

# 8 Applying Proportional Reasoning



## Chapter Pacing Guide

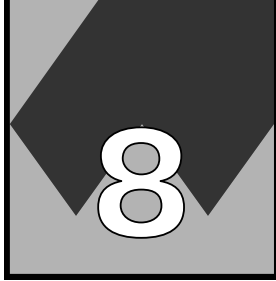
Please note that this pacing guide is based upon completing the entire text in 165 classes, approximately 50 minutes each. More time can be allotted for this chapter if you do not plan to teach the entire text.

Day (Standard)	Day (Honors)	Lesson	Title
1	1 & 2	*Chapter Project	Theme: Television Stay Tuned!
2		8-1	Using Proportions
		*8-1B	TECHNOLOGY LAB Spreadsheets Proportions
3	3	8-2	The Percent Proportion
4	4	8-3	Integration: Algebra The Percent Equation
5	5	8-3B	THINKING LAB Problem Solving Solve a Simpler Problem
6	6	8-4	Large and Small Percents
7	7	8-5	Percent of Change
		*8-5B	TECHNOLOGY LAB Spreadsheets Discounts
8	8	8-6	Simple Interest
9	9	8-7	Integration: Geometry Similar Polygons
10 & 11	10 & 11	8-8	Indirect Measurement
		*8-8B	HANDS-ON LAB Cooperative Learning Trigonometry
12	12	8-9	Scale Drawings and Models
13	13	8-10	Integration: Geometry Dilations
14	14	Review: Study Guide and Assessment	
15	15	Assesment: 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 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>            Unit 3</p>	<p><b>Applications</b>  <i>Family Letters and Activities</i>, pp. 67-68  <i>Spanish Family Letters and Activities</i>, pp. 67-68</p>



# Chapter Project (pp. 328-329)



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

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

## Objectives

- \_\_\_\_\_ Gain an understanding of survey sampling.
- \_\_\_\_\_ Learn to apply proportions and percents to surveys.
- \_\_\_\_\_ Develop their ability to organize information verbally and to form generalizations from it.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

**South Carolina Math  
Curriculum Standards**

**Grade 8:** DAP III.C.1.,  
DAP III.C.2.

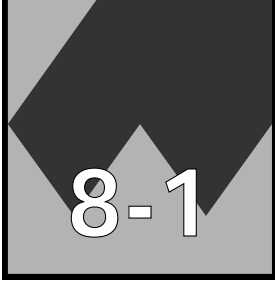
## Theme: Television

- \_\_\_\_\_ Chapter Project, *SE*, p. 329
- \_\_\_\_\_ Chapter 8 Notes, *TWE*, p. 328
- \_\_\_\_\_ Question of the Day, *TWE*, p. 328
- \_\_\_\_\_ ⇨ *Investigations and Projects Masters*, pp. 45-48

### Homework Assignments

- \_\_\_\_\_ p. 338, Working on the Chapter Project, Exercise 45
- \_\_\_\_\_ p. 351, Working on the Chapter Project, Exercise 37
- \_\_\_\_\_ p. 377, Completing the Chapter Project, Alternative Assessment

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



# Lesson Planning Guide (pp. 330-333)



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

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

## Objectives

- \_\_\_\_\_ Solve problems by using proportions.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

<b>NCTM Standards:</b> 1, 2, 6-9
<b>South Carolina Math Curriculum Standards</b> <b>Grade 8:</b> NO III.D.1., NO III.D.2., ALG II.D.2.

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 330
- \_\_\_\_\_ ⇨ Transparency 8-1A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 330
- \_\_\_\_\_ Cross-Curriculum Cue, *TWE*, p. 330

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 8-1B
- \_\_\_\_\_ Using Calculators, *TWE*, p. 331
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 331
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 60
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 331
- \_\_\_\_\_ ⇨ *Transition Booklet*, pp. 29-34
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-1

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, pp. 331-332

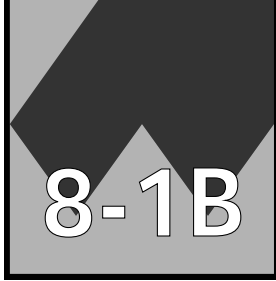
<b>Homework Assignments (pp. 332-333)</b>	
_____ Core: 9-21 odd, 23-26	_____ Enriched: 8-18 even, 20-26
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 627
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 60
- \_\_\_\_\_ ⇨ *Science and Mathematics Lab Manual*, pp. 61-64
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 67

## 4 ASSESS

- \_\_\_\_\_ Let the Games Begin, *SE*, p. 333
- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 333
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 333
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 60

KEY	SE = Student Edition	TWE = Teacher's Wraparound Edition	⇨ = Other Program Components
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# Lesson Planning Guide (p. 334)



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

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

### Objectives

- \_\_\_\_\_ Use a computer spreadsheet to solve proportions.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

<b>NCTM Standards:</b> 1, 2, 6-9
<b>South Carolina Math Curriculum Standards</b> <b>Grade 8:</b> NO III.A.1., NO III.D.1., NO III.D.2.

### MANAGEMENT

- \_\_\_\_\_ Getting Started, *TWE*, p. 334

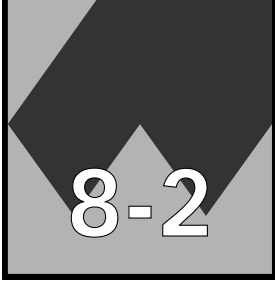
### ASSESS

- \_\_\_\_\_ *TWE*, p. 334

<b>Class Activity (p. 334)</b>
_____ All: 1-3
_____ Alternate Assignment: _____

- \_\_\_\_\_ Math Journal, *TWE*, p. 334

KEY	SE = Student Edition	TWE = Teacher's Wraparound Edition	↔ = Other Program Components
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# Lesson Planning Guide (pp. 335-338)



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

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

## Objectives

- \_\_\_\_\_ Solve problems using the percent proportion.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

<b>NCTM Standards:</b> 1, 2, 6-10
<b>South Carolina Math Curriculum Standards</b> <b>Grade 8:</b> NO I.A.1., NO III.D.1., NO III.D.2., ALG II.D.2., DAP III.C.1.

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 335
- \_\_\_\_\_ ⇨ Transparency 8-2A
- \_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 335

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 8-2B
- \_\_\_\_\_ Reading Mathematics, *TWE*, p. 336
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 336
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 61
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 336
- \_\_\_\_\_ Error Analysis, *TWE*, p. 336
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-2

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, pp. 336-337

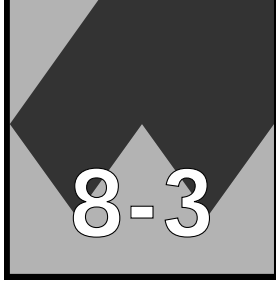
<b>Homework Assignments (pp. 337-338)</b>	
_____ Core: 15-43 odd, 46-52	_____ Enriched: 14-40 even, 42-44, 46-52
_____ Optional: 45 (Working on the Chapter Project)	
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 627
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 61
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 68

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 338
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 338
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 61

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# Lesson Planning Guide (pp. 339-341)



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

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

## Objectives

- \_\_\_\_\_ Solve problems using the percent equation.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

<b>NCTM Standards:</b> 1, 2, 6-10
<b>South Carolina Math Curriculum Standards</b> <b>Grade 8:</b> NO I.A.1., NO III.A.1., ALG II.C.1., ALG II.D.2.

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 339
- \_\_\_\_\_ ⇨ Transparency 8-3A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 339

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 8-3B
- \_\_\_\_\_ Thinking Algebraically, *TWE*, p. 340
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 340
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 62
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 340
- \_\_\_\_\_ Error Analysis, *TWE*, p. 340
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-3, Interactive Lesson 8-3

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 340

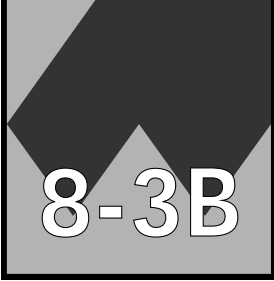
<b>Homework Assignments (pp. 340-341)</b>	
_____ Core: 11-31 odd, 32-36	_____ Enriched: 10-28 even, 30-36
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 627
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 62
- \_\_\_\_\_ Family Activity, *SE*, p. 341
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 69

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 341
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz A, p. 211
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 341
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 62

<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. 342-343)



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

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

## Objectives

- \_\_\_\_\_ Solve problems by solving a simpler problem.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

<b>NCTM Standards:</b> 1-3, 6-9
<b>South Carolina Math Curriculum Standards</b> Grade 8: NO I.A.1., NO III.A.1.

## 1 FOCUS

- \_\_\_\_\_ Getting Started, *TWE*, p. 342

## 2 TEACH

- \_\_\_\_\_ In-Class Example, *TWE*, p. 342
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 342

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *TWE*, p. 343

### Homework Assignments (p. 343)

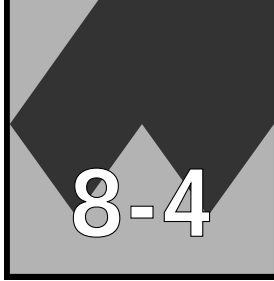
- \_\_\_\_\_ All: 4-13
- \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 628
- \_\_\_\_\_ Mixed Problem Solving, *SE*, pp. 645-646

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 343
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 343

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



# Lesson Planning Guide (pp. 344-347)



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

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

## Objectives

- \_\_\_\_\_ Express percents greater than 100 or less than 1 as fractions and decimals.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

<b>NCTM Standards:</b> 1, 2, 6-10
<b>South Carolina Math Curriculum Standards</b> <b>Grade 8: NO I.C.1.</b>

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 344
- \_\_\_\_\_ ⇨ Transparency 8-4A
- \_\_\_\_\_ Motivating the Lesson, Communication, *TWE*, p. 344

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 8-4B
- \_\_\_\_\_ Using the Mini-Lab, *TWE*, p. 345
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 8-4
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 345
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 63
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 346
- \_\_\_\_\_ Error Analysis, *TWE*, p. 346
- \_\_\_\_\_ ⇨ *Transition Booklet*, pp. 5-6
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-4

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 346

<b>Homework Assignments (pp. 346-347)</b>	
_____ Core: 13-35 odd, 37-42	_____ Enriched: 12-34 even, 35-42
_____ Alternate Assignment:	

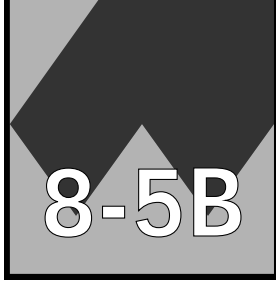
- \_\_\_\_\_ Extra Practice, *SE*, p. 628
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 63
- \_\_\_\_\_ ⇨ *Diversity Masters*, p. 34
- \_\_\_\_\_ ⇨ *Science and Mathematics Lab Manual*, pp. 81-84
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 70

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 347
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 347
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 63

KEY	SE = Student Edition	TWE = Teacher's Wraparound Edition	⇨ = Other Program Components
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# Lesson Planning Guide (p. 352)



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

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

## Objectives

- \_\_\_\_\_ Use a spreadsheet to find the sale price of an item.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

<b>NCTM Standards:</b> 1, 2, 6-9
<b>South Carolina Math Curriculum Standards</b> <b>Grade 8: NO I.A.1., NO III.A.1.</b>

## MANAGEMENT

- \_\_\_\_\_ Getting Started, *TWE*, p. 352
- \_\_\_\_\_ In-Class Example, *TWE*, p. 352

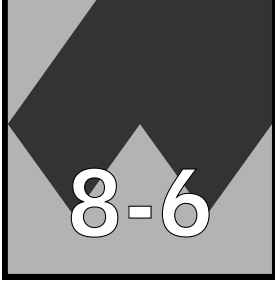
## ASSESS

- \_\_\_\_\_ *TWE*, p. 352

<b>Class Activity (p. 352)</b>
_____ All: 1-5 _____ Alternate Assignment: _____

- \_\_\_\_\_ Math Journal, *TWE*, p. 352

<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. 353-356)



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

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

## Objectives

- \_\_\_\_\_ Solve problems involving simple interest.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

<b>NCTM Standards:</b> 1, 2, 6-9
<b>South Carolina Math Curriculum Standards</b> <b>Grade 8:</b> NO I.A.1., NO III.A.1., ALG II.D.2., MEA II.F.1.

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 353
- \_\_\_\_\_ ⇨ Transparency 8-6A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 353

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 8-6B
- \_\_\_\_\_ Thinking Algebraically, *TWE*, p. 354
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 354
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 65
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 355
- \_\_\_\_\_ Error Analysis, *TWE*, p. 355
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-6

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 355

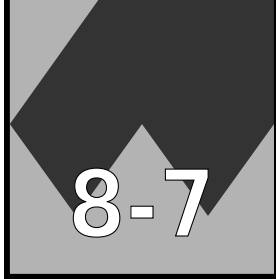
<b>Homework Assignments (pp. 355-356)</b>	
_____ Core: 9-25 odd, 26-29	_____ Enriched: 10-22 even, 24-29
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 629
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 65
- \_\_\_\_\_ ⇨ *Technology Masters*, Calculator Activity, p. 67
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 72

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 356
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 356
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 65
- \_\_\_\_\_ Mid-Chapter Self Test, *SE*, p. 356

KEY	SE = Student Edition	TWE = Teacher's Wraparound Edition	⇨ = Other Program Components
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# Lesson Planning Guide (pp. 357-360)



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

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

## Objectives

\_\_\_\_\_ Identify corresponding parts of similar polygons and find missing measures of similar polygons.

\_\_\_\_\_ State/local objectives: \_\_\_\_\_

<b>NCTM Standards:</b> 1-3, 6-10
<b>South Carolina Math Curriculum Standards</b>
<b>Grade 8:</b> NO III.D.1., NO III.D.2., ALG II.D.2.

## 1 FOCUS

\_\_\_\_\_ 5-Minute Check, *TWE*, p. 357

\_\_\_\_\_ ⇨ Transparency 8-7A

\_\_\_\_\_ Motivating the Lesson, Communication, *TWE*, p. 357

## 2 TEACH

\_\_\_\_\_ ⇨ Transparency 8-7B

\_\_\_\_\_ Using the Mini-Lab, *TWE*, p. 358

\_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 8-7

\_\_\_\_\_ In-Class Examples, *TWE*, pp. 358, 359

\_\_\_\_\_ ⇨ *Study Guide Masters*, p. 66

\_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 358

\_\_\_\_\_ Analysis, *TWE*, p. 358

\_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-7

## 3 PRACTICE/APPLY

\_\_\_\_\_ Check for Understanding, *SE*, p. 359

### Homework Assignments (p. 360)

\_\_\_\_\_ Core: 9-17 odd, 18-22

\_\_\_\_\_ Enriched: 8-14 even, 16-22

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

\_\_\_\_\_ Extra Practice, *SE*, p. 629

\_\_\_\_\_ ⇨ *Practice Masters*, p. 66

\_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 73

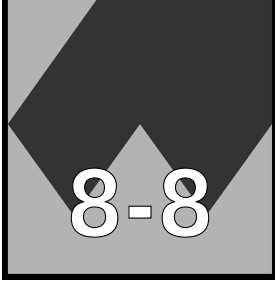
## 4 ASSESS

\_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 360

\_\_\_\_\_ Extending the Lesson, *TWE*, p. 360

\_\_\_\_\_ ⇨ *Enrichment Masters*, p. 66

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



# Lesson Planning Guide (pp. 361-364)



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

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

## Objectives

- \_\_\_\_\_ Solve problems involving similar triangles.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

### NCTM Standards:

1-4, 6-10

### South Carolina Math Curriculum Standards

Grade 8: NO III.D.1., NO III.D.2., ALG II.D.2.

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 361
- \_\_\_\_\_ ⇨ Transparency 8-8A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 361
- \_\_\_\_\_ Multiple Learning Styles, Visual/Spatial, *TWE*, p. 361

## 2 TEACH


- \_\_\_\_\_ ⇨ Transparency 8-8B
- \_\_\_\_\_ Using Discussion, *TWE*, p. 362
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 362
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 67
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 362
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-8

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, pp. 362-363

### Homework Assignments (pp. 363-364)

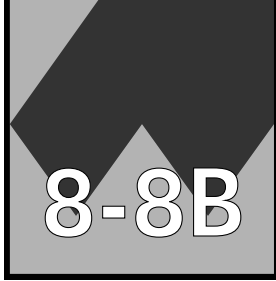
- \_\_\_\_\_ Core: 7-15 odd, 16-18                      \_\_\_\_\_ Enriched: 8-12 even, 13-18
- \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 629
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 67
- \_\_\_\_\_ Math in the Media, *SE*, p. 364
- \_\_\_\_\_ ⇨  *South Carolina Parent and Student Study Guide Workbook*, p. 74

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 364
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz C, p. 212
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 364
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 67

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



# Lesson Planning Guide (p. 365)



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

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

## Objectives

- \_\_\_\_\_ Study the relationships among the sides of right triangles.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

**NCTM Standards:**  
1-4, 6-10

## MANAGEMENT

- \_\_\_\_\_ Getting Started, *TWE*, p. 365
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Lesson 8-8B
- \_\_\_\_\_ ⇨ *Overhead Manipulative Resources*: protractor, metric ruler

## ASSESS

- \_\_\_\_\_ *TWE*, p. 365
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 56

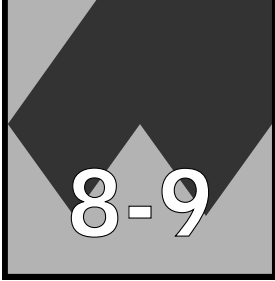
**Class Activity (p. 365)**

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

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

- \_\_\_\_\_ Math Journal, *TWE*, p. 365

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



# Lesson Planning Guide (pp. 366-369)



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

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

## Objectives

- \_\_\_\_\_ Solve problems involving scale drawings.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

<b>NCTM Standards:</b> 1-4, 6-10
<b>South Carolina Math Curriculum Standards</b> <b>Grade 8:</b> NO III.D.1., NO III.D.2., ALG II.D.2., GEO IV.E.1.

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 366
- \_\_\_\_\_ ⇨ Transparency 8-9A
- \_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 366
- \_\_\_\_\_ Multiple Learning Styles, Kinesthetic, *TWE*, p. 366

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 8-9B
- \_\_\_\_\_ Reading Mathematics, *TWE*, p. 367
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 367
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 68
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 367
- \_\_\_\_\_ ⇨ *Transition Booklet*, pp. 17-18
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-9, Interactive Lesson 8-9

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, pp. 367-368

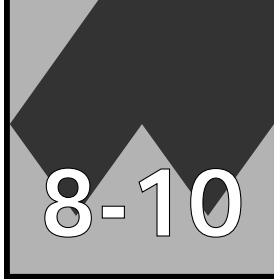
<b>Homework Assignments (pp. 368-369)</b>	
_____ Core: 7-15 odd, 16-18	_____ Enriched: 8-12 even, 13-18
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 630
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 68
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 75
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 75

## 4 ASSESS

- \_\_\_\_\_ Let the Games Begin, *SE*, p. 369
- \_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 369
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 369
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 68

KEY	SE = Student Edition	TWE = Teacher's Wraparound Edition	⇨ = Other Program Components
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# Lesson Planning Guide (pp. 370-373)



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

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

## Objectives

- \_\_\_\_\_ Graph dilations on a coordinate plane.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

<b>NCTM Standards:</b> 1-4, 6-10
<b>South Carolina Math Curriculum Standards</b>  <b>Grade 8: GEO III.A.1.,</b> <b>GEO IVE.1.</b>

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 370
- \_\_\_\_\_ ⇨ Transparency 8-10A
- \_\_\_\_\_ Motivating the Lesson, Communication, *TWE*, p. 370

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 8-10B
- \_\_\_\_\_ Using the Mini-Lab, *TWE*, p. 371
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 8-10
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 371
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 69
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 372
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-10, Interactive Lesson 8-10

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 372

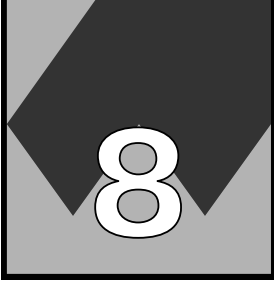
<b>Homework Assignments (pp. 372-373)</b>	
_____ Core: 9-19 odd, 20-23	_____ Enriched: 8-16 even, 18-23
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 630
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 69
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 10
- \_\_\_\_\_ ⇨ *School to Career Masters*, p. 34
- \_\_\_\_\_ ⇨ *Technology Masters*, Graphing Calculator Activity, p. 68
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 76

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 373
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz D, p. 212
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 373
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 69

<b>KEY</b>	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
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# Review and Assessment (pp. 374-379)



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

Grade \_\_\_\_\_ Class \_\_\_\_\_

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



- \_\_\_\_\_ Study Guide and Assessment, *SE*, pp. 374-377
- \_\_\_\_\_ Standardized Test Practice, *SE*, pp. 378-379
- \_\_\_\_\_ Chapter Test, *SE*, p. 654

## ⇔ **Assessment and Evaluation Masters (pp. 197-215)**

### *Multiple-Choice Tests*

### *Free-Response Tests*

- |  |                                       |
|--|---------------------------------------|
| _____ Form 1A, 1B, or 1C, pp. 197-202            | _____ Form 2A, 2B, or 2C, pp. 203-208 |
| _____ Standardized Test Practice,<br>pp. 213-214 | _____ Performance Assessment, p. 209  |
|  | _____ Cumulative Review, p. 215       |

- \_\_\_\_\_ ⇔ *MindJogger Videoquizzes*, Chapter 8
- \_\_\_\_\_ ⇔ *Test and Review Software*
- \_\_\_\_\_ ⇔ *CD-ROM Assessment Game*
- \_\_\_\_\_ ⇔ *State Test Preparation CD-ROM*
- \_\_\_\_\_ ⇔  *South Carolina Parent and Student Study Guide Workbook*, p. 77
- \_\_\_\_\_ ⇔  *South Carolina PACT Workbook and Test Preparation, Grade 8*

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