

# 9 Algebra: Exploring Real Numbers



## 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	*Chapter Project	Theme: Traffic Safety Proceed with Caution
2		9-1	Square Roots
3 & 4	2	*9-2A	<small>HANDS-ON LAB</small> Cooperative Learning Estimating Square Roots
		9-2	Estimating Square Roots
5	3	9-3	The Real Number System
6 & 7	4	*9-4A	<small>HANDS-ON LAB</small> Cooperative Learning The Pythagorean Theorem
		9-4	The Pythagorean Theorem
8	5	9-5A	<small>THINKING LAB</small> Problem Solving Draw a Diagram
9	6 & 7	9-5	Using the Pythagorean Theorem
		*9-5B	<small>HANDS-ON LAB</small> Cooperative Learning Graphing Irrational Numbers
10	8	9-6	Integration: Geometry Distance on the Coordinate Plane
11	9	9-7	Integration: Geometry Special Right Triangles
12	10	Review: Study Guide and Assessment	
13	11	Assessment: Chapter Test	

\* *Optional*

## Chapter Resources

<p><b>Meeting Individual Needs</b>  <i>Investigations for the Special Education Student</i>,                      Weather Report, pp. 19-20  <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>                      Units 1 and 15</p>	<p><b>Applications</b>  <i>Family Letters and Activities</i>, pp. 69-70  <i>Spanish Family Letters and Activities</i>, pp. 69-70</p>



# Chapter Project (pp. 380-381)



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

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

## Objectives

- \_\_\_\_\_ Plot real numbers on a coordinate plane.
- \_\_\_\_\_ Find distance by using the Pythagorean Theorem.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

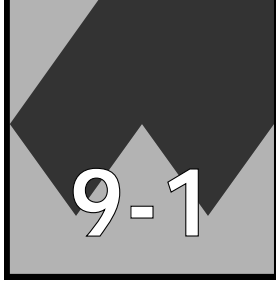
## Theme: Traffic Safety

- \_\_\_\_\_ Chapter Project, *SE*, p. 381
- \_\_\_\_\_ Chapter 9 Notes, *TWE*, p. 380
- \_\_\_\_\_ Question of the Day, *TWE*, p. 380
- \_\_\_\_\_ ⇔ *Investigations and Projects Masters*, pp. 49-52

### Homework Assignments

- \_\_\_\_\_ p. 388, Working on the Chapter Project, Exercise 25
- \_\_\_\_\_ p. 393, Working on the Chapter Project, Exercise 32
- \_\_\_\_\_ p. 413, Working on the Chapter Project, Exercise 21
- \_\_\_\_\_ p. 421, Completing the Chapter Project, Alternative Assessment

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



# Lesson Planning Guide (pp. 382-384)



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

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

## Objectives

- \_\_\_\_\_ Find square roots of perfect squares.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

<b>NCTM Standards:</b> 1, 3, 6-10
<b>South Carolina Math Curriculum Standards</b>
<b>Grade 8: ALG II.D.2.</b>

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 382
- \_\_\_\_\_ ⇨ Transparency 9-1A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 382

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 9-1B
- \_\_\_\_\_ Reading Mathematics, *TWE*, p. 383
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 383
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 70
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 383
- \_\_\_\_\_ Error Analysis, *TWE*, p. 383
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 9-1
- \_\_\_\_\_ ⇨ *Interactive Mathematics Tools Software*

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 383

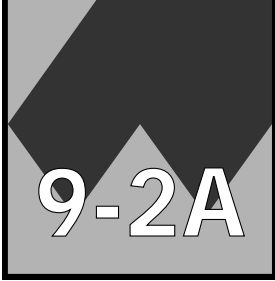
<b>Homework Assignments (p. 384)</b>	
_____ Core: 11-29 odd, 30-33	_____ Enriched: 10-26 even, 27-33
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 630
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 70
- \_\_\_\_\_ ⇨ *Technology Masters*, Calculator Activity, p. 69
- \_\_\_\_\_ ⇨ *Diversity Masters*, p. 35
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 78

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 384
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 384
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 70

<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. 385)



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

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

## Objectives

- \_\_\_\_\_ Use models to estimate square roots.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

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

## MANAGEMENT

- \_\_\_\_\_ Getting Started, *TWE*, p. 385
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 29: algebra tiles, p. 11: centimeter grid
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Lesson 9-2A
- \_\_\_\_\_ ⇨ *Overhead Manipulative Resources*: algebra tiles or base-ten blocks

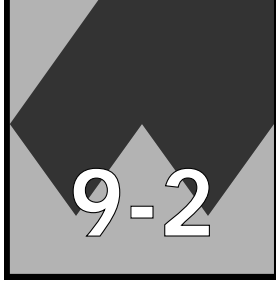
## ASSESS

- \_\_\_\_\_ *TWE*, p. 385
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 57

<b>Class Activity (p. 385)</b>
_____ All: 1-5
_____ Alternate Assignment: _____

- \_\_\_\_\_ Math Journal, *TWE*, p. 385

KEY	SE = Student Edition	TWE = Teacher's Wraparound Edition	⇨ = Other Program Components
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# Lesson Planning Guide (pp. 386-389)



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

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

## Objectives

- \_\_\_\_\_ Estimate square roots.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

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

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 386
- \_\_\_\_\_ ⇨ Transparency 9-2A
- \_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 386
- \_\_\_\_\_ Multiple Learning Styles, Logical, *TWE*, p. 386

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 9-2B
- \_\_\_\_\_ Thinking Algebraically, *TWE*, p. 387
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 387
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 71
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 387
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 9-2, Interactive Lesson 9-2

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 387

<b>Homework Assignments (pp. 387-388)</b>	
_____ Core: 9-23 odd, 26-29	_____ Enriched: 8-22 even, 23, 24, 26-29
_____ Optional: 25 (Working on the Chapter Project)	
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 631
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 71
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 79

## 4 ASSESS

- \_\_\_\_\_ Let the Games Begin, *SE*, p. 389
- \_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 389
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz A, p. 239
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 389
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 71

<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. 396-397)



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

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

## Objectives

- \_\_\_\_\_ Explore the relationships in a right triangle.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

<b>NCTM Standards:</b> 1-4, 6-10
<b>South Carolina Math Curriculum Standards</b> <b>Grade 8: GEO I.C.2.</b>

## MANAGEMENT

- \_\_\_\_\_ Getting Started, *TWE*, p. 396
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 12: square dot paper
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Lesson 9-4A
- \_\_\_\_\_ ⇨ *Overhead Manipulative Resources*: geoboards, geobands, rectangular dot paper transparency

## ASSESS

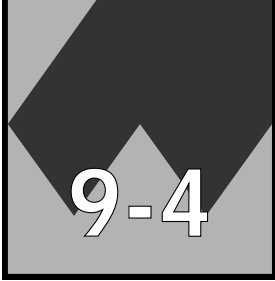
- \_\_\_\_\_ *TWE*, p. 397
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 58

### Class Activity (pp. 396-397)

- \_\_\_\_\_ All: 1-7
- \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Math Journal, *TWE*, p. 397

KEY	SE = Student Edition	TWE = Teacher's Wraparound Edition	⇨ = Other Program Components
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# Lesson Planning Guide (pp. 398-401)



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

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

## Objectives

- \_\_\_\_\_ Use the Pythagorean Theorem.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

<b>NCTM Standards:</b> 1-4, 6-10
<b>South Carolina Math Curriculum Standards</b>  <b>Grade 8:</b> GEO I.C.2., GEO I.C.3., MEA II.F.1.

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 398
- \_\_\_\_\_ ⇨ Transparency 9-4A
- \_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 399

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 9-4B
- \_\_\_\_\_ Reading Mathematics, *TWE*, p. 399
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 399
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 73
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 399
- \_\_\_\_\_ Error Analysis, *TWE*, p. 399
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 9-4, Interactive Lesson 9-4

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, pp. 399-400

### Homework Assignments (pp. 400-401)

- \_\_\_\_\_ Core: 11-31 odd, 33-37                      \_\_\_\_\_ Enriched: 12-28 even, 30-37
- \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 631
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 73
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 81

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 401
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Mid-Chapter Test, p. 238
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz B, p. 239
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 401
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 73

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# Lesson Planning Guide (pp. 402-403)



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

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

## Objectives

- \_\_\_\_\_ Solve problems by drawing a diagram.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

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

## 1 FOCUS

- \_\_\_\_\_ Getting Started, *TWE*, p. 402

## 2 TEACH

- \_\_\_\_\_ In-Class Example, *TWE*, p. 403
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 402

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *TWE*, p. 403

### *Homework Assignments (p. 403)*

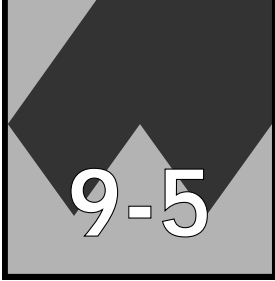
- \_\_\_\_\_ All: 4-13
- \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 632
- \_\_\_\_\_ Mixed Problem Solving, *SE*, pp. 645-646

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 403
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 403

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# Lesson Planning Guide (pp. 404-407)



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

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

## Objectives

- \_\_\_\_\_ Solve problems using the Pythagorean Theorem.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

<b>NCTM Standards:</b> 1-4, 6-9
<b>South Carolina Math Curriculum Standards</b> <b>Grade 8:</b> GEO I.C.1., GEO I.C.2., GEO I.C.3., MEA II.F.1.

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 404
- \_\_\_\_\_ ⇨ Transparency 9-5A
- \_\_\_\_\_ Motivating the Lesson, Communication, *TWE*, p. 404
- \_\_\_\_\_ Multiple Learning Styles, Auditory/Musical, *TWE*, p. 404

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 9-5B
- \_\_\_\_\_ Using Connections, *TWE*, p. 405
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 405
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 74
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 406
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 9-5

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 406

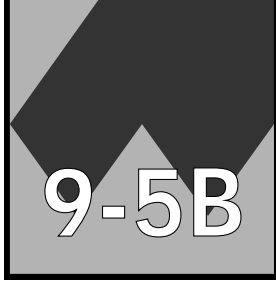
<b>Homework Assignments (pp. 406-407)</b>	
_____ Core: 5-13 odd, 14-16	_____ Enriched: 6, 8, 9-16
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 632
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 74
- \_\_\_\_\_ ⇨ *Technology Masters*, Spreadsheet Activity, p. 70
- \_\_\_\_\_ Family Activity, *SE*, p. 407
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 82

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 407
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 407
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 74

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# Lesson Planning Guide (pp. 408-409)



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

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

## Objectives

\_\_\_\_\_ Use the Pythagorean Theorem to graph irrational numbers on a number line.

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

<b>NCTM Standards:</b> 1-4, 6-10
<b>South Carolina Math Curriculum Standards</b>
<b>Grade 8: NO I.B.1.</b>

## MANAGEMENT

\_\_\_\_\_ Getting Started, *TWE*, p. 408

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

\_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Lesson 9-5B

\_\_\_\_\_ ⇨ *Overhead Manipulative Resources*: number lines

## ASSESS

\_\_\_\_\_ *TWE*, p. 409

\_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 59

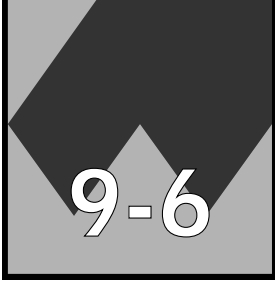
### Class Activity (pp. 408-409)

\_\_\_\_\_ All: 1-9

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

\_\_\_\_\_ Math Journal, *TWE*, p. 409

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



# Lesson Planning Guide (pp. 410-413)



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

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

## Objectives

- \_\_\_\_\_ Find the distance between points in the coordinate plane.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

<b>NCTM Standards:</b> 1, 3, 4, 6-10
<b>South Carolina Math Curriculum Standards</b>
<b>Grade 8: GEO I.C.3., MEA II.F.1.</b>

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 410
- \_\_\_\_\_ ⇨ Transparency 9-6A
- \_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 411
- \_\_\_\_\_ Multiple Learning Styles, Kinesthetic, *TWE*, p. 410

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 9-6B
- \_\_\_\_\_ Using the Mini-Lab, *TWE*, p. 411
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 9-6
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 411
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 75
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 412
- \_\_\_\_\_ Error Analysis, *TWE*, p. 412
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 9-6

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, pp. 411-412

### Homework Assignments (pp. 412-413)

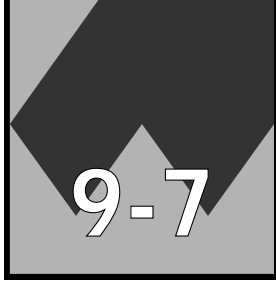
- \_\_\_\_\_ Core: 9-19 odd, 22-25 \_\_\_\_\_ Enriched: 8-16 even, 18-20, 22-25
- \_\_\_\_\_ Optional: 21 (Working on the Chapter Project)
- \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 632
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 75
- \_\_\_\_\_ ⇨ *School to Career Masters*, p. 35
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 83

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 413
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz C, p. 240
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 413
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 75

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# Lesson Planning Guide (pp. 414-417)



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

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

## Objectives

- \_\_\_\_\_ Find missing measures in  $30^\circ$ - $60^\circ$  right triangles and  $45^\circ$ - $45^\circ$  right triangles.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

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

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 414
- \_\_\_\_\_ ⇨ Transparency 9-7A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 414

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 9-7B
- \_\_\_\_\_ Using the Mini-Lab, *TWE*, p. 415
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 9-7
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 415
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 76
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 416
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 9-7

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 416

<b>Homework Assignments (pp. 416-417)</b>	
_____ Core: 7-17 odd, 18-20	_____ Enriched: 8-12 even, 14-20
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 633
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 76
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 76
- \_\_\_\_\_ ⇨ *Classroom Games*, pp. 25-29
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 84

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 417
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz D, p. 240
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 417
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 76

<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. 418-425)



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

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

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

- \_\_\_\_\_ Study Guide and Assessment, *SE*, pp. 418-421
- \_\_\_\_\_ Standardized Test Practice, *SE*, pp. 422-423
- \_\_\_\_\_ Chapter Test, *SE*, p. 655



## ⇔ **Assessment and Evaluation Masters (pp. 225-243)**

### *Multiple-Choice Tests*

- \_\_\_\_\_ Form 1A, 1B, or 1C, pp. 225-230
- \_\_\_\_\_ Standardized Test Practice, pp. 241-242

### *Free-Response Tests*

- \_\_\_\_\_ Form 2A, 2B, or 2C, pp. 231-236
- \_\_\_\_\_ Performance Assessment, p. 237
- \_\_\_\_\_ Cumulative Review, p. 243

- \_\_\_\_\_ ⇔ *MindJogger Videoquizzes*, Chapter 9
- \_\_\_\_\_ ⇔ *Test and Review Software*
- \_\_\_\_\_ ⇔ *CD-ROM Assessment Game*
- \_\_\_\_\_ ⇔ *State Test Preparation CD-ROM*
- \_\_\_\_\_ ⇔  *South Carolina Parent and Student Study Guide Workbook*, p. 85
- \_\_\_\_\_ ⇔  *South Carolina PACT Workbook and Test Preparation, Grade 8*

## **Interdisciplinary Investigation, SE, pp. 424-425**

- \_\_\_\_\_ ⇔ *Interdisciplinary Investigation, TWE*, pp. 424-425
- \_\_\_\_\_ ⇔ *Investigations and Projects Masters*, pp. 9-12

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