

5 Geometry: Investigating Patterns



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 & 2 | *Chapter Project | Theme: Advertising Be True to Your School |
| 2 & 3 | 1 & 2 | *5-1A | <small>HANDS-ON LAB</small> Cooperative Learning Measuring and Constructing Line Segments and Angles |
| | | 5-1 | Parallel Lines |
| | | *5-1B | <small>HANDS-ON LAB</small> Cooperative Learning Constructing Parallel Lines |
| 4 | 3 | 5-2A | <small>THINKING LAB</small> Problem Solving Use a Venn Diagram |
| 5 | 4 | 5-2 | Classifying Triangles |
| 6 & 7 | 5 & 6 | *5-3A | <small>HANDS-ON LAB</small> Cooperative Learning Polygons as Networks |
| | | 5-3 | Classifying Quadrilaterals |
| 8 & 9 | 7 & 8 | *5-4A | <small>HANDS-ON LAB</small> Cooperative Learning Reflections |
| | | 5-4 | Symmetry |
| 10 | 9 & 10 | 5-5 | Congruent Triangles |
| 12 | | *5-5B | <small>HANDS-ON LAB</small> Cooperative Learning Constructing Congruent Triangles |
| 11 & 12 | 11 & 12 | *5-6A | <small>HANDS-ON LAB</small> Cooperative Learning Dilations |
| | | 5-6 | Similar Triangles |
| 13 | 13 | 5-7 | Transformations and M.MG Escher |
| 14 | 14 | Review: Study Guide and Assessment | |
| 15 | 15 | Assessment: Chapter Test | |

* *Optional*

Chapter Resources

| | |
|---|--|
| <p>Meeting Individual Needs <i>Investigations for the Special Education Student</i>, Hide and Seek, p. 29 <i>Spanish Study Guide and Assessment</i> <i>Study Guide and Practice Workbook</i></p> | <p>Technology <i>Electronic Teacher's Classroom</i> <i>Resources (ETCR)</i> www.glencoe.com/sec/math/mac/mathnet</p> |
| <p>Interactive Mathematics: Activities and Investigations Units 4 and 5</p> | <p>Applications <i>Family Letters and Activities</i>, pp. 61-62 <i>Spanish Family Letters and Activities</i>, pp. 61-62</p> |



Chapter Project (pp. 184-185)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Identify line symmetry and rotational symmetry.
- _____ Translate, rotate, and reflect figures.
- _____ Create Escher-like tessellations.
- _____ State/local objectives: _____

**South Carolina Math
Curriculum Standards
Grade 8: GEO I.V.E.1.**

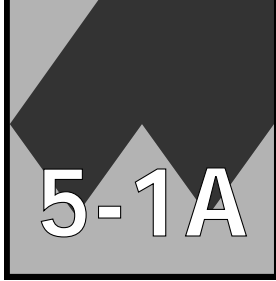
Theme: Advertising

- _____ Chapter Project, *SE*, p. 185
- _____ Chapter 5 Notes, *TWE*, p. 184
- _____ Question of the Day, *TWE*, p. 184
- _____ ⇨ *Investigations and Projects Masters*, pp. 33-36

Homework Assignments

- _____ p. 209, Working on the Chapter Project, Exercise 20
- _____ p. 223, Working on the Chapter Project, Exercise 16
- _____ p. 227, Completing the Chapter Project, Alternative Assessment

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



Lesson Planning Guide (pp. 186-187)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Measure and construct congruent line segments and angles.
- _____ State/local objectives: _____

NCTM Standards:
3, 4, 6-10

MANAGEMENT

- _____ Getting Started, *TWE*, p. 186
- _____ ⇨ *Hands-On Lab Masters*, p. 21: protractors
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Lesson 5-1A
- _____ ⇨ *Overhead Manipulative Resources*: compass, protractor

ASSESS

- _____ *TWE*, p. 187
- _____ ⇨ *Hands-On Lab Masters*, p. 45

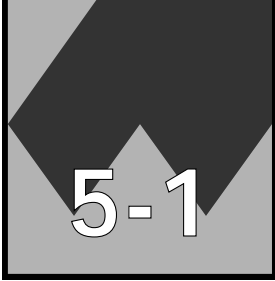
Class Activity (pp. 186-187)

_____ All: 1-10

_____ Alternate Assignment: _____

- _____ Math Journal, *TWE*, p. 187

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



Lesson Planning Guide (pp. 188-192)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Identify lines that are parallel and types of angles formed by parallel lines and transversals.

_____ State/local objectives: _____

| |
|---|
| NCTM Standards: 1-4, 6-10 |
| South Carolina Math Curriculum Standards |
| Grade 8: GEO I.V.A.1. |

1 FOCUS

_____ 5-Minute Check, *TWE*, p. 188

_____ ⇨ Transparency 5-1A

_____ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 188

_____ Cross-Curriculum Cue, *TWE*, p. 188

2 TEACH

_____ ⇨ Transparency 5-1B

_____ Using the Mini-Lab, *TWE*, p. 189

_____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 5-1

_____ In-Class Examples, *TWE*, pp. 189-190

_____ ⇨ *Study Guide Masters*, p. 34

_____ Reteaching the Lesson, *TWE*, p. 191

_____ ⇨ *CD-ROM Program*, Resource Lesson 5-1, Interactive Lesson 5-1

3 PRACTICE/APPLY

_____ Check for Understanding, *SE*, p. 191

Homework Assignments (pp. 191-192)


_____ Core: 11-27 odd, 28-32

_____ Enriched: 10-24 even, 26-32

_____ Alternate Assignment: _____

_____ Extra Practice, *SE*, p. 617

_____ ⇨ *Practice Masters*, p. 34

_____ ⇨  *South Carolina Parent and Student Study Guide Workbook*, p. 38

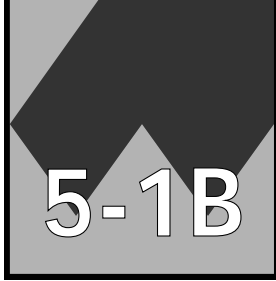
4 ASSESS

_____ Closing Activity, Speaking, *TWE*, p. 192

_____ Extending the Lesson, *TWE*, p. 192

_____ ⇨ *Enrichment Masters*, p. 34

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



Lesson Planning Guide (p. 193)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Construct a line parallel to a given line.
- _____ State/local objectives: _____

NCTM Standards:
3, 4, 6-8, 10

MANAGEMENT

- _____ Getting Started, *TWE*, p. 193
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Lesson 5-1B
- _____ ⇨ *Overhead Manipulative Resources*: compass

ASSESS

- _____ *TWE*, p. 193
- _____ ⇨ *Hands-On Lab Masters*, p. 46

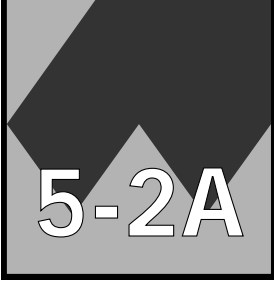
Class Activity (p. 193)

_____ All: 1-3

_____ Alternate Assignment: _____

- _____ Math Journal, *TWE*, p. 193

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



Lesson Planning Guide (pp. 194-195)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Use a Venn diagram to solve problems.
- _____ State/local objectives: _____

| |
|--|
| NCTM Standards: 1-3, 5-10 |
| South Carolina Math Curriculum Standards Grade 8: NO I.A.1., NO III.A.1. |

1 FOCUS

- _____ Getting Started, *TWE*, p. 194

2 TEACH

- _____ In-Class Example, *TWE*, p. 194
- _____ Reteaching the Lesson, *TWE*, p. 194

3 PRACTICE/APPLY

- _____ Check for Understanding, *TWE*, p. 195

Homework Assignments (p. 195)

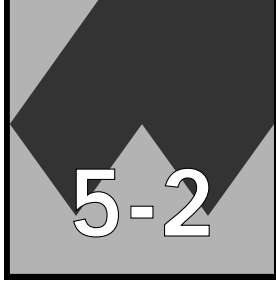
- _____ All: 5-11
- _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 617
- _____ Mixed Problem Solving, *SE*, pp. 645-646

4 ASSESS

- _____ Closing Activity, Speaking, *TWE*, p. 195
- _____ Extending the Lesson, *TWE*, p. 195

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



Lesson Planning Guide (pp. 196-199)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Classify triangles by their angles and their sides, and find measures of missing angles in triangles.
- _____ State/local objectives: _____

| |
|--|
| NCTM Standards: 1-4, 6-10 |
| South Carolina Math Curriculum Standards Grade 8: GEO IV.A.1. |

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 196
- _____ ⇨ Transparency 5-2A
- _____ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 196

2 TEACH

- _____ ⇨ Transparency 5-2B
- _____ Reading Mathematics, *TWE*, p. 197
- _____ In-Class Examples, *TWE*, p. 197
- _____ ⇨ *Study Guide Masters*, p. 35
- _____ Reteaching the Lesson, *TWE*, p. 198
- _____ ⇨ *CD-ROM Program*, Resource Lesson 5-2
- _____ ⇨ *Interactive Mathematics Tools Software*

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 198

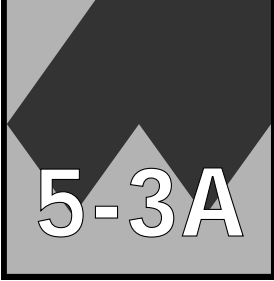
| Homework Assignments (pp. 198-199) | |
|---|-----------------------------------|
| _____ Core: 9-23 odd, 24-27 | _____ Enriched: 10-20 even, 22-27 |
| _____ Alternate Assignment: _____ | |

- _____ Extra Practice, *SE*, p. 618
- _____ ⇨ *Practice Masters*, p. 35
- _____ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 39

4 ASSESS

- _____ Closing Activity, Modeling, *TWE*, p. 199
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz A, p. 127
- _____ Extending the Lesson, *TWE*, p. 199
- _____ ⇨ *Enrichment Masters*, p. 35

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Lesson Planning Guide (p. 200)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Determine whether a network is traceable.
- _____ State/local objectives: _____

| |
|---|
| NCTM Standards: 2, 3, 5-9 |
| South Carolina Math Curriculum Standards Grade 8: GEO IV.C.1. |

MANAGEMENT

- _____ Getting Started, *TWE*, p. 200
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Lesson 5-3A
- _____ ⇨ *Overhead Manipulative Resources*: regular polygon transparency

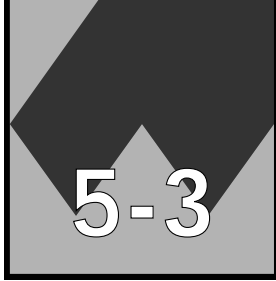
ASSESS

- _____ *TWE*, p. 200
- _____ ⇨ *Hands-On Lab Masters*, p. 47

| |
|-----------------------------------|
| Class Activity (p. 200) |
| _____ All: 1-7 |
| _____ Alternate Assignment: _____ |

- _____ Math Journal, *TWE*, p. 200

| | | | |
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|-----|----------------------|------------------------------------|------------------------------|



Lesson Planning Guide (pp. 201-204)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Classify quadrilaterals.
- _____ State/local objectives: _____

| |
|--|
| NCTM Standards: 1-4, 6-10 |
| South Carolina Math Curriculum Standards Grade 8: ALG II.C.1., GEO I.A.1. |

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 201
- _____ ⇨ Transparency 5-3A
- _____ Motivating the Lesson, Communication, *TWE*, p. 201
- _____ Multiple Learning Styles, Kinesthetic, *TWE*, p. 201

2 TEACH

- _____ ⇨ Transparency 5-3B
- _____ Using the Mini-Lab, *TWE*, p. 202
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 5-3
- _____ In-Class Examples, *TWE*, p. 202
- _____ ⇨ *Study Guide Masters*, p. 36
- _____ Reteaching the Lesson, *TWE*, p. 203
- _____ Error Analysis, *TWE*, p. 203
- _____ ⇨ *CD-ROM Program*, Resource Lesson 5-3

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 203

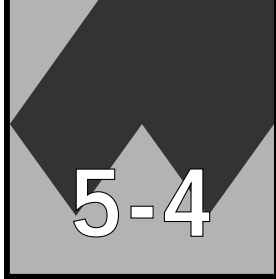
| Homework Assignments (pp. 203-204) | |
|---|-----------------------------------|
| _____ Core: 9-21 odd, 22-25 | _____ Enriched: 10-18 even, 20-25 |
| _____ Alternate Assignment: _____ | |

- _____ Extra Practice, *SE*, p. 618
- _____ ⇨ *Practice Masters*, p. 36
- _____ ⇨ *Hands-On Lab Masters*, p. 72
- _____ ⇨ *Classroom Games*, pp. 13-16
- _____ ⇨ *Technology Masters*, Calculator Activity, p. 61
- _____ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 40

4 ASSESS

- _____ Closing Activity, Speaking, *TWE*, p. 204
- _____ Extending the Lesson, *TWE*, p. 204
- _____ ⇨ *Enrichment Masters*, p. 36
- _____ Mid-Chapter Self Test, *SE*, p. 204

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Lesson Planning Guide (pp. 206-209)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Identify line symmetry and rotational symmetry.
- _____ State/local objectives: _____

| |
|---|
| NCTM Standards: 1-3, 6-9 |
| South Carolina Math Curriculum Standards Grade 8: GEO IVE.1. |

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 206
- _____ ⇨ Transparency 5-4A
- _____ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 207

2 TEACH

- _____ ⇨ Transparency 5-4B
- _____ Using the Mini-Lab, *TWE*, p. 207
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 5-4
- _____ In-Class Examples, *TWE*, p. 207
- _____ ⇨ *Study Guide Masters*, p. 37
- _____ Reteaching the Lesson, *TWE*, p. 208
- _____ Error Analysis, *TWE*, p. 208
- _____ ⇨ *CD-ROM Program*, Resource Lesson 5-4, Interactive Lesson 5-4

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 208

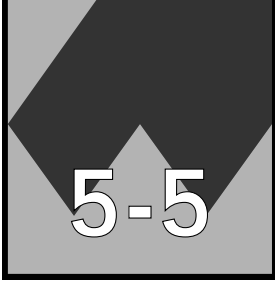
| Homework Assignments (pp. 208-209) | |
|---|---|
| _____ Core: 9-19 odd, 21-24 | _____ Enriched: 8-16 even, 17-19, 21-24 |
| _____ Optional: 20 (Working on the Chapter Project) | |
| _____ Alternate Assignment: _____ | |

- _____ Extra Practice, *SE*, p. 618
- _____ ⇨ *Practice Masters*, p. 37
- _____ ⇨ *Diversity Masters*, p. 31
- _____ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 41

4 ASSESS

- _____ Closing Activity, Writing, *TWE*, p. 209
- _____ ⇨ *Assessment and Evaluation Masters*, Mid-Chapter Test, p. 126
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz B, p. 127
- _____ Extending the Lesson, *TWE*, p. 209
- _____ ⇨ *Enrichment Masters*, p. 37

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Lesson Planning Guide (pp. 210-212)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Verify congruent triangles by using SSS, ASA, and SAS.
- _____ State/local objectives: _____

NCTM Standards:
1-3, 6-10

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 210
- _____ ⇨ Transparency 5-5A
- _____ Motivating the Lesson, Problem Solving, *TWE*, p. 210
- _____ Multiple Learning Styles, Interpersonal, *TWE*, p. 210

2 TEACH

- _____ ⇨ Transparency 5-5B
- _____ Thinking Algebraically, *TWE*, p. 210
- _____ In-Class Examples, *TWE*, p. 211
- _____ ⇨ *Study Guide Masters*, p. 38
- _____ Reteaching the Lesson, *TWE*, p. 211
- _____ Error Analysis, *TWE*, p. 211
- _____ ⇨ *CD-ROM Program*, Resource Lesson 5-5

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, pp. 211-212

Homework Assignments (p. 212)

_____ Core: 9-15 odd, 16-18 _____ Enriched: 8-14 even, 15-18

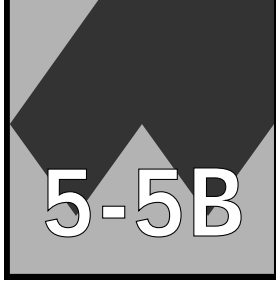
_____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 619
- _____ ⇨ *Practice Masters*, p. 38
- _____ ⇨ *Technology Masters*, Graphing Calculator Activity, p. 62
- _____ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 42

4 ASSESS

- _____ Closing Activity, Writing, *TWE*, p. 212
- _____ Extending the Lesson, *TWE*, p. 212
- _____ ⇨ *Enrichment Masters*, p. 38

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Lesson Planning Guide (p. 213)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Construct a triangle congruent to a given triangle.

_____ State/local objectives: _____

| |
|---|
| NCTM Standards: 3, 4, 6-10 |
| South Carolina Math Curriculum Standards Grade 8: GEO I.C.1. |

MANAGEMENT

_____ Getting Started, *TWE*, p. 213

_____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*,
Lesson 5-5B

_____ ⇨ *Overhead Manipulative Resources*: compass, straightedge

ASSESS

_____ *TWE*, p. 213

_____ ⇨ *Hands-On Lab Masters*, p. 49

Class Activity (p. 213)

_____ All: 1-4

_____ Alternate Assignment: _____

_____ Math Journal, *TWE*, p. 213

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Lesson Planning Guide (p. 214)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Draw a dilation of a figure.
- _____ State/local objectives: _____

| |
|--|
| NCTM Standards: 1, 3, 4, 6-9 |
| South Carolina Math Curriculum Standards Grade 8: GEO III.A.1. |

MANAGEMENT

- _____ Getting Started, *TWE*, p. 214

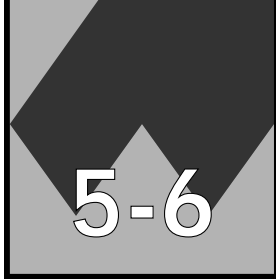
ASSESS

- _____ *TWE*, p. 214
- _____ ⇔ *Hands-On Lab Masters*, p. 50

| |
|-----------------------------------|
| Class Activity (p. 214) |
| _____ All: 1-4 |
| _____ Alternate Assignment: _____ |

- _____ Math Journal, *TWE*, p. 214

| | | | |
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Lesson Planning Guide (pp. 215-219)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Identify similar triangles.
- _____ State/local objectives: _____

| |
|--|
| NCTM Standards: 1-3, 6-10 |
| South Carolina Math Curriculum Standards Grade 8: GEO I.B.1., MEA II.E.1. |

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 215
- _____ ⇨ Transparency 5-6A
- _____ Motivating the Lesson, Problem Solving, *TWE*, p. 215

2 TEACH

- _____ Transparency 5-6B
- _____ Using the Mini-Lab, *TWE*, p. 216
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 5-6
- _____ In-Class Examples, *TWE*, p. 216
- _____ ⇨ *Study Guide Masters*, p. 39
- _____ Reteaching the Lesson, *TWE*, p. 217
- _____ ⇨ *CD-ROM Program*, Resource Lesson 5-6

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, pp. 216-217

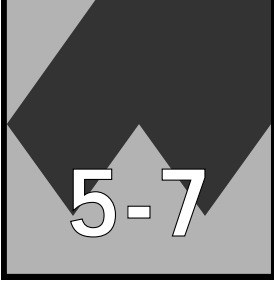
| | |
|---|----------------------------------|
| Homework Assignments (pp. 217-218) | |
| _____ Core: 9-15 odd, 16-18 | _____ Enriched: 8-12 even, 14-18 |
| _____ Alternate Assignment: _____ | |

- _____ Extra Practice, *SE*, p. 619
- _____ ⇨ *Practice Masters*, p. 39
- _____ ⇨ *School to Career Masters*, p. 31
- _____ ⇨ School to Career Activity, *SE*, p. 219
- _____ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 43

4 ASSESS

- _____ Let the Games Begin, *SE*, p. 218
- _____ Closing Activity, Modeling, *TWE*, p. 218
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz C, p. 128
- _____ Extending the Lesson, *TWE*, p. 218
- _____ ⇨ *Enrichment Masters*, p. 39

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Lesson Planning Guide (pp. 220-223)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Create Escher-like drawings using translations and rotations.
- _____ State/local objectives: _____

| |
|---|
| NCTM Standards: 2, 3, 6-9 |
| South Carolina Math Curriculum Standards Grade 8: GEO III.B.1., GEO IV.E.1. |

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 220
- _____ ⇨ Transparency 5-7A
- _____ Motivating the Lesson, Communication, *TWE*, p. 221

2 TEACH

- _____ ⇨ Transparency 5-7B
- _____ Using the Mini-Lab, *TWE*, p. 221
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 5-7
- _____ Multiple Learning Styles, Intrapersonal, *TWE*, p. 221
- _____ In-Class Examples, *TWE*, pp. 221, 222
- _____ ⇨ *Study Guide Masters*, p. 40
- _____ Reteaching the Lesson, *TWE*, p. 222
- _____ ⇨ *CD-ROM Program*, Resource Lesson 5-7, Interactive Lesson 5-7

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 222

Homework Assignments (p. 223)

- _____ Core: 7, 8, 10, 11-15 odd, 17-19 _____ Enriched: 8, 9, 11-19
- _____ Optional: 16 (Working on the Chapter Project)
- _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 619
- _____ ⇨ *Practice Masters*, p. 40
- _____ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 44

4 ASSESS

- _____ Closing Activity, Speaking, *TWE*, p. 223
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz D, p. 128
- _____ Extending the Lesson, *TWE*, p. 223
- _____ ⇨ *Enrichment Masters*, p. 40

| | | | |
|-----|----------------------|------------------------------------|------------------------------|
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Review and Assessment (pp. 224-229)



Teacher's Name _____ Dates _____

Grade _____ Class _____

Review M Tu W Th F
Testing M Tu W Th F

- _____ Study Guide and Assessment, *SE*, pp. 224-227
- _____ Standardized Test Practice, *SE*, pp. 228-229
- _____ Chapter Test, *SE*, p. 651



⇨ **Assessment and Evaluation Masters (pp. 113-131)**

Multiple-Choice Tests

- _____ Form 1A, 1B, or 1C, pp. 113-118
- _____ Standardized Test Practice, pp. 129-130

Free-Response Tests

- _____ Form 2A, 2B, or 2C, pp. 119-124
- _____ Performance Assessment, p. 125
- _____ Cumulative Review, p. 131

- _____ ⇨ *MindJogger Videoquizzes*, Chapter 5
- _____ ⇨ *Test and Review Software*
- _____ ⇨ *CD-ROM Assessment Game*
- _____ ⇨ *State Test Preparation CD-ROM*
- _____ ⇨  *South Carolina Parent and Student Study Guide Workbook*, p. 45
- _____ ⇨  *South Carolina PACT Workbook and Test Preparation, Grade 8*

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