homework Assignments (pp. 462-463)</b>	
_____ Core: 5, 7, 10-12	_____ Enriched: 6-8, 10-12
_____ Optional: 9 (Working on the Chapter Project)	
_____ Alternate Assignment: _____	

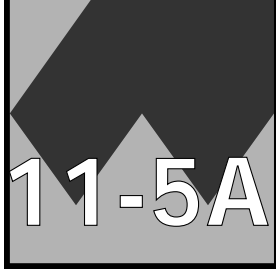
- \_\_\_\_\_ Extra Practice, *SE*, p. 599
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 83
- \_\_\_\_\_ ⇨ *Diversity Masters*, p. 24
- \_\_\_\_\_ Family Activity, *SE*, p. 463

## 4 ASSESS

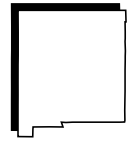
- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 463
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 463
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 83

<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 (p. 468)



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

## Objectives

\_\_\_ Use dot paper to show percent of increase and percent of decrease.

## MANAGEMENT

- \_\_\_ Getting Started, *TWE*, p. 468
- \_\_\_ ⇨ *Hands-On Lab Masters*, p. 12: square dot paper
- \_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Lesson 11-5A
- \_\_\_ ⇨ *Overhead Manipulative Resources*: rectangular dot paper transparency

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

## ASSESS

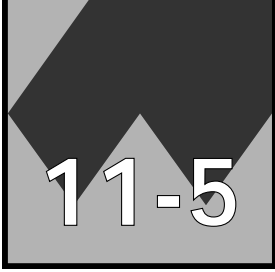
- \_\_\_ *TWE*, p. 468
- \_\_\_ ⇨ *Hands-On Lab Masters*, p. 66

### Class Activity (p. 468)

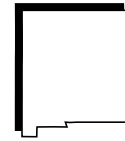
\_\_\_ All: 1-5  
 \_\_\_ Alternate Assignment: \_\_\_\_\_

\_\_\_ Math Journal, *TWE*, p. 468

<b>KEY</b> SE = Student Edition TWE = Teacher's Wraparound Edition ⇨ = Other Program Components
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# Lesson Planning Guide (pp. 469-473)



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

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

## Objectives

\_\_\_\_\_ Find the percent of increase or decrease.

### NCTM Standards:

1, 2, 4, 7, 9, 10, 13

### New Mexico Mathematics Performance Standards

Grades 5-8:

7-A-1

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 469
- \_\_\_\_\_ ⇨ Transparency 11-5A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 469
- \_\_\_\_\_ Multiple Learning Styles, Visual/Spatial, *TWE*, p. 469

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 11-5B
- \_\_\_\_\_ Using the Mini-Lab, *TWE*, p. 470
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 11-5
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 470
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 85
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 471
- \_\_\_\_\_ Error Analysis, *TWE*, p. 471
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 11-5, Interactive Lesson 11-5

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 471

### Homework Assignments (pp. 471-472)

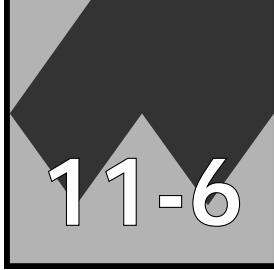
- \_\_\_\_\_ Core: 9-19 odd, 20-23
- \_\_\_\_\_ Enriched: 8-16 even, 18-23
- \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 599
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 85
- \_\_\_\_\_ Math in the Media, *SE*, p. 472
- \_\_\_\_\_ School to Career Activity, *SE*, p. 473

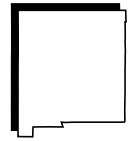
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 472
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 472
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 85

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



# Lesson Planning Guide (pp. 474-477)



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

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

## Objectives

\_\_\_\_\_ Solve problems involving sales tax and discount.

<b>NCTM Standards:</b> 1, 2, 5, 6, 7, 9
<b>New Mexico Mathematics Performance Standards Grades 5-8:</b> 2-E-2

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 474
- \_\_\_\_\_ ⇨ Transparency 11-6A
- \_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 474

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 11-6B
- \_\_\_\_\_ Thinking Algebraically, *TWE*, p. 475
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 475
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 86
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 475
- \_\_\_\_\_ Error Analysis, *TWE*, p. 475
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 11-6

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, pp. 475-476

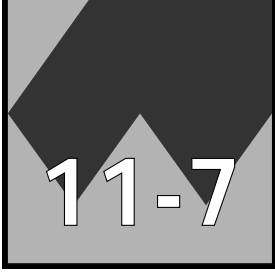
<b>Homework Assignments (pp. 476-477)</b>	
_____ Core: 11-27 odd, 28-32	_____ Enriched: 10-24 even, 26-32
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 600
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 86
- \_\_\_\_\_ ⇨ *Technology Masters*, Calculator Activity, p. 47
- \_\_\_\_\_ ⇨ *Classroom Games*, pp. 31-32

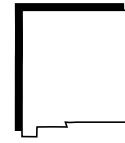
## 4 ASSESS

- \_\_\_\_\_ Let the Games Begin, *SE*, p. 477
- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 477
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz C, p. 296
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 477
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 86

<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. 478-480)



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

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

## Objectives

\_\_\_\_\_ Solve problems involving simple interest.

### NCTM Standards:

1, 2, 4-9

### New Mexico Mathematics Performance Standards

Grades 5-8:

2-E-2

## 1 FOCUS

\_\_\_\_\_ 5-Minute Check, *TWE*, p. 478

\_\_\_\_\_ ⇨ Transparency 11-7A

\_\_\_\_\_ Motivating the Lesson, Communication, *TWE*, p. 478

## 2 TEACH

\_\_\_\_\_ ⇨ Transparency 11-7B

\_\_\_\_\_ Reading Mathematics, *TWE*, p. 478

\_\_\_\_\_ In-Class Examples, *TWE*, p. 479

\_\_\_\_\_ ⇨ *Study Guide Masters*, p. 87

\_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 479

\_\_\_\_\_ Error Analysis, *TWE*, p. 479

\_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 11-7

## 3 PRACTICE/APPLY

\_\_\_\_\_ Check for Understanding, *SE*, p. 479

### Homework Assignments (pp. 479-480)

\_\_\_\_\_ Core: 9-25 odd, 26-29

\_\_\_\_\_ Enriched: 10-22 even, 23-29

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

\_\_\_\_\_ Extra Practice, *SE*, p. 600

\_\_\_\_\_ ⇨ *Practice Masters*, p. 87

\_\_\_\_\_ ⇨ *Technology Masters*, Spreadsheet Activity, p. 48

## 4 ASSESS

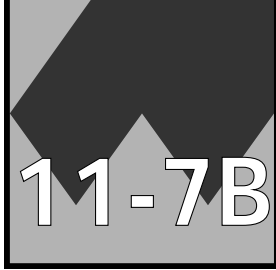
\_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 480

\_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz D, p. 296

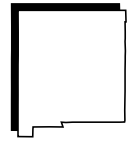
\_\_\_\_\_ Extending the Lesson, *TWE*, p. 480

\_\_\_\_\_ ⇨ *Enrichment Masters*, p. 87

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



# Lesson Planning Guide (p. 481)



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

## Objectives

\_\_\_\_\_ Use a spreadsheet to find simple interest.

## MANAGEMENT

\_\_\_\_\_ Getting Started, *TWE*, p. 481  
\_\_\_\_\_ Using Calculators, *TWE*, p. 481

## ASSESS

\_\_\_\_\_ *TWE*, p. 481

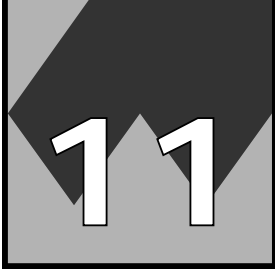
<b>NCTM Standards:</b> 1, 2, 4, 5, 7-9
<b>New Mexico Mathematics Performance Standards</b> <b>Grades 5-8:</b> 1-E-1, 2-D-2

### Class Activity (p. 481)

\_\_\_\_\_ All: 1-5  
\_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

\_\_\_\_\_ Math Journal, *TWE*, p. 481

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



# Review and Assessment (pp. 482-487)



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

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

- \_\_\_\_\_ Study Guide and Assessment, *SE*, pp. 482-485
- \_\_\_\_\_ Standardized Test Practice, *SE*, pp. 486-487
- \_\_\_\_\_ Chapter Test, *SE*, p. 617

## ⇔ **Assessment and Evaluation Masters (pp. 281-299)**

### *Multiple-Choice Tests*

### *Free-Response Tests*

- |   |                                       |
|---|---------------------------------------|
| _____ Form 1A, 1B, or 1C, pp. 281-286         | _____ Form 2A, 2B, or 2C, pp. 287-292 |
| _____ Standardized Test Practice, pp. 297-298 | _____ Performance Assessment, p. 293  |
|   | _____ Cumulative Review, p. 299       |

- \_\_\_\_\_ ⇔ *MindJogger Videoquizzes*, Chapter 11
- \_\_\_\_\_ ⇔ *Test and Review Software*
- \_\_\_\_\_ ⇔ *CD-ROM Assessment Game*
- \_\_\_\_\_ ⇔ *State Test Preparation CD-ROM*

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