

Pre-Algebra: Number Sense

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal	
								MM								
District Objective *Add, subtract, multiply and divide whole numbers and decimals. <i>*Critical to success in next course.</i>												PASS Process Standard I D		Quarter I No. Days 1		
" ITBS ! CRT ! EXPLORE " EOI " PLAN " ACT " AP																
PASS Objective The student will... I. Number Sense A. Rational Numbers 2. Use the basic operations on rational numbers to solve problems (e.g., describe the effect of multiplying whole numbers by a fraction or a decimal less than 1).													NCTM Standard Pg. 218			
Text Correlation 1.2 Pgs. 6-9								Rating 2		Additional Resources Calculators used to check work; <u>Radical Math</u> - Volume 7 - (Pat Morgan); Adding Decimals Song; Adding Decimals; Operation Decimal; Exponent Snap; Make a Pattern...Guess a Pattern ; Decimals-Subtraction; Decimals-Multiplication; Decimals-Division; Decimals-Addition; and The Product Game Activities						
Assessment Subtract: 1. $744.43 - 156$ 2. $24626 - 18.5$ (a) 2444.1 (b) 264.76 (c) 227.76 (d) 22.776 3. $(4.79)(12.3)$ 4. $4 \cdot 7 + 45 \div 15$																

Pre-Algebra: Number Sense

K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
								MM							
District Objective Round answers of division decimal problems.												PASS Process Standard I D		Quarter I No. Days 1	
" ITBS ! CRT ! EXPLORE " EOI " PLAN " ACT " AP															
PASS Objective The student will... I. Number Sense A. Rational Numbers 1. Represent, rename, compare, and order rational numbers (positive and negative integers , fractions, decimals) and justify their use in real-life situations (e.g., use number lines, two-and three-dimension regional models).													NCTM Standard Pg. 216		
Text Correlation				Rating 3		Additional Resources Add/Subtract/Multiply/Divide Decimals-Stock Market Game Rounding Activity									
Assessment Divide 52.43 by .06. Round answer to the nearest tenth.															

Pre-Algebra: Number Sense

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
								E							
District Objective Identify prime and composite numbers.												PASS Process Standard I E		Quarter I No. Days 1	
" ITBS " CRT " EXPLORE " EOI ! PLAN " ACT " AP															
PASS Objective The student will...													NCTM Standard Pg. 217		
Text Correlation 6.1 Lab 6.2 6.2							Rating 2		Additional Resources Use Divisibility Rules; Discovering Prime Number Patterns Activity						
Assessment Is the number 87 prime or composite? What are its factors? (a) composite; factors 1, 3, 27 (b) composite; factors 1, 3, 7, 9, 15, 27, 29 (c) prime (d) composite; factors 1, 3, 29															

Pre-Algebra: Number Sense

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
								E							
District Objective *Identify the greatest common factor and least common multiple of two or more numbers. <i>*Critical to success in next course.</i>												PASS Process Standard V A		Quarter I No. Days 1	
" ITBS " CRT " EXPLORE " EOI ! PLAN " ACT " AP															
PASS Objective The student will...												NCTM Standard Pg. 217			
Text Correlation 6.3, 6.4							Rating 2		Additional Resources Greatest Common Factor and Least Common Multiple Activity; The Factor Game Activity						
Assessment 1. Find the greatest common factor of 4 and 18. 2. Find the greatest common factor of 36 and 6. (a) 6 (b) 12 (c) 9 (d) 3															

Pre-Algebra: Number Sense

K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
					I	E	M	MM							
District Objective *Add, subtract, multiply and divide fractions. <i>*Critical to success in next course.</i>												PASS Process Standard I D		Quarter I No. Days 4	
" ITBS ! CRT ! EXPLORE " EOI " PLAN " ACT " AP															
PASS Objective The student will... I. Number Sense A. Rational Numbers 2. Use the basic operations on rational numbers to solve problems (e.g., describe the effect of multiplying whole numbers by a fraction or a decimal less than 1).												NCTM Standard Pgs. 218-219			
Text Correlation 7.1, 7.2, 7.3, 7.4						Rating 3		Additional Resources <u>Piece It Together With Fractions</u> -Volume VIII (Pat Morgan); <u>Actions With Fractions</u> - AIMS (Pat Morgan); Multiplying Fractions Song; Multiplication and Division of Fractions Color Sheet; Fraction Construction Paper; Peanut Butter Chocolate Chip Cookie; Race to Reduce; Dividing Deck; Fraction Action 50, 51, 70, 71; and Matching Equivalent Fractions Activities							
Assessment 1. $\frac{7}{10} + \frac{9}{10}$ (a) $\frac{4}{5}$ (b) $3\frac{1}{5}$ (c) $1\frac{3}{5}$ (d) $1\frac{2}{5}$ 2. Marcus used $2\frac{1}{2}$ cups of brown sugar, $3\frac{2}{3}$ cups of sugar, $8\frac{1}{4}$ cups of water, and $7\frac{5}{6}$ cups of flour in his recipe. How many cups of ingredients did he use? (a) 20 cups (b) $22\frac{1}{4}$ cups (c) $21\frac{5}{12}$ cups (d) $22\frac{1}{3}$ cups 3. $6\frac{16}{17} - 4\frac{7}{17}$ (a) $3\frac{9}{17}$ (b) $1\frac{9}{17}$ (c) $2\frac{8}{17}$ (d) $2\frac{9}{17}$ 4. $\frac{1}{4} \cdot \frac{8}{9}$ (a) $\frac{2}{9}$ (b) 18 (c) $\frac{8}{13}$ (d) $\frac{9}{32}$ 5. What is the value of the expression $4088 \div 28$? (a) 140.96 (b) 141 (c) 146.03 (d) 146															

Pre-Algebra: Algebraic Operations

K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
								E							
District Objective *Graph integers on the number line. <i>*Critical to success in next course.</i>												PASS Process Standard IV B V B		Quarter I No. Days 1/2	
" ITBS ! CRT " EXPLORE " EOI " PLAN " ACT " AP															
PASS Objective The student will... II. Algebraic Operations A. Equations 3. Graph and interpret the solution to linear equations (on a number line - one variable, on a coordinate plane - two variables).													NCTM Standard		
Text Correlation 3.1								Rating 2		Additional Resources Graphing Calculator					
Assessment Plot the numbers on a number line: 6, -4, -1, -5, 1, -2															

Pre-Algebra: Algebraic Operations

K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
								I							
District Objective Use absolute value to determine the length of a line segment.												PASS Process Standard I F		Quarter I No. Days 1/2	
" ITBS ! CRT " EXPLORE " EOI ! PLAN " ACT " AP															
PASS Objective The student will... II. Algebraic Operations C. Formulas 3. Find the length of a line segment on a number line.												NCTM Standard			
Text Correlation 3.1						Rating 2		Additional Resources							
Assessment What is the distance between 7 and -2 ?															

Pre-Algebra: Number Sense

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
							I	E							
District Objective *Add, subtract, multiply and divide integers. <i>*Critical to success in next course.</i>												PASS Process Standard I E		Quarter I No. Days 5	
" ITBS ! CRT " EXPLORE " EOI " PLAN " ACT " AP															
PASS Objective The student will... I. Number Sense A. Rational Numbers 2. Use the basic operations on rational numbers to solve problems (e.g., describe the effect of multiplying whole numbers by a fraction or a decimal less than 1).													NCTM Standard		
Text Correlation 3.2, 3.3, 3.4, 3.5, 3.6							Rating 2		Additional Resources Video: Standard Deviants: Basic Math - CJH Media; Book: Radical Math-Volume 8 (Pat Morgan); Integer Songs; Zero to Hero Card Games; Who Referees Sporting Events in Vatican City?; Integer Game; and Counter Toss Activities						
Assessment 1. $(-5) + 3 + (-5)$ 2. $(-7) + 2 + (-3)$ (a) 8 (b) 12 (c) -6 (d) -8															

Pre-Algebra: Number Sense

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
								E							

District Objective

Compare and order whole numbers, decimals, fractions, and integers.

PASS Process Standard

IE
VA

Quarter

I
No. Days
1

" ITBS ! CRT " EXPLORE " EOI ! PLAN " ACT " AP

PASS Objective

The student will...

I. Number Sense

A. Rational Numbers

2. Use the basic operations on rational numbers to solve problems (e.g., describe the effect of multiplying whole numbers by a fraction or a decimal less than 1).

NCTM Standard
Pg. 216

Text Correlation

6.5

Rating

3

Additional Resources

Fraction Action 19 Activity; Integers in Order Activity

Assessment

1. Decide which fraction is greater: $\frac{3}{16}$ or $\frac{7}{31}$.

2. Which is the order from least to greatest for the fractions $\frac{1}{4}$, $\frac{3}{8}$, $\frac{7}{12}$, and $\frac{5}{16}$?

(a) $\frac{1}{4}$, $\frac{5}{16}$, $\frac{3}{8}$, $\frac{7}{12}$ (b) $\frac{1}{4}$, $\frac{3}{8}$, $\frac{5}{16}$, $\frac{7}{12}$

(c) $\frac{1}{4}$, $\frac{3}{8}$, $\frac{7}{12}$, $\frac{5}{16}$ (d) $\frac{7}{12}$, $\frac{3}{8}$, $\frac{1}{4}$, $\frac{5}{16}$

3. Which of the following fractions is smallest? $\frac{5}{6}$, $\frac{1}{3}$, $\frac{3}{5}$, $\frac{13}{16}$

(a) $\frac{3}{5}$ (b) $\frac{5}{6}$ (c) $\frac{1}{3}$ (d) $\frac{13}{16}$

4. Jim measures his book as $7\frac{6}{7}$ inches. Don measured it as $7\frac{19}{21}$ inches. Which measurement is greater?

Pre-Algebra: Number Sense

K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
								E							
District Objective *Simplify expressions (whole numbers) using order of operations (parentheses, exponent, multiply, divide, add, subtract). <i>*Critical to success in next course.</i>												PASS Process Standard I E III C		Quarter I No. Days 2	
" ITBS ! CRT ! EXPLORE " EOI ! PLAN ! ACT " AP															
PASS Objective The student will... I. Number Sense A. Rational Numbers 2. Use the basic operations on rational numbers to solve problems (e.g., describe the effect of multiplying whole numbers by a fraction or a decimal less than 1).													NCTM Standard Pg. 218		
Text Correlation 1.4								Rating 1		Additional Resources Cindy Boyd Activity Cards; Cross Number Puzzle Activity; Peanut Butter and Jelly Sandwich Activity; Scrambled Order of Operations Activity; Write Your Own PEMDAS Story Activity; Take Me Out to the Classroom Song Activity; Order of Operations Activity					
Assessment 1. $9 \div 3 \cdot 3 + 6 - 2$ (a) 21 (b) 7 (c) 13 (d) 5 2. Evaluate the expression: $5[12 - (5 + 1) \div 3]$															

Pre-Algebra: Number Sense

K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
								E							
District Objective *Substitute a number for a variable in an expression and solve. <i>*Critical to success in next course.</i>												PASS Process Standard I F		Quarter I No. Days 2	
" ITBS ! CRT ! EXPLORE " EOI ! PLAN " ACT " AP															
PASS Objective The student will... I. Number Sense A. Rational Numbers 2. Use the basic operations on rational numbers to solve problems (e.g., describe the effect of multiplying whole numbers by a fraction or a decimal less than 1).													NCTM Standard Pg. 225		
Text Correlation 1.5								Rating 1		Additional Resources Graphing Calculators; If-Then Algebra Dominoes Activity; Expression War Activity; Activity 28;					
Assessment Evaluate the expression for $k = 9$ and $s = 6$. 1. $3k - 2s$ 2. $\frac{1}{2}(4k + 3s) + 3$ 3. $s^2 + 3\sqrt{k}$															

Pre-Algebra: Number Sense

K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
								I							
District Objective *Use the distributive property and simplify by adding like terms. <i>*Critical to success in next course.</i>												PASS Process Standard I E		Quarter I No. Days 2	
" ITBS ! CRT ! EXPLORE " EOI ! PLAN ! ACT " AP															
PASS Objective The student will... I. Number Sense A. Rational Numbers 2. Use the basic operations on rational numbers to solve problems (e.g., describe the effect of multiplying whole numbers by a fraction or a decimal less than 1).													NCTM Standard		
Text Correlation 2.1, 2.2								Rating 1		Additional Resources Multiplication the Algebra Way (Pat Morgan)					
Assessment 1. $2x - 5(x + 2)$ (a) $-3x - 10$ (b) $7x - 10$ (c) $-3x + 10$ (d) $-3x + 2$ Simplify the expression. 2. $3(b + 3) + 3 + 3b$ 3. Kaye runs a small business with three employees. She pays one employee \$2800 a month, another \$1600 a month, and the third \$1400 a month. How much does she pay her employees in a year? (a) \$69,600 (b) \$68,400 (c) \$37,800 (d) \$36,600															

Pre-Algebra: Patterns/Fractions

K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
								E							
District Objective Recognize and describe number patterns.												PASS Process Standard II A, B III C		Quarter I No. Days 1	
" ITBS ! CRT ! EXPLORE " EOI ! PLAN ! ACT " AP															
PASS Objective The student will...													NCTM Standard Pg. 223		
Text Correlation 1.1							Rating 1		Additional Resources The Area on a Painted Cube Activity						
Assessment Describe a number pattern for the following sequence and give the next 3 numbers for the pattern. 0, 4, 2, 6, 4, 8, 6, 10, ...															

Pre-Algebra: Number Sense

K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
							I	E							
District Objective *Write a number sentence from a verbal description and vice versa. <i>*Critical to success in next course.</i>												PASS Process Standard II A, C		Quarter I No. Days 1	
" ITBS ! CRT ! EXPLORE " EOI ! PLAN ! ACT " AP															
PASS Objective The student will... I. Number Sense A. Rational Numbers 1. Represent, rename, compare, and order rational numbers (positive and negative integers , fractions, decimals) and justify their use in real-life situations (e.g., use number lines, two- and three-dimension regional models).													NCTM Standard Pg. 225		
Text Correlation 1.2, 1.5							Rating 3		Additional Resources Modeling Word Expressions Activity; Modeling Number Puzzles Activity						
Assessment Translate the verbal expression into a number sentence: <p style="text-align: center;">six less than x.</p>															

Pre-Algebra: Data Analysis and Statistics

K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
								E							
District Objective Use tables, charts, and graphs to interpret data.												PASS Process Standard I B		Quarter I No. Days 1/2	
" ITBS ! CRT ! EXPLORE " EOI ! PLAN " ACT " AP															
PASS Objective The student will... IV. Data Analysis and Statistics A. Select and apply appropriate formats in the presentation of collected data (e.g., line plots, bar graphs, stem and leaf plots , whisker plots , scatter plots , histograms , and circle graphs).														NCTM Standard Pg. 249	
Text Correlation 1.6								Rating 2		Additional Resources DARES; Survey Projects Activity; M & M's Graphing Activity; Interpreting Graphs of Change Activity					
Assessment Use the bar graph showing the changes in Carrie's bank account for June through December.															
During which two months did Carrie's balance change the most? Explain your reasoning.															

Pre-Algebra: Data Analysis and Statistics

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
								E							
District Objective Students will convert data from one representation to another.												PASS Process Standard V A		Quarter I No. Days 1/2	
" ITBS ! CRT " EXPLORE " EOI " PLAN " ACT " AP															
PASS Objective The student will... IV. Data Analysis and Statistics A. Select and apply appropriate formats in the presentation of collected data (e.g., line plots, bar graphs, stem and leaf plots, whisker plots, scatter plots, histograms, and circle graphs).												NCTM Standard Pg. 252			
Text Correlation 1.6								Rating 2		Additional Resources Graphing Calculators; A Great Way to Prepare Bar Graph Activity; On Your Own Two Feet Activity					
Assessment <p>The double line graph below compares rainfall in inches between Washington and Oregon in March 1993. Use the information to create a bar graph.</p>															

Pre-Algebra: Data Analysis/Statistics

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
								I							
District Objective Identify misleading graphs (pictograph, bar, line) through labeling and identifying information.												PASS Process Standard II A, B III B		Quarter I No. Days 1	
" ITBS ! CRT " EXPLORE " EOI ! PLAN ! ACT " AP															
PASS Objective The student will... IV. Data Analysis and Statistics A. Select and apply appropriate formats in the presentation of collected data (e.g., line plots, bar graphs, stem-and-leaf plots, whisker plots, scatter plots, histograms , circle graphs).													NCTM Standard Pgs. 225, 227, 249, 250, 252, 253		
Text Correlation 5.5								Rating 3		Additional Resources					

Assessment

Both graphs represent the number of new clients signed up each month at Excelsior Realty.
Is the first or second graph misleading? Why?

Pre-Algebra: Data Analysis/Statistics

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
								I							
District Objective Gather and record data using an appropriate format (line plots, bar graphs, stem-and-leaf plots, whisker plots, scatter plots, histograms, circle graphs).												PASS Process Standard I B V A		Quarter I No. Days 8	
" ITBS ! CRT ! EXPLORE " EOI ! PLAN ! ACT " AP															
PASS Objective The student will... IV. Data Analysis and Statistics A. Select and apply appropriate formats in the presentation of collected data (e.g., line plots, bar graphs, stem-and-leaf plots, whisker plots, scatter plots, histograms , circle graphs).												NCTM Standard Pgs. 223, 225, 227-229, 247, 249-253, 265-266, 276-278, 280, 282-283, 285			

Text Correlation 1.6, 5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 14.2, 14.3	Rating 3	Additional Resources PBS Mathline Video (Pat Morgan); In a Heartbeat; Foot Length; Water Activities; Comparison of Holidays; Graphing a Favorite Beverage; Me and My Shadow; Having Fun With Baseball Statistics; and Data Collection-Types of Automobiles at CHS Activities
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Assessment

1. Use the data below showing the age of a tree (in years) and its diameter (in inches).

(5, 1.0) (8, 2.1) (10, 2.7) (16, 4.8)

(23, 4.8) (30, 6.0) (35, 7.2) (40, 7.6)

a. Draw a scatter plot that relates the age of the tree with its diameter.

b. Does the scatter plot show a positive correlation, a negative correlation, or no correlation?

c. Based on the scatter plot, about how large would you expect the diameter of a 50 - year old tree to be?

Pre-Algebra: Algebraic Operations

K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
							I	M							

District Objective

*Solve simple 1-step equations involving addition, subtraction, multiplication and division (including money).

**Critical to success in next course.*

PASS Process Standard I A

Quarter II
No. Days
2

" ITBS ! CRT ! EXPLORE " EOI ! PLAN ! ACT " AP

PASS Objective The student will... II. Algebraic Operations A. Equations 1. Develop the concept of 2-step equations using concrete materials and models (e.g., $4x+2=10$). 2. Model, write and solve 2-step linear equations (on a number line - one variable, on a coordinate plane - two variables).	NCTM Standard Pgs. 225-226
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Text Correlation 2.4, 2.5	Rating 2	Additional Resources Hands-On Equations; Algebra Tiles Manipulatives; Book: Algebra Using Number Tiles (Pat Morgan); What's Hiding?, Draw & Balance, Equation Bashing: Take Away Moves, Fair Shares, Picturing Shares, Name Changing, Put It Back!, Adding On, and Equation Bashing: Add-On Moves Activities; One-Step Equations Activity
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Assessment 1. Which value is the solution for the given equation? $18 - m = 12$ (a) $m = 30$ (b) $m = 1.5$ (c) $m = 6$ (d) $m = 4$ 2. $\frac{1}{4}x = -7$ (a) -3 (b) -24 (c) -28 (d) 11 3. Solve for x: $-3x = -18$ (a) 15 (b) 6 (c) -15 (d) -6
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Pre-Algebra: Algebraic Operations

K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
								I							

District Objective Solve 2-step equations using Manipulatives and models.	PASS Process Standard V D	Quarter II No. Days 4
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" ITBS ! CRT ! EXPLORE " EOI ! PLAN ! ACT " AP

" ITBS ! CRT " EXPLORE " EOI ! PLAN ! ACT " AP																
PASS Objective The student will... II. Algebraic Operations A. Equations 2. Model, write, and solve 2-step linear equations (some from problem situations) using concrete, informal, and formal methods.															NCTM Standard Pg. 226	
Text Correlation 4.1, 4.2, 4.3, 4.4					Rating 1		Additional Resources Multi-Step Equations with Playing Cards Activities (2)									
Assessment 1. $3x - 10 = 8$ (a) 1 (b) 3 (c) 14 (d) 6 2. $\frac{5}{4}x = 100$ (a) 80 (b) 125 (c) 20 (d) 25 3. $2x + 9 = 13$ 4. $8x + 1 = 49$ (a) 6 (b) 4 (c) 50 (d) 48																
Pre-Algebra: Number Sense																
K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal	
								E								
District Objective *Express two numbers as ratios in simplified fraction form. <i>*Critical to success in next course.</i>												PASS Process Standard V C			Quarter II No. Days 1	

" ITBS ! CRT ! EXPLORE " EOI " PLAN " ACT " AP

PASS Objective
 The student will...
I. Number Sense
 A. Rational Numbers
 1. Represent, rename, compare, and order **rational** numbers (positive and negative **integers**, fractions, decimals) and justify their use in real-life situations (e.g., use number lines, two-and three-dimension regional models).

NCTM Standard
 Pg. 216

Text Correlation
 8.1

Rating
 2

Additional Resources
 Understanding Rational Numbers and Proportions Activity;
 Jelly Belly Activity; Rubber band Enlargements Activity;

Assessment
 Write the quotient 600 feet/1 mile as a ratio. Then simplify.

Pre-Algebra: Number Sense

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
								E							

District Objective
 Use ratios to find unit rates.

PASS Process Standard
 IV A, B

Quarter II
No. Days
 1

" ITBS ! CRT ! EXPLORE " EOI " PLAN " ACT " AP

PASS Objective The student will...	NCTM Standard Pg. 216
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Text Correlation 8.1	Rating 2	Additional Resources Ratios in Advertising Activity; Reading Rates Activity
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<p>Assessment</p> <p>Write the ratio as a rate in lowest terms: \$4.05 for 9 muffins</p> <p>(a) $\frac{\\$0.40}{1 \text{ muffin}}$ (b) $\frac{\\$0.45}{1 \text{ muffin}}$ (c) $\frac{\\$0.35}{1 \text{ muffin}}$ (d) $\frac{\\$0.50}{1 \text{ muffin}}$</p>

Pre-Algebra: Number Sense

K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
								E							

<p>District Objective</p> <p>*Determine if a pair of ratios is a proportion and solve if true.</p> <p><i>*Critical to success in next course.</i></p>	<p>PASS Process Standard IV A</p>	<p>Quarter II No. Days 1</p>
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" ITBS ! CRT ! EXPLORE " EOI " PLAN " ACT " AP

PASS Objective
The student will...

NCTM Standard
Pg. 217

Text Correlation
8.2

Rating
2

Additional Resources
Pre-Algebra-Scrambled Proportions Activity; Head Hunters Activity

Assessment
Decide whether the proportion is true. Explain.

1. $\frac{1}{4} = \frac{3}{12}$ 2. $\frac{6}{16} = \frac{3}{7}$

Pre-Algebra: Solid Geometry

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
								E							

District Objective
Use proportions to solve relationship problems.

PASS Process Standard
IV B

Quarter
II
No. Days
1

" ITBS ! CRT ! EXPLORE " EOI " PLAN " ACT " AP

<p>PASS Objective The student will...</p> <p>I. Number Sense</p> <p>A. Rational Numbers</p> <p>1. Represent, rename, compare, and order rational numbers (positive and negative integers, fractions, decimals) and justify their use in real-life situations (e.g., use number lines, two-and three-dimension regional models).</p>	<p>NCTM Standard Pg. 216</p>
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<p>Text Correlation 6.6</p>	<p>Rating 3</p>	<p>Additional Resources Calculators; Ellis Corporation Activity</p>
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<p>Assessment</p> <p>Decide whether the number is rational or irrational. Then write the decimal form of the number and state whether the decimal is terminating, repeating, or non - repeating.</p> <p style="text-align: center;">$\frac{8}{15}$</p>
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Pre-Algebra: Number Sense

K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
								E							

<p>District Objective Identify relationships and convert fractions, decimals, and percents from one form to the other.</p>	<p>PASS Process Standard IV B</p>	<p>Quarter II No. Days 2</p>
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" ITBS ! CRT ! EXPLORE " EOI " PLAN " ACT " AP															
PASS Objective The student will... I. Number Sense A. Rational Numbers 1. Represent, rename, compare, and order rational numbers (positive and negative integers , fractions, decimals) and justify their use in real-life situations (e.g., use number lines, two-and three-dimension regional models).														NCTM Standard Pg. 216	
Text Correlation 7.6, 7.7				Rating 2		Additional Resources Basketball Math Activity; 4 th Generation Pumpkin Pie Activity									
Assessment 1. How is $\frac{13}{20}$ expressed as a percent? (a) 13% (b) 6.5% (c) $\frac{13}{20}$ % (d) 65% 2. Write 46.5% as a decimal. (a) 0.0465 (b) 460.5 (c) 0.465 (d) 40.65 3. Write 7.1 as a percent. (a) 710% (b) 7.1% (c) 7100% (d) 0.071% 4. Write 77% as a reduced fraction. (a) $\frac{77}{50}$ (b) $\frac{77}{25}$ (c) $\frac{77}{10}$ (d) $\frac{77}{100}$															
Pre-Algebra: Algebraic Operations															
K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
								E							
District Objective Solve percent equations.												PASS Process Standard IV A		Quarter II No. Days	

" ITBS ! CRT ! EXPLORE " EOI ! PLAN ! ACT " AP

<p>PASS Objective The student will...</p> <p>II. Algebraic Operations</p> <p>C. Formulas</p> <p>1. Develop, select and apply appropriate formulas for given situations:</p> <p>a. an equation (e.g., $d = rt$)</p>	<p>NCTM Standard Pg. 217</p>
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<p>Text Correlation 7.8, 7.9, 8.4*, 8.5</p>	<p>Rating 2</p>	<p>Additional Resources Percents and Money Activity</p>
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Assessment

25 is what percent of 30?

Pre-Algebra: Algebraic Operations

K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
								E							

District Objective Find percent of increase and decrease (discount/markup).	PASS Process Standard I A IV A	Quarter II No. Days 2
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" ITBS ! CRT ! EXPLORE " EOI " PLAN ! ACT " AP

PASS Objective The student will... II. Algebraic Operations A. Equations 2. Model, write, and solve 2-step linear equations (on a number line - one variable, on a coordinate plane - two variables).	NCTM Standard Pg. 230
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Text Correlation 8.5, 8.6	Rating 2	Additional Resources Downhill All the Way Activity
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Assessment

1. Decide whether the change is an increase or decrease and find the percent.

Beginning Balance: \$642.76
 Closing Balance: \$325.02

2. Susan paid \$11.60 for a pair of slacks that usually sells for \$29.
 What percent discount did she receive?

(a) 60% (b) 40% (c) 40.6% (d) 17.4%

Pre-Algebra: Algebraic Operations

K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
								E							

District Objective Find interest paid/owed in problem-solving situations.										PASS Process Standard I A IV B			Quarter II No. Days 1		
" ITBS ! CRT ! EXPLORE " EOI " PLAN " ACT " AP															
PASS Objective The student will... II. Algebraic Operations C. Formulas 1. Develop, select, and apply, appropriate formulas for given situations: a. an equation (e.g., $d = rt$)										NCTM Standard Pg. 226					
Text Correlation			Rating 3		Additional Resources Purchasing a Car Activity										
Assessment Michael put \$2000 in a savings account. At the end of a year the account had earned \$120 in interest. What was the yearly interest rate in the account? (a) 6.0% (b) 11.5% (c) 5.0% (d) 12.5%															
Pre-Algebra: Measurement															
K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal

							I	E											
District Objective Convert, add, and subtract customary units of measure.											PASS Process Standard IV B V A			Quarter II No. Days 1					
" ITBS " CRT ! EXPLORE " EOI " PLAN " ACT " AP																			
PASS Objective The student will...											NCTM Standard Pg. 241								
Text Correlation 3.5				Rating		Additional Resources Making Trades Activity													
Assessment																			
<p>1. The formula for converting a Fahrenheit temperature to Celsius is $C = \frac{5}{9}(F - 32^\circ)$. What is the temperature on the Celsius scale when the Fahrenheit temperature is -31° ?</p> <p>(a) -49° (b) 1° (c) -315° (d) -35°</p> <p>2. You are helping to wallpaper your room. You find that for the border you need lengths of $12' 10\frac{1}{8}"$, $10' 6\frac{3}{8}"$, $9' 5\frac{5}{8}"$, and $9' 3\frac{7}{8}"$. What total length (in inches) of border do you need?</p>																			
Pre-Algebra: Measurement																			
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal				

								I	E										
District Objective Convert units of measure within the metric system.											PASS Process Standard IV B V A			Quarter II No. Days 1					
" ITBS ! CRT " EXPLORE " EOI " PLAN " ACT " AP																			
PASS Objective The student will...											NCTM Standard Pg. 241								
Text Correlation Pg. 764				Rating 3		Additional Resources Book: <u>More Metrics</u> (Pat Morgan); Metric Squares Activity													
Assessment 4,352 m = _____ mm																			
Pre-Algebra: Data Analysis/Statistics																			
K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal				

									E										
District Objective Find mean, median, and mode as measures of central tendency.										PASS Process Standard IC IV A				Quarter II No. Days 2					
" ITBS ! CRT ! EXPLORE " EOI " PLAN " ACT " AP																			
PASS Objective The student will... IV. Data Analysis and Statistics B. Explain the mean , its sensitivity to extremes, and its use in comparison with the median and mode .										NCTM Standard Pg. 251									
Text Correlation 14.1				Rating 2		Additional Resources Graphing Calculators; Sweet Probabilities Activity; What's the Favorite? Activity; Shapes Away! Activity; Mode Detectors Activity; Fair Shares Activity; Look at the Average Wage Activity; Census 2000 and Sampling Activity; Project Pulse Rates Activity													
Assessment What are the mean, median, and mode of the data in the following sample? 10, 16, 12, 14, 7, 1, 7, 7, 23, 19, 5																			
Pre-Algebra: Data Analysis/Statistics																			
K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal				

								I									
District Objective Use the Counting Principle to make a tree diagram and list its elements.											PASS Process Standard II A V D			Quarter II No. Days 1			
" ITBS ! CRT ! EXPLORE " EOI ! PLAN " ACT " AP																	
PASS Objective The student will... IV. Data Analysis and Statistics F. Develop a tree diagram and list the elements.											NCTM Standard Pg. 255						
Text Correlation 8.7				Rating 3		Additional Resources											
Assessment A fast food restaurant has 3 sandwich choices and 5 side dish choices. Use the Counting Principle to determine how many different combinations of 1 sandwich and 1 side dish can be made.																	
Pre-Algebra: Data Analysis/Statistics																	
K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal		

								I	E										
District Objective Determine the number of possible outcomes of an event.										PASS Process Standard I E				Quarter III No. Days 2					
" ITBS ! CRT ! EXPLORE " EOI ! PLAN " ACT " AP																			
PASS Objective The student will... IV. Data Analysis and Statistics F. Develop a tree diagram and list the elements.										NCTM Standard Pg. 255									
Text Correlation 5.8				Rating 2		Additional Resources Probability: The Study of Chance Activity; More Probability Experiments Activity; The Coin Game Activity; www.math.msu.edu/cmp/CoinDocW.html													
Assessment Each of the spinners is spun once. On the first spinner, the arrow is equally likely to land on any number and on the second spinner, the arrow is equally likely to land on any letter. 1. How many outcomes are possible? 2. List a possible outcome for which the probability is $\frac{1}{16}$.																			
Pre-Algebra: Data Analysis/Statistics																			
K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal				

								I									
District Objective Find the probability of independent and dependent events.											PASS Process Standard IV A			Quarter III No. Days 2-3			
" ITBS ! CRT ! EXPLORE " EOI ! PLAN " ACT " AP																	
PASS Objective The student will... IV. Data Analysis and Statistics C. Explain the likelihood of uncertain events happening and relate this to a ratio in the form of a fraction, decimal, or percent (e.g., flip two coins, spinners).											NCTM Standard Pg. 254						
Text Correlation 8.8				Rating 3		Additional Resources Flipping for Breakfast Activity; Probability: the Study of Chance Activity; Exploration 26 Activity											
Assessment A coin is tossed and a die is rolled. What is the probability that the coin shows heads and the die shows a 2?																	
Pre-Algebra: Data Analysis/Statistics																	
K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal		

									I										
District Objective Determine how samples are chosen (random, limited, biased) and the extent to which results of a sample can be generalized to a population.										PASS Process Standard III A, D				Quarter III No. Days 1					
" ITBS ! CRT " EXPLORE " EOI " PLAN " ACT " AP																			
PASS Objective The student will... IV. Data Analysis and Statistics D. Determine how samples are chosen (random, limited, biased) and the extent to which results of a sample can be generalized to a population (e.g., is the average height of a men’s college basketball team a good representative sample for height predictions?).														NCTM Standard Pg. 249					
Text Correlation					Rating 3		Additional Resources Blood Sample Activity; Capture-Recapture Activity; The Next Billion Population Prediction Activity;												
Assessment To predict who will win the next election for President of the United States, an analyst asks residents on one street which candidate they will vote for. On that street, 70% choose candidate A and 30% chose candidate B. The analyst concludes that candidate A will win the election. Do you agree with this reasoning? Explain.																			
Pre-Algebra: Data Analysis/Statistics																			
K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal				

								I								
District Objective Calculate and test factorials.											PASS Process Standard I E			Quarter III No. Days 1		
" ITBS ! CRT " EXPLORE " EOI " PLAN " ACT " AP																
PASS Objective The student will... IV. Data Analysis and Statistics E. Find all possible combinations and arrangements (permutations) involving a limited number of variables.													NCTM Standard			
Text Correlation Pg. 760					Rating		Additional Resources Graphing Calculator; Factorial Activity									
Assessment State the value of $6!$																
Pre-Algebra: Data Analysis/Statistics																
K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal	

								I								
District Objective Calculate permutations and combinations of objects.											PASS Process Standard I E			Quarter III No. Days 3		
" ITBS " CRT " EXPLORE " EOI " PLAN " ACT " AP																
PASS Objective The student will... IV. Data Analysis and Statistics E. Find all possible combinations and arrangements (permutations) involving a limited number of variables.														NCTM Standard		
Text Correlation Pg. 726				Rating 3		Additional Resources Choosing 3 of 6 Colors Activity;										
Assessment At the Kentucky Derby there were 10 horses running. They only give out 1st, 2nd, and 3rd place. How many arrangements can be determined?																
Pre-Algebra: Number Sense																
K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal	

								E									
District Objective *Evaluate powers and square roots. <i>*Critical to success in next course.</i>											PASS Process Standard I E			Quarter III No. Days 2			
" ITBS ! CRT ! EXPLORE " EOI ! PLAN " ACT " AP																	
PASS Objective The student will... I. Number Sense B. Exponents 1. Demonstrate concepts of positive and negative exponents including zero using patterns and calculations.											NCTM Standard Pg. 220						
Text Correlation 1.3				Rating 3		Additional Resources Calculator; Power Slides Activity											
Assessment Find the value of the expression: 4^5																	
Pre-Algebra: Number Sense																	
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal		

K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
								I							
District Objective Multiply and divide powers.												PASS Process Standard I E		Quarter III No. Days 1-2	
" ITBS ! CRT " EXPLORE " EOI " PLAN " ACT " AP															
PASS Objective The student will... I. Number Sense B. Exponents 2. Use rules of exponents (e.g., $7^2 \times 7^3 = 7^5$, $a^m / a^n = a^{m-n}$).													NCTM Standard Pg. 220		
Text Correlation 6.7								Rating 3		Additional Resources www.gomath.com Go to: (algebra solutions/algebra/laws of exponents)					
Assessment															
1. $\frac{2^8}{2^4}$ (a) $\frac{1}{4}$ (b) $\frac{1}{16}$ (c) 16 (d) 4															
2. x^{-4} (a) $\frac{4}{x}$ (b) $\frac{1}{x^4}$ (c) x^4 (d) $\frac{1}{x^{-4}}$															
3. $2^{-4} \cdot 2^7$ (a) 2^{11} (b) 4^3 (c) 2^3 (d) 2^{-28}															
Pre-Algebra: Number Sense															

K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
								I							
District Objective Express numbers in scientific notation.												PASS Process Standard II A V A		Quarter III No. Days 1	
" ITBS ! CRT " EXPLORE " EOI " PLAN " ACT " AP															
PASS Objective The student will... I. Number Sense B. Exponents 3. Read, represent, and interpret large numbers less than one in expanded, exponential, and scientific notation; use benchmarks to discuss their magnitude.													NCTM Standard Pg. 217		
Text Correlation 6.8				Rating 2		Additional Resources Graphing Calculator; Scientific Notation to Standard Form Graphing Calculator Activity									
Assessment The sun is about 93 million miles from Earth. Write this number in scientific notation.															
Pre-Algebra: Algebraic Operations															

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
								I							
District Objective Write, evaluate, and use inequalities.												PASS Process Standard IV B		Quarter III No. Days 2	
" ITBS ! CRT ! EXPLORE " EOI ! PLAN " ACT " AP															
PASS Objective The student will... II. Algebraic Operations B. Inequalities 1. Model, write, and solve 2-step linear inequalities (some from problem situations) using concrete, informal, and formal methods.													NCTM Standard		
Text Correlation 9.5				Rating 2		Additional Resources Inequality Activity; "Pop Goes the Weasel" Sign Change Activity									
Assessment Write the inequality given by the verbal phrase: All real numbers greater than -4 .															
Pre-Algebra: Algebraic Operations															

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
								I							
District Objective Solve and graph simple 1- and 2-step inequalities.												PASS Process Standard I E V B		Quarter III No. Days 4	
" ITBS ! CRT ! EXPLORE " EOI ! PLAN " ACT " AP															
PASS Objective The student will... II. Algebraic Operations B. Inequalities 1. Model, write, and solve 2-step linear inequalities (some from problem situations) using concrete, informal, and formal methods. 2. Graph the solution to linear inequalities (on a number line - one variable).													NCTM Standard		
Text Correlation 9.5, 9.6, 9.7								Rating 2		Additional Resources Graphing a Function Activity					
Assessment 1. Solve and graph: $5x + 6 < -9$ 2. The width of a rectangle is 22 centimeters. Find all possible values for the length of the rectangle if the perimeter is at least 220 centimeters. (a) $x \geq 176$ cm (b) $x \geq 88$ cm (c) $x \geq 10.00$ cm (d) $x \geq 198$ cm															
Pre-Algebra: Algebraic Operations															

K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
								E							
District Objective *Plot points in a coordinate plane and use the coordinate plane to represent data graphically. <i>*Critical to success in next course.</i>												PASS Process Standard V B		Quarter III No. Days 2	
" ITBS ! CRT ! EXPLORE " EOI ! PLAN " ACT " AP															
PASS Objective The student will... II. Algebraic Operations A. Equations 3. Graph and interpret the solution to linear equations.													NCTM Standard Pgs. 223, 233, 235, 237, 249, 253		
Text Correlation 3.8								Rating 2		Additional Resources Brian Enright-Beginning Algebra I Book - "Abandon Ship" Game Activity; The Treasure Hunt Game Activity; You Get Down Off This Activity; Battleship Graphing Game Activity					
Assessment Plot each point on the coordinate graph and name its quadrant. (a) $R: (5, -1)$ (b) $S: (-5, -1)$ (c) $T: (-5, 1)$ (d) $U: (5, 1)$ (e) Connect $RSTU$. What type of figure is it?															
Pre-Algebra: Number Sense															

K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
								I							
District Objective *Find the solutions of a linear equation and sketch the graph from the table of values (T-Chart). <i>*Critical to success in next course.</i>												PASS Process Standard V A, B, D		Quarter III No. Days 4	
" ITBS ! CRT " EXPLORE " EOI " PLAN " ACT " AP															
PASS Objective The student will... II. Algebraic Operations A. Equations 3. Graph and interpret the solution to linear equations (on a number line - one variable, on a coordinate plane - two variables).													NCTM Standard Pgs. 223, 225, 226, 230, 276, 277, 278, 282, 289		
Text Correlation 13.1, 13.2, 13.3								Rating 2		Additional Resources Graphs: Linear Equation Graphing Practice Activity; Creating a Table Activity; What is the Relationship Between Arm Span and Height? Activity; Constant Change Situations Activity; Modeling Functions with M & M's Activity					
Assessment Make a table of values for the line $y = 2x - 6$ using x -values of 1, 2, 3, 4, and 5. Graph the line.															
Pre-Algebra: Algebraic Operations															

K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
								I							
District Objective Interpret the slope of a line.												PASS Process Standard III A V A		Quarter IV No. Days 4	
" ITBS ! CRT ! EXPLORE " EOI " PLAN " ACT " AP															
PASS Objective The student will... II. Algebraic Operations A. Equations 4. Predict the effects on the graph of a linear equation when m (the slope) in the equation $y = mx + b$ is changed.														NCTM Standard Pgs. 224-229, 235, 252-253, 278	
Text Correlation 13.4, 13.5								Rating 2		Additional Resources Graphing Calculator; Using the Graphing Calculator to Introduce Students to Technology Activity; Exploring Linear Functions: Representational Relationships Activity;					
Assessment Tell whether the slope of the line is positive or negative.															
Pre-Algebra: Algebraic Operations															

Pre-Algebra: Solid Geometry

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
								E							
District Objective Find the circumference of a circle ($C = 2\pi r$).												PASS Process Standard IV A		Quarter IV No. Days 1	
" ITBS ! CRT ! EXPLORE " EOI " PLAN " ACT " AP															
PASS Objective The student will... II. Algebraic Operations C. Formulas 1. Develop, select, and apply appropriate formulas for given situations: b. geometry problems (e.g., $P = 2l+2w$, $V = lwh$).													NCTM Standard Pgs. 217, 227		
Text Correlation 12.1								Rating 3		Additional Resources Practically Pi Activity; All Wrapped Up Activity; Circumference of a Circle Activity; Using Proportion to Find Height Activity					
Assessment Find the circumference of the circle:															

Pre-Algebra: Algebraic Operations

K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
								E							
District Objective Find the area of a circle using the area formula $(A = \pi r^2)$.												PASS Process Standard IV A		Quarter IV No. Days 1	
" ITBS ! CRT ! EXPLORE " EOI " PLAN " ACT " AP															
PASS Objective The student will... II. Algebraic Operations C. Formulas b. geometry problems (e.g., $p = 2l + 2w$, $v = lwh$).												NCTM Standard Pg. 244			
Text Correlation 12.1								Rating 3		Additional Resources Circle Cover-Up Activity					
Assessment Find the area of the circle.															

Pre-Algebra: Algebraic Operations

K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal	
								I								
District Objective Find the area of a region within a region.												PASS Process Standard I C	Quarter IV No. Days 1			
" ITBS ! CRT " EXPLORE " EOI ! PLAN ! ACT " AP																
PASS Objective The student will... II. Algebraic Operations C. Formulas 2. Develop and use formulas for finding the area of a "region of a region" for simple composite figures.												NCTM Standard Pgs. 237, 282-283				
Text Correlation								Rating 3	Additional Resources He Ate It All! Activity							
Assessment Find the shaded area of the picture.																

Pre-Algebra: Solid Geometry

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
								E							
District Objective Classify, name, and sketch 2- and 3-dimensional geometric figures.												PASS Process Standard II A		Quarter IV No. Days 2	
" ITBS ! CRT ! EXPLORE " EOI " PLAN " ACT " AP															
PASS Objective The student will... III. Geometry - Solid A. Construct models, sketch (from different perspectives), and classify solid figures such as rectangular solids, prisms, cones, cylinders, pyramids, and combined forms (e.g., draw a figure that could result from making 1, 2, or 3 cuts in a given solid).												NCTM Standard Pgs. 233, 237, 243, 269-270			
Text Correlation 12.2, 12.3, 12.4								Rating 3		Additional Resources PBS Video: "Let's Face It"; Let's Face It Activity; 3-D Fish Activity; 3-Dimensional Figures Song Activity					
Assessment Identify these geometric solids.															

Pre-Algebra: Solid Geometry

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
								I							
District Objective Identify similar figures.												PASS Process Standard III A, C		Quarter IV No. Days 1	
" ITBS ! CRT " EXPLORE " EOI " PLAN " ACT " AP															
PASS Objective The student will... III. Geometry - Solid C. Use knowledge of ratio and proportion to solve relationships between similar geometric figures (e.g., build a model of a 3-dimensional object to scale).												NCTM Standard Pgs. 221, 234, 246, 253, 280-281			
Text Correlation 8.2, 11.6						Rating 3		Additional Resources Similarity Search Activity;							
Assessment Determine if the figures are similar.															

Pre-Algebra: Solid Geometry

K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
								I							
District Objective Use proportions to find missing sides of similar polygons.												PASS Process Standard IV B		Quarter IV No. Days 1	
" ITBS ! CRT ! EXPLORE " EOI ! PLAN " ACT " AP															
PASS Objective The student will... III. Geometry - Solid C. Use knowledge of ratio and proportion to solve relationships between similar geometric figures (e.g., build a model of a 3-dimensional object to scale).													NCTM Standard Pgs. 234-235, 245-246, 252, 269-270		
Text Correlation 8.2, 11.6					Rating 3		Additional Resources See activities for page 23, "Use Proportions to Solve Relationship Problems"; "What if Barbie and Ken Were Real" Activity; www.4mathstuff.com Go to:(homework help/pre-algebra/similar figures)								
Assessment Use the similar triangles to find the value of v and w .															

Pre-Algebra: Solid Geometry

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal	
								I								
District Objective Use properties of transformations to identify reflection, rotation, and translation of given geometric figures.												PASS Process Standard IV B	Quarter IV No. Days 3			
" ITBS ! CRT " EXPLORE " EOI ! PLAN " ACT " AP																
PASS Objective The student will... III. Geometry - Solid D. Transformations - Rotate figures 90° , 180° , 270° .												NCTM Standard Pgs. 235-236, 278				
Text Correlation 11.3, 11.4, 11.5							Rating 2	Additional Resources PBS Video: "Tiling the Plaza"; Tiling the Plaza Activity; Tessellation Art Activity; Tessellations by Computer Activity; Paint Reflections Activity; Rotation Concentration Activity; Developing Geometry Understandings and Spatial Skills Through Puzzlelike Problems with Tangrams: Tangram Puzzles Activity								
Assessment 1. Is the shaded house congruent to the white house? If so, what transformation maps the shaded house to the white house? (a) not congruent (b) reflection over a line (c) rotated 180° (d) moved 5 units to the left and 2 units up																

Pre-Algebra: Plane Geometry

K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
								E							
District Objective Classify angles and describe their relationship(s).												PASS Process Standard II A, C		Quarter IV No. Days 2	
" ITBS " CRT ! EXPLORE " EOI " PLAN ! ACT " AP															
PASS Objective The student will...												NCTM Standard Pgs. 233-234, 237, 243, 245, 267			
Text Correlation 10.2, 10.3								Rating 2		Additional Resources Measuring Angles with a Protractor Activity					
Assessment <p>1. In the figure to the right, which angles are vertical angles?</p> <p>(a) $\angle s 1$ and 5</p> <p>(b) $\angle s 1$ and 2</p> <p>(c) $\angle s 1$ and 3</p> <p>(d) $\angle s 1$ and 6</p> <p>2. Which are corresponding angles with the same measure?</p> <p>(a) $\angle s 1$ and 9</p> <p>(b) $\angle s 1$ and 6</p> <p>(c) $\angle s 9$ and 11</p> <p>(d) $\angle s 1$ and 3</p>															

