

**Curriculum Map**  
**Pre-Algebra**  
**Saugus Belmonte Middle School**  
**Saugus Public Schools**

Week 1		Week 2	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i>  <b>8.N.8</b> Demonstrate an understanding of the properties of arithmetic operations on rational numbers. Use the associative, commutative, and distributive properties; properties of the identity and inverse elements.  <b>8.N.9</b> Use the inverse relationships of addition and subtraction, multiplication and division, and squaring and finding square roots to simplify computations and solve problems.  <b>8.N.12</b> Select and use appropriate operations—addition, subtraction, multiplication, division, and positive integer exponents—to solve problems with rational numbers (including negatives).  <b>8.P.2</b> Evaluate simple algebraic expressions for given variable values.</p>		<p><i>The students will:</i>  <b>8.N.9</b> Use the inverse relationships of addition and subtraction, multiplication and division, and squaring and finding square roots to simplify computations and solve problems.  <b>8.N.12</b> Select and use appropriate operations—addition, subtraction, multiplication, division, and positive integer exponents—to solve problems with rational numbers (including negatives).</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT ONE</b> <b>EQUATIONS, INEQUALITIES, AND GRAPHING</b> 1. Variables and Expressions 2. Writing Algebraic Expressions 3. Solving Equations (One-Step) by Addition and Subtraction 4. Solving Equations (One-Step) by Multiplication and Division		<b>Unit/Topic/Lesson</b> <b>UNIT ONE</b> <b>EQUATIONS, INEQUALITIES, AND GRAPHING</b> 1. Solving Basic Inequalities 2. Simplifying Algebraic Expressions (Combining Like Terms)	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
1. To evaluate algebraic expressions. 2. To write algebraic expressions. 3. To solve one-step equations by adding, subtracting, multiplying, and dividing.	How do you use the concepts and properties of equality to solve algebraic equations?	1. To solve and graph inequalities. 2. To simplify algebraic expression. 3. To combine like terms in an expression.	How is solving an inequality different or similar to solving an equation?
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1. Chapter One lessons 2. Chapter One Practice Worksheets 3. Chapter One Pre-Made Assessments	1. Textbook On-Line 2. Homework Help (on-line)	1. Chapter One lessons 2. Chapter One Practice Worksheets 3. Chapter One Pre-Made Assessments	1. Textbook On-Line 2. Homework Help (on-line)
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 3		Week 4	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i>  <b>8.P.1</b> Extend, represent, analyze, and generalize a variety of patterns with tables, graphs, words, and, when possible, symbolic expressions. Include arithmetic and geometric progressions.  <b>8.P.4</b> Create and use symbolic expressions and relate them to verbal, tabular, and graphical representations.</p>		<p><i>The students will:</i>  <b>8.N.6</b> Demonstrate an understanding of absolute value, e.g., <math> -3  =  3  = 3</math>.  <b>8.N.12</b> Select and use appropriate operations—addition, subtraction, multiplication, division, and positive integer exponents—to solve problems with rational numbers (including negatives).</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT ONE</b> <b>EQUATIONS, INEQUALITIES, AND GRAPHING</b>		<b>Unit/Topic/Lesson</b> <b>UNIT TWO</b> <b>OPERATIONS WITH INTEGERS</b>	
<ol style="list-style-type: none"> <li>Ordered Pair</li> <li>Graphing on the Coordinate Plane</li> <li>Interpreting Graph and Tables</li> </ol>		<ol style="list-style-type: none"> <li>Addition of Integers</li> <li>Subtraction of Integers</li> <li>Multiplication of Integers</li> <li>Division of Integers</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>To write solutions of equations in two variables as ordered pairs.</li> <li>To graph points and lines on the coordinate plane.</li> <li>To interpret graphs and tables and to make a graph or table to solve a problem.</li> </ol>	<p>How do you graph the equation of a line by using a table and plotting points?</p>	<ol style="list-style-type: none"> <li>To add integers.</li> <li>To subtract integers</li> <li>To multiply integers.</li> <li>To divide integers.</li> </ol>	<p>How does the concept of double negatives in grammar relate to the concepts of the product or quotient of two negative numbers?</p>
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<ol style="list-style-type: none"> <li>Chapter One lessons</li> <li>Chapter One Practice Worksheets</li> <li>Chapter One Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> </ol>	<ol style="list-style-type: none"> <li>Chapter Two lessons</li> <li>Chapter Two Practice Worksheets</li> <li>Chapter Two Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> </ol>
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> Given at the end of Unit 1.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 5		Week 6	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i>  <b>8.N.12</b> Select and use appropriate operations—addition, subtraction, multiplication, division, and positive integer exponents—to solve problems with rational numbers (including negatives).   <b>8.P.3</b> Demonstrate an understanding of the identity <math>(-x)(-y) = xy</math>. Use this identity to simplify algebraic expressions.</p>		<p><i>The students will:</i>  <b>8.N.4</b> Represent numbers in scientific notation, and use them in calculations and problem situations.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT TWO</b> <b>OPERATIONS WITH INTEGERS</b>		<b>Unit/Topic/Lesson</b> <b>UNIT THREE</b> <b>EXPONENTS</b>	
<ol style="list-style-type: none"> <li>Solving Equations that Contain Integers</li> <li>Solving Inequalities that Contain Integers</li> </ol>		<ol style="list-style-type: none"> <li>Evaluation of Expressions Containing Exponents</li> <li>Properties of Exponents</li> <li>Scientific Notation</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>To solve equations that contains integers.</li> <li>To solve inequalities that contains integers.</li> </ol>	How does the concept of inverse operation apply to solving one-step equations?	<ol style="list-style-type: none"> <li>To evaluate expressions that contains exponents.</li> <li>To apply the properties of exponents.</li> <li>To evaluate the zero exponent.</li> <li>To express large and small numbers in scientific notation.</li> </ol>	What is the advantage of using scientific notation to represent large numbers?
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<ol style="list-style-type: none"> <li>Chapter Two lessons</li> <li>Chapter Two Practice Worksheets</li> <li>Chapter Two Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> </ol>	<ol style="list-style-type: none"> <li>Chapter Two lessons</li> <li>Chapter Two Practice Worksheets</li> <li>Chapter Two Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> </ol>
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> Given at the end of Unit 2.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> Given at the end of Unit 3.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 7		Week 8	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i>  <b>8.N.1</b> Compare, order, estimate, and translate among integers, fractions and mixed numbers (i.e., rational numbers), decimals, and percents.  <b>8.N.5</b> Apply number theory concepts, including prime factorization and relatively prime numbers, to the solution of problems.  <b>8.N.8</b> Demonstrate an understanding of the properties of arithmetic operations on rational numbers. Use the associative, commutative, and distributive properties; properties of the identity and inverse elements.</p>		<p><i>The students will:</i>  <b>8.N.1</b> Compare, order, estimate, and translate among integers, fractions and mixed numbers (i.e., rational numbers), decimals, and percents.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT FOUR</b> <b>OPERATIONS WITH RATIONAL NUMBERS</b>		<b>Unit/Topic/Lesson</b> <b>UNIT FOUR</b> <b>OPERATIONS WITH RATIONAL NUMBERS</b>	
<ol style="list-style-type: none"> <li>1. Rational Numbers- Simplifying</li> <li>2. Rational Numbers- Convert Between Fraction and Decimal</li> <li>3. Adding and Subtracting Rational Numbers with Like Denominators</li> </ol>		<ol style="list-style-type: none"> <li>1. Adding and Subtracting Rational Numbers with Unlike Denominators</li> <li>2. Multiplying Rational Numbers</li> <li>3. Dividing Rational Numbers</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>1. To write rational numbers in equivalent forms.</li> <li>2. To convert between fraction and decimal.</li> <li>3. To add and subtract decimals and fractions with like denominators.</li> </ol>	How do you find the least common denominator of two fractions?	<ol style="list-style-type: none"> <li>1. To add or subtract rational numbers with unlike denominators.</li> <li>2. To multiply fractions, mixed numbers, and decimals.</li> <li>3. To divide fractions and decimals.</li> </ol>	How do you use the inverse relationship of multiplication and division to divide fractions?
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<ol style="list-style-type: none"> <li>1. Chapter Three lessons</li> <li>2. Chapter Three Practice Worksheets</li> <li>3. Chapter Three Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Textbook On-Line</li> <li>2. Homework Help (on-line)</li> </ol>	<ol style="list-style-type: none"> <li>1. Chapter Three lessons</li> <li>2. Chapter Three Practice Worksheets</li> <li>3. Chapter Three Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Textbook On-Line</li> <li>2. Homework Help (on-line)</li> </ol>
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<b>Completed by:</b>	<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<b>Comments:</b>

Week 9		Week 10	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i>  <b>8.N.1</b> Compare, order, estimate, and translate among integers, fractions and mixed numbers (i.e., rational numbers), decimals, and percents.  <b>8.N.12</b> Select and use appropriate operations—addition, subtraction, multiplication, division, and positive integer exponents—to solve problems with rational numbers (including negatives).</p>		<p><i>The students will:</i>  <b>8.N.1</b> Compare, order, estimate, and translate among integers, fractions and mixed numbers (i.e., rational numbers), decimals, and percents.  <b>8.N.2</b> Define, compare, order, and apply frequently used irrational numbers, such as <math>\sqrt{2}</math> and <math>\pi</math>.  <b>8.N.7</b> Apply the rules of powers and roots to the solution of problems. Extend the Order of Operations to include positive integer exponents and square roots.  <b>8.N.9</b> Use the inverse relationships of addition and subtraction, multiplication and division, and squaring and finding square roots to simplify computations and solve problems.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT FOUR</b> <b>OPERATIONS WITH RATIONAL NUMBERS</b>		<b>Unit/Topic/Lesson</b> <b>UNIT FIVE</b> <b>REAL NUMBERS</b>	
<ol style="list-style-type: none"> <li>1. Solving Equations that Contain Rational Numbers</li> <li>2. Solving Inequalities that Contain Rational Numbers</li> </ol>		<ol style="list-style-type: none"> <li>1. Perfect Squares</li> <li>2. Finding Square Roots of Perfect Squares</li> <li>3. Approximating Square Roots</li> <li>4. Comparing Rational and Irrational Numbers</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>1. To solve equations with rational numbers.</li> <li>2. To solve inequalities with rational numbers.</li> </ol>	<p>How is solving equations with fractions the same or different to solving equations without fractions?</p>	<ol style="list-style-type: none"> <li>1. To find square roots.</li> <li>2. To estimate square roots.</li> <li>3. To solve problems involving square roots.</li> <li>4. To determine whether a number is rational or irrational.</li> </ol>	<p>What is the proper method to estimate the value of a square root without using a calculator?</p>
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<ol style="list-style-type: none"> <li>1. Chapter Three lessons</li> <li>2. Chapter Three Practice Worksheets</li> <li>3. Chapter Three Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Textbook On-Line</li> <li>2. Homework Help (on-line)</li> </ol>	<ol style="list-style-type: none"> <li>1. Chapter Three lessons</li> <li>2. Chapter Three Practice Worksheets</li> <li>3. Chapter Three Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Textbook On-Line</li> <li>2. Homework Help (on-line)</li> </ol>
<b>Evaluation/Activities</b>		<b>Evaluation/Activities</b>	
<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> Given at the end of Unit 4.</p>	<p><b>Completion date:</b>   <b>Completed by:</b>   <b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> Given at the end of Unit 5.</p>	<p><b>Completion date:</b>   <b>Completed by:</b>   <b>Comments:</b></p>

Week 11		Week 12	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i>  <b>8.D.1</b> Describe the characteristics and limitations of a data sample. Identify different ways of selecting a sample, e.g., convenience sampling, responses to a survey, random sampling.  <b>8.D.2</b> Select, create, interpret, and utilize various tabular and graphical representations of data, e.g., circle graphs, Venn diagrams, scatter plots, stem-and-leaf plots, box-and-whisker plots, histograms, tables, and charts. Differentiate between continuous and discrete data and ways to represent them.  <b>8.D.3</b> Find, describe, and interpret appropriate measures of central tendency (mean, median, and mode) and spread (range) that represent a set of data. Use these notions to compare different sets of data.</p>		<p><i>The students will:</i>  <b>8.D.2</b> Select, create, interpret, and utilize various tabular and graphical representations of data, e.g., circle graphs, Venn diagrams, scatter plots, stem-and-leaf plots, box-and-whisker plots, histograms, tables, and charts. Differentiate between continuous and discrete data and ways to represent them.  <b>8.D.3</b> Find, describe, and interpret appropriate measures of central tendency (mean, median, and mode) and spread (range) that represent a set of data. Use these notions to compare different sets of data.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT SIX</b> <b>DATA ANALYSIS</b>		<b>Unit/Topic/Lesson</b> <b>UNIT SIX</b> <b>DATA ANALYSIS</b>	
<ol style="list-style-type: none"> <li>1. Sampling Methods: Samples and Surveys</li> <li>2. Organizing Data</li> <li>3. Displaying Data</li> </ol>		<ol style="list-style-type: none"> <li>1. Measures of Central Tendency</li> <li>2. Variability</li> <li>3. Box-and-Whisker Plots</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>1. To recognize biased samples.</li> <li>2. To identify sampling methods.</li> <li>3. To organize data in tables and stem-and-leaf plots.</li> <li>4. To display data in bar graphs, histograms, and line graphs.</li> </ol>	<p>What is the best and most appropriate display for any given data set?</p>	<ol style="list-style-type: none"> <li>1. To find and work with the appropriate measures of central tendency.</li> <li>2. To find measures of variability.</li> <li>3. To create and interpret box-and-whisker plots.</li> </ol>	<p>What is the best measure of central tendency for a given set of data?</p>
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<ol style="list-style-type: none"> <li>1. Chapter Four lessons</li> <li>2. Chapter Four Practice Worksheets</li> <li>3. Chapter Four Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Textbook On-Line</li> <li>2. Homework Help (on-line)</li> </ol>	<ol style="list-style-type: none"> <li>1. Chapter Four lessons</li> <li>2. Chapter Four Practice Worksheets</li> <li>3. Chapter Four Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Textbook On-Line</li> <li>2. Homework Help (on-line)</li> </ol>
<b>Evaluation/Activities</b>	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments:</b>
<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>		<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	

Week 13		Week 14	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i>  <b>8.D.2</b> Select, create, interpret, and utilize various tabular and graphical representations of data, e.g., circle graphs, Venn diagrams, scatter plots, stem-and-leaf plots, box-and-whisker plots, histograms, tables, and charts. Differentiate between continuous and discrete data and ways to represent them.  <b>8.D.3</b> Find, describe, and interpret appropriate measures of central tendency (mean, median, and mode) and spread (range) that represent a set of data. Use these notions to compare different sets of data.</p>		<p><i>The students will:</i>  <b>8.G.3</b> Demonstrate an understanding of the relationships of angles formed by intersecting lines, including parallel lines cut by a transversal.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT SIX</b> <b>DATA ANALYSIS</b>		<b>Unit/Topic/Lesson</b> <b>UNIT SEVEN</b> <b>PLANE GEOMETRY</b>	
<ol style="list-style-type: none"> <li>1. Misleading Graphs</li> <li>2. Scatter Plots</li> <li>3. Lines of Best Fit</li> </ol>		<ol style="list-style-type: none"> <li>1. Points, Lines, Planes, and Angles</li> <li>2. Parallel Lines</li> <li>3. Perpendicular Lines</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>1. To recognize misleading graphs and statistics.</li> <li>2. To create and interpret scatter plots.</li> <li>3. To identify correlation and lines of best fit.</li> </ol>	<p>How does finding a line of best fit for a given set a data points allow you to predict other values for the data?</p>	<ol style="list-style-type: none"> <li>1. To classify and name geometric figures.</li> <li>2. To identify parallel and perpendicular lines and angles formed by a transversal.</li> </ol>	<p>Why is the definition of parallel lines NOT two lines that do not intersect, as is commonly stated?</p>
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<ol style="list-style-type: none"> <li>1. Chapter Four lessons</li> <li>2. Chapter Four Practice Worksheets</li> <li>3. Chapter Four Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Textbook On-Line</li> <li>2. Homework Help (on-line)</li> </ol>	<ol style="list-style-type: none"> <li>1. Chapter Five lessons</li> <li>2. Chapter Five Practice Worksheets</li> <li>3. Chapter Five Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Textbook On-Line</li> <li>2. Homework Help (on-line)</li> </ol>
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> Given at the end of Unit 6.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 15		Week 16	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>8.G.1</b> Analyze, apply, and explain the relationship between the number of sides and the sums of the interior and exterior angle measures of polygons.  <b>8.G.4</b> Demonstrate an understanding of the Pythagorean theorem. Apply the theorem to the solution of problems.  <b>8.G.7</b> Identify three-dimensional figures (e.g., prisms, pyramids) by their physical appearance, distinguishing attributes, and spatial relationships such as parallel faces.  <b>8.G.8</b> Recognize and draw two-dimensional representations of three-dimensional objects, e.g., nets, projections, and perspective drawings.</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>8.P.5</b> Identify the slope of a line as a measure of its steepness and as a constant rate of change from its table of values, equation, or graph. Apply the concept of slope to the solution of problems.  <b>8.P.6</b> Identify the roles of variables within an equation, e.g., <math>y = mx + b</math>, expressing <math>y</math> as a function of <math>x</math> with parameters <math>m</math> and <math>b</math>.  <b>8.G.6</b> Predict the results of transformations on unmarked or coordinate planes and draw the transformed figure, e.g., predict how tessellations transform under translations, reflections, and rotations.</p>	
<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT SEVEN</b>  <b>PLANE GEOMETRY</b></p> <ol style="list-style-type: none"> <li>Concepts Involving Triangles</li> <li>The Pythagorean Theorem</li> <li>Concepts Involving Polygons</li> </ol>		<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT SEVEN</b>  <b>PLANE GEOMETRY</b></p> <ol style="list-style-type: none"> <li>Coordinate Geometry</li> <li>Slopes of Lines</li> <li>Symmetry</li> </ol>	
<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To find unknown angles in triangles.</li> <li>To determine unknown sides of a right triangle using the Pythagorean Theorem.</li> <li>To classify and find angles in polygons.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>How do you find the interior angle sum of a convex polygon by breaking the polygon in to non overlapping triangles?</p>	<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To identify polygons in the coordinate plane.</li> <li>To understand the concept of slope in classification of polygons.</li> <li>To identify symmetry in figures.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>How do you use the concept of slope to identify quadrilaterals when you are given the coordinates of the vertices?</p>
<p align="center"><b>Teacher Resources</b>  <i>Holt Pre-Algebra ©2004</i></p> <ol style="list-style-type: none"> <li>Chapter Five lessons</li> <li>Chapter Five Practice Worksheets</li> <li>Chapter Five Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b>  <i>Holt Pre-Algebra ©2004</i></p> <ol style="list-style-type: none"> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> </ol>	<p align="center"><b>Teacher Resources</b>  <i>Holt Pre-Algebra ©2004</i></p> <ol style="list-style-type: none"> <li>Chapter Five lessons</li> <li>Chapter Five Practice Worksheets</li> <li>Chapter Five Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b>  <i>Holt Pre-Algebra ©2004</i></p> <ol style="list-style-type: none"> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> </ol>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 17		Week 18	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>8.G.2</b> Classify figures in terms of congruence and similarity, and apply these relationships to the solution of problems.  <b>8.G.6</b> Predict the results of transformations on unmarked or coordinate planes and draw the transformed figure, e.g., predict how tessellations transform under translations, reflections, and rotations.</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>8.G.1</b> Analyze, apply, and explain the relationship between the number of sides and the sums of the interior and exterior angle measures of polygons.  <b>8.M.3</b> Demonstrate an understanding of the concepts and apply formulas and procedures for determining measures, including those of area and perimeter/circumference of parallelograms, trapezoids, and circles. Given the formulas, determine the surface area and volume of rectangular prisms, cylinders, and spheres. Use technology as appropriate.</p>	
<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT SEVEN</b>  <b>PLANE GEOMETRY</b></p> <ol style="list-style-type: none"> <li>Congruence and Congruent Figures</li> <li>Transformations</li> </ol>		<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT EIGHT</b>  <b>INTRODUCTION TO MEASUREMENT CONCEPTS</b>  <b>TWO-DIMENSIONAL FIGURES</b></p> <ol style="list-style-type: none"> <li>Perimeter and Area of Rectangles and Parallelograms</li> <li>Perimeter and Area of Triangles and Trapezoids</li> <li>Using the Pythagorean Theorem to Calculate Area and Perimeter of Triangles</li> </ol>	
<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To use properties of congruent figures to solve problems.</li> <li>To transform plane figures using translations, rotations, and reflections.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>What is the fundamental difference between the concepts of equality and congruence?</p>	<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To find the perimeter and area of rectangles, parallelograms, triangles, and trapezoids.</li> <li>To use the Pythagorean Theorem and its converse to solve problem involving perimeter and area of triangles.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>How do you use the Pythagorean Theorem to find the height of any isosceles triangle when the side lengths are given?</p>
<p><b>Teacher Resources</b>  <i>Holt Pre-Algebra ©2004</i></p> <ol style="list-style-type: none"> <li>Chapter Five lessons</li> <li>Chapter Five Practice Worksheets</li> <li>Chapter Five Pre-Made Assessments</li> </ol>	<p><b>Media Resources</b>  <i>Holt Pre-Algebra ©2004</i></p> <ol style="list-style-type: none"> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> </ol>	<p><b>Teacher Resources</b>  <i>Holt Pre-Algebra ©2004</i></p> <ol style="list-style-type: none"> <li>Chapter Six lessons</li> <li>Chapter Six Practice Worksheets</li> <li>Chapter Six Pre-Made Assessments</li> </ol>	<p><b>Media Resources</b>  <i>Holt Pre-Algebra ©2004</i></p> <ol style="list-style-type: none"> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> </ol>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> Given at the end of Unit 7.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 19		Week 20	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i>  <b>8.G.1</b> Analyze, apply, and explain the relationship between the number of sides and the sums of the interior and exterior angle measures of polygons.  <b>8.M.3</b> Demonstrate an understanding of the concepts and apply formulas and procedures for determining measures, including those of area and perimeter/circumference of parallelograms, trapezoids, and circles. Given the formulas, determine the surface area and volume of rectangular prisms, cylinders, and spheres. Use technology as appropriate.</p>		<p><i>The students will:</i>  <b>8.P.8</b> Explain and analyze—both quantitatively and qualitatively, using pictures, graphs, charts, or equations—how a change in one variable results in a change in another variable in functional relationships, e.g., <math>C = \pi d</math>, <math>A = \pi r^2</math>  <b>8.G.5</b> Use a straightedge, compass, or other tools to formulate and test conjectures, and to draw geometric figures.  <b>8.G.7</b> Identify three-dimensional figures (e.g., prisms, pyramids) by their physical appearance, distinguishing attributes, and spatial relationships such as parallel faces.  <b>8.G.8</b> Recognize and draw two-dimensional representations of three-dimensional objects, e.g., nets, projections, and perspective drawings.  <b>8.M.3</b> Demonstrate an understanding of the concepts and apply formulas and procedures for determining measures, including those of area and perimeter/circumference of parallelograms, trapezoids, and circles. Given the formulas, determine the surface area and volume of rectangular prisms, cylinders, and spheres. Use technology as appropriate.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT EIGHT</b> <b>INTRODUCTION TO MEASUREMENT CONCEPTS</b> <b>TWO-DIMENSIONAL FIGURES</b> <ol style="list-style-type: none"> <li>Perimeter and Area of Irregular Figures</li> <li>Area and Circumference of Circles</li> </ol>		<b>Unit/Topic/Lesson</b> <b>UNIT NINE</b> <b>INTRODUCTION TO MEASUREMENT CONCEPTS</b> <b>THREE-DIMENSIONAL FIGURES</b> <ol style="list-style-type: none"> <li>Patterns of Solid Figures</li> <li>Drawing Three-Dimensional Figures</li> <li>Volumes of Prisms, Cylinders, Cones, and Pyramids</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>To find the perimeter and area of irregular figures.</li> <li>To find the area and circumference of circles.</li> </ol>	How do you find the area of a polygon when you do not have a formula for its area?	<ol style="list-style-type: none"> <li>To explore patterns of solid figures using net drawings.</li> <li>To draw and identify parts of three-dimensional figures.</li> <li>To find the volumes of prisms, cylinders, cones, and pyramids.</li> </ol>	How does the volume of a cylinder and a cone with the same base and height, relate to one another?
<b>Teacher Resources</b> <i>Holt Pre-Algebra ©2004</i>	<b>Media Resources</b> <i>Holt Pre-Algebra ©2004</i>	<b>Teacher Resources</b> <i>Holt Pre-Algebra ©2004</i>	<b>Media Resources</b> <i>Holt Pre-Algebra ©2004</i>
<ol style="list-style-type: none"> <li>Chapter Six lessons</li> <li>Chapter Six Practice Worksheets</li> <li>Chapter Six Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> </ol>	<ol style="list-style-type: none"> <li>Chapter Six lessons</li> <li>Chapter Six Practice Worksheets</li> <li>Chapter Six Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> </ol>
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> Given at the end of Unit 8.</p>	<b>Completed by:</b>	<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<b>Comments:</b>

Week 21		Week 22	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><b>The students will:</b>  <b>8.P.8</b> Explain and analyze—both quantitatively and qualitatively, using pictures, graphs, charts, or equations—how a change in one variable results in a change in another variable in functional relationships, e.g., <math>C = \pi d</math>, <math>A = \pi r</math>  <b>8.G.7</b> Identify three-dimensional figures (e.g., prisms, pyramids) by their physical appearance, distinguishing attributes, and spatial relationships such as parallel faces.  <b>8.M.3</b> Demonstrate an understanding of the concepts and apply formulas and procedures for determining measures, including those of area and perimeter/circumference of parallelograms, trapezoids, and circles. Given the formulas, determine the surface area and volume of rectangular prisms, cylinders, and spheres. Use technology as appropriate.</p>		<p><b>The students will:</b>  <b>8.N.3</b> Use ratios and proportions in the solution of problems, in particular, problems involving unit rates, scale factors, and rate of change.  <b>8.N.10</b> Estimate and compute with fractions (including simplification of fractions), integers, decimals, and percents.  <b>8.M.1</b> Select, convert (within the same system of measurement), and use appropriate units of measurement or scale.  <b>8.M.2</b> Given the formulas, convert from one system of measurement to another. Use technology as appropriate.  <b>8.M.4</b> Use ratio and proportion (including scale factors) in the solution of problems, including problems involving similar plane figures and indirect measurement.  <b>8.M.5</b> Use models, graphs, and formulas to solve simple problems involving rates.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT NINE</b> <b>INTRODUCTION TO MEASUREMENT CONCEPTS</b> <b>THREE-DIMENSIONAL FIGURES</b>		<b>Unit/Topic/Lesson</b> <b>UNIT TEN</b> <b>RATIOS AND PROPORTIONS WITH APPLICATIONS</b>	
<ol style="list-style-type: none"> <li>1. Surface Area of Prisms and Cylinders</li> <li>2. Surface Area of Cones and Pyramids</li> <li>3. Surface Area and Volume of Spheres</li> </ol>		<ol style="list-style-type: none"> <li>1. Ratios and Proportions</li> <li>2. Ratios, Rates, and Unit Rates</li> <li>3. Solving Problems Using Proportions</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>1. To find the surface area of prisms, cylinders, cones, and pyramids.</li> <li>2. To find the surface area and volume of spheres.</li> </ol>	<p>Which geometric figure would have the greatest volume for a given surface area?</p>	<ol style="list-style-type: none"> <li>1. To find equivalent ratios to create proportions.</li> <li>2. To work with rates and ratios.</li> <li>3. To solve proportions.</li> </ol>	<p>What does it mean if the cross products are not equal?</p>
<b>Teacher Resources</b> <i>Holt Pre-Algebra ©2004</i>	<b>Media Resources</b> <i>Holt Pre-Algebra ©2004</i>	<b>Teacher Resources</b> <i>Holt Pre-Algebra ©2004</i>	<b>Media Resources</b> <i>Holt Pre-Algebra ©2004</i>
<ol style="list-style-type: none"> <li>1. Chapter Six lessons</li> <li>2. Chapter Six Practice Worksheets</li> <li>3. Chapter Six Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Textbook On-Line</li> <li>2. Homework Help (on-line)</li> </ol>	<ol style="list-style-type: none"> <li>1. Chapter Seven lessons</li> <li>2. Chapter Seven Practice Worksheets</li> <li>3. Chapter Seven Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Textbook On-Line</li> <li>2. Homework Help (on-line)</li> </ol>
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> Given at the end of Unit 9.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 23		Week 24	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i>  <b>8.M.1</b> Select, convert (within the same system of measurement), and use appropriate units of measurement or scale.  <b>8.M.2</b> Given the formulas, convert from one system of measurement to another. Use technology as appropriate.</p>		<p><i>The students will:</i>  <b>8.G.2</b> Classify figures in terms of congruence and similarity, and apply these relationships to the solution of problems.  <b>8.G.8</b> Recognize and draw two-dimensional representations of three-dimensional objects, e.g., nets, projections, and perspective drawings.  <b>8.M.4</b> Use ratio and proportion (including scale factors) in the solution of problems, including problems involving similar plane figures and indirect measurement.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT TEN</b> <b>RATIOS AND PROPORTIONS WITH APPLICATIONS</b>		<b>Unit/Topic/Lesson</b> <b>UNIT TEN</b> <b>RATIOS AND PROPORTIONS WITH APPLICATIONS</b>	
<ol style="list-style-type: none"> <li>Conversion factors</li> <li>Units of Measurement</li> </ol>		<ol style="list-style-type: none"> <li>Similar Figures</li> <li>Scale Drawings and Models</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>To use conversion factors to solve rate problems.</li> <li>To work with a variety of units of measurements to convert from one to the other.</li> </ol>	Why must you cancel out the original unit when you convert from one unit to another?	<ol style="list-style-type: none"> <li>To determine whether figures are similar.</li> <li>To use scale factors.</li> <li>To find missing dimensions in similar figures.</li> <li>To make comparisons between and find dimensions of scale drawings and actual objects.</li> </ol>	How do you use the concept of similarity to calculate the length or height of something that could otherwise not be measured?
<b>Teacher Resources</b> <i>Holt Pre-Algebra ©2004</i>	<b>Media Resources</b> <i>Holt Pre-Algebra ©2004</i>	<b>Teacher Resources</b> <i>Holt Pre-Algebra ©2004</i>	<b>Media Resources</b> <i>Holt Pre-Algebra ©2004</i>
<ol style="list-style-type: none"> <li>Chapter Seven lessons</li> <li>Chapter Seven Practice Worksheets</li> <li>Chapter Seven Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> </ol>	<ol style="list-style-type: none"> <li>Chapter Seven lessons</li> <li>Chapter Seven Practice Worksheets</li> <li>Chapter Seven Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> </ol>
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> Given at the end of Unit 10.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 25		Week 26	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i></p> <p><b>8.N.10</b> Estimate and compute with fractions (including simplification of fractions), integers, decimals, and percents.</p>		<p><i>The students will:</i></p> <p><b>8.N.10</b> Estimate and compute with fractions (including simplification of fractions), integers, decimals, and percents.</p> <p><b>8.N.11</b> Determine when an estimate rather than an exact answer is appropriate and apply in problem situations.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT ELEVEN</b> <b>PERCENTS AND PERCENTAGE PROBLEMS</b>		<b>Unit/Topic/Lesson</b> <b>UNIT ELEVEN</b> <b>PERCENTS AND PERCENTAGE PROBLEMS</b>	
<ol style="list-style-type: none"> <li>1. Relating Percents to Decimals and Fractions</li> <li>2. Finding Percents of Numbers</li> <li>3. Finding a Number When the Percent is Known</li> </ol>		<ol style="list-style-type: none"> <li>1. Percent Increase</li> <li>2. Percent Decrease</li> <li>3. Estimation with Percents</li> <li>4. Applications of Percents</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>1. To relate decimals, fractions, and percents.</li> <li>2. To find percents.</li> <li>3. To find a number when the percent is known.</li> </ol>	<p>How do you use the concept of proportions to solve word problems involving percents?</p>	<ol style="list-style-type: none"> <li>1. To find the percent increase and decrease.</li> <li>2. To estimate with percents.</li> <li>3. To find commission, sales tax, and withholding tax.</li> </ol>	<p>How do you find the new price of an item, given the original price and the percent of change?</p>
<b>Teacher Resources</b> <i>Holt Pre-Algebra ©2004</i>	<b>Media Resources</b> <i>Holt Pre-Algebra ©2004</i>	<b>Teacher Resources</b> <i>Holt Pre-Algebra ©2004</i>	<b>Media Resources</b> <i>Holt Pre-Algebra ©2004</i>
<ol style="list-style-type: none"> <li>1. Chapter Eight lessons</li> <li>2. Chapter Eight Practice Worksheets</li> <li>3. Chapter Eight Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Textbook On-Line</li> <li>2. Homework Help (on-line)</li> </ol>	<ol style="list-style-type: none"> <li>1. Chapter Eight lessons</li> <li>2. Chapter Eight Practice Worksheets</li> <li>3. Chapter Eight Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Textbook On-Line</li> <li>2. Homework Help (on-line)</li> </ol>
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p> <p><b>Test:</b> Given at the end of Unit 11.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 27		Week 28	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i></p> <p><b>8.D.1</b> Describe the characteristics and limitations of a data sample. Identify different ways of selecting a sample, e.g., convenience sampling, responses to a survey, random sampling.</p>		<p><i>The students will:</i></p> <p><b>8.D.1</b> Describe the characteristics and limitations of a data sample. Identify different ways of selecting a sample, e.g., convenience sampling, responses to a survey, random sampling.</p> <p><b>8.D.4</b> Use tree diagrams, tables, organized lists, basic combinatorics (“fundamental counting principle”), and area models to compute probabilities for simple compound events, e.g., multiple coins tosses or rolls of dice.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT TWELVE</b> <b>PROBABILITY</b>		<b>Unit/Topic/Lesson</b> <b>UNIT TWELVE</b> <b>PROBABILITY</b>	
<ol style="list-style-type: none"> <li>Basic Probability Concepts</li> <li>Experimental Probability</li> </ol>		<ol style="list-style-type: none"> <li>Theoretical Probability</li> <li>The Fundamental Counting Principle</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>To find the probability of an event by using the definition of probability.</li> <li>To estimate probability using experimental methods.</li> <li>To use simulation to estimate probability.</li> </ol>	<p>How do you determine the experimental probability of a given situation and why can you not guarantee that the result happens again?</p>	<ol style="list-style-type: none"> <li>To estimate probability using theoretical methods.</li> <li>To find the number of possible outcomes in an experiment.</li> </ol>	<p>Why does the theoretical probability not necessarily match the experimental probability of the same event?</p>
<b>Teacher Resources</b> <i>Holt Pre-Algebra ©2004</i>	<b>Media Resources</b> <i>Holt Pre-Algebra ©2004</i>	<b>Teacher Resources</b> <i>Holt Pre-Algebra ©2004</i>	<b>Media Resources</b> <i>Holt Pre-Algebra ©2004</i>
<ol style="list-style-type: none"> <li>Chapter Nine lessons</li> <li>Chapter Nine Practice Worksheets</li> <li>Chapter Nine Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> </ol>	<ol style="list-style-type: none"> <li>Chapter Nine lessons</li> <li>Chapter Nine Practice Worksheets</li> <li>Chapter Nine Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> </ol>
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 29		Week 30	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i></p> <p><b>8.D.4</b> Use tree diagrams, tables, organized lists, basic combinatorics (“fundamental counting principle”), and area models to compute probabilities for simple compound events, e.g., multiple coins tosses or rolls of dice.</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i></p> <p><b>8.N.12</b> Select and use appropriate operations—addition, subtraction, multiplication, division, and positive integer exponents—to solve problems with rational numbers (including negatives).</p> <p><b>8.P.3</b> Demonstrate an understanding of the identity <math>(-x)(-y) = xy</math>. Use this identity to simplify algebraic expressions.</p> <p><b>8.P.7</b> Set up and solve linear equations and inequalities with one or two variables, using algebraic methods, models, and/or graphs.</p>	
<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT TWELVE</b> <b>PROBABILITY</b></p> <ol style="list-style-type: none"> <li>Permutations</li> <li>Combinations</li> <li>Independent and Dependent Events</li> </ol>		<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT THIRTEEN</b> <b>POLYNOMIALS</b></p> <ol style="list-style-type: none"> <li>Classification of Polynomials</li> <li>Simplifying Polynomials</li> <li>Addition of Polynomials</li> <li>Subtraction of Polynomials</li> </ol>	
<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To find the number of permutations and combinations of various situations.</li> <li>To find the probabilities of independent and dependent events.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>How do you decide whether a given situation describes a combination or a permutation?</p>	<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To classify polynomials by degree and by the number of terms.</li> <li>To simplify polynomials.</li> <li>To add and subtract polynomials.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>How do you know when you can and when you cannot combine terms?</p>
<p align="center"><b>Teacher Resources</b> <i>Holt Pre-Algebra ©2004</i></p> <ol style="list-style-type: none"> <li>Chapter Nine lessons</li> <li>Chapter Nine Practice Worksheets</li> <li>Chapter Nine Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b> <i>Holt Pre-Algebra ©2004</i></p> <ol style="list-style-type: none"> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> </ol>	<p align="center"><b>Teacher Resources</b> <i>Holt Pre-Algebra ©2004</i></p> <ol style="list-style-type: none"> <li>Chapter Thirteen lessons</li> <li>Chapter Thirteen Practice Worksheets</li> <li>Chapter Thirteen Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b> <i>Holt Pre-Algebra ©2004</i></p> <ol style="list-style-type: none"> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> </ol>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> Given at the end of Unit 12.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 31		Week 32	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i>  <b>8.P.7</b> Set up and solve linear equations and inequalities with one or two variables, using algebraic methods, models, and/or graphs.</p>		<p><i>The students will:</i>  <b>8.P.7</b> Set up and solve linear equations and inequalities with one or two variables, using algebraic methods, models, and/or graphs.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT THIRTEEN</b> <b>POLYNOMIALS</b>		<b>Unit/Topic/Lesson</b> <b>UNIT FOURTEEN</b> <b>ADVANCED CONCEPTS INVOLVING EQUATIONS</b>	
<ol style="list-style-type: none"> <li>1. Multiplication of a Polynomial by a Monomial</li> <li>2. Multiplying Binomials (The FOIL Method)</li> <li>3. Division of a Polynomial by a Monomial</li> </ol>		<ol style="list-style-type: none"> <li>1. Solving Two-Step Equations</li> <li>2. Solving Multi-Step Equations</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>1. To multiply polynomials by monomials.</li> <li>2. To multiply binomials.</li> <li>3. To divide a polynomial by a monomial.</li> </ol>	How is the FOIL Method an expansion of the distributive property?	<ol style="list-style-type: none"> <li>1. To solve two-step equations.</li> <li>2. To solve multistep equations.</li> </ol>	How do you decide which inverse operation to use first when solving a two-step equation?
<b>Teacher Resources</b> <i>Holt Pre-Algebra ©2004</i>	<b>Media Resources</b> <i>Holt Pre-Algebra ©2004</i>	<b>Teacher Resources</b> <i>Holt Pre-Algebra ©2004</i>	<b>Media Resources</b> <i>Holt Pre-Algebra ©2004</i>
<ol style="list-style-type: none"> <li>1. Chapter Thirteen lessons</li> <li>2. Chapter Thirteen Practice Worksheets</li> <li>3. Chapter Thirteen Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Textbook On-Line</li> <li>2. Homework Help (on-line)</li> </ol>	<ol style="list-style-type: none"> <li>1. Chapter Ten lessons</li> <li>2. Chapter Ten Practice Worksheets</li> <li>3. Chapter Ten Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Textbook On-Line</li> <li>2. Homework Help (on-line)</li> </ol>
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> Given at the end of Unit 13.</p>	<b>Completed by:</b>	<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<b>Comments:</b>

Week 33		Week 34	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i>  <b>8.P.7</b> Set up and solve linear equations and inequalities with one or two variables, using algebraic methods, models, and/or graphs.</p>		<p><i>The students will:</i>  <b>8.P.7</b> Set up and solve linear equations and inequalities with one or two variables, using algebraic methods, models, and/or graphs.  <b>8.P.8</b> Explain and analyze—both quantitatively and qualitatively, using pictures, graphs, charts, or equations—how a change in one variable results in a change in another variable in functional relationships.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT FOURTEEN</b> <b>ADVANCED CONCEPTS INVOLVING EQUATIONS</b>		<b>Unit/Topic/Lesson</b> <b>UNIT FOURTEEN</b> <b>ADVANCED CONCEPTS INVOLVING EQUATIONS</b>	
<ol style="list-style-type: none"> <li>Solving Equations with Variables on Both Sides</li> <li>Solving Two-Step Inequalities</li> </ol>		<ol style="list-style-type: none"> <li>Solving Multi-Step Inequalities</li> <li>Solving an Equation for a Given Variables</li> <li>Determining Whether of Point is the Solution to a System of Equations</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>To solve equations with variables on both sides of the equal sign.</li> <li>To solve two-step equations and inequalities.</li> </ol>	When would an equation have no solution, and how would you recognize that situation?	<ol style="list-style-type: none"> <li>To solve multistep inequalities and graph the solutions of an inequality on the number line.</li> <li>To solve an equation for a given variable.</li> <li>To solve systems of equations by substitution.</li> </ol>	Why would you solve an equation for a certain variable?
<b>Teacher Resources</b> <i>Holt Pre-Algebra ©2004</i>	<b>Media Resources</b> <i>Holt Pre-Algebra ©2004</i>	<b>Teacher Resources</b> <i>Holt Pre-Algebra ©2004</i>	<b>Media Resources</b> <i>Holt Pre-Algebra ©2004</i>
<ol style="list-style-type: none"> <li>Chapter Ten lessons</li> <li>Chapter Ten Practice Worksheets</li> <li>Chapter Ten Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> </ol>	<ol style="list-style-type: none"> <li>Chapter Ten lessons</li> <li>Chapter Ten Practice Worksheets</li> <li>Chapter Ten Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> </ol>
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> Given at the end of Unit 14.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 35		Week 36	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>8.P.1</b> Extend, represent, analyze, and generalize a variety of patterns with tables, graphs, words, and, when possible, symbolic expressions. Include arithmetic and geometric progressions.</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>8.P.7</b> Set up and solve linear equations and inequalities with one or two variables, using algebraic methods, models, and/or graphs.  <b>8.P.9</b> Use linear equations to model and analyze problems involving proportional relationships. Use technology as appropriate.  <b>8.P.10</b> Use tables and graphs to represent and compare linear growth patterns. In particular, compare rates of change and x- and y-intercepts of different linear patterns.</p>	
<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT FIFTEEN</b>  <b>SEQUENCES AND FUNCTIONS</b></p> <p>1. Arithmetic Sequence                  2. Geometric Sequence</p>		<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT FIFTEEN</b>  <b>SEQUENCES AND FUNCTIONS</b></p> <p>1. Functions                  2. Linear Functions</p>	
<p align="center"><b>Objectives</b></p> <p>1. To find the terms in an arithmetic sequence.                  2. To find the terms in a geometric sequence.</p>	<p align="center"><b>Essential Question</b></p> <p>How you determine whether a sequence is arithmetic, geometric, or neither?</p>	<p align="center"><b>Objectives</b></p> <p>1. To represent functions with tables, graphs, or equations.                  2. To identify linear functions.</p>	<p align="center"><b>Essential Question</b></p> <p>How do you determine whether a relation is a function and then how do you determine its domain and range?</p>
<p align="center"><b>Teacher Resources</b>  <i>Holt Pre-Algebra ©2004</i></p> <p>1. Chapter Twelve lessons                  2. Chapter Twelve Practice Worksheets                  3. Chapter Twelve Pre-Made Assessments</p>	<p align="center"><b>Media Resources</b>  <i>Holt Pre-Algebra ©2004</i></p> <p>1. Textbook On-Line                  2. Homework Help (on-line)</p>	<p align="center"><b>Teacher Resources</b>  <i>Holt Pre-Algebra ©2004</i></p> <p>1. Chapter Twelve lessons                  2. Chapter Twelve Practice Worksheets                  3. Chapter Twelve Pre-Made Assessments</p>	<p align="center"><b>Media Resources</b>  <i>Holt Pre-Algebra ©2004</i></p> <p>1. Textbook On-Line                  2. Homework Help (on-line)</p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b>  <b>Completed by:</b>  <b>Comments:</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> Given at the end of Unit 15.</p>	<p><b>Completion date:</b>  <b>Completed by:</b>  <b>Comments:</b></p>

Week 37		Week 38	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i>  <b>8.D.2</b> Select, create, interpret, and utilize various tabular and graphical representations of data, e.g., circle graphs, Venn diagrams, scatter plots, stem-and-leaf plots, box-and-whisker plots, histograms, tables, and charts. Differentiate between continuous and discrete data and ways to represent them.</p>		<p><i>The students will:</i>  <b>8.D.2</b> Select, create, interpret, and utilize various tabular and graphical representations of data, e.g., circle graphs, Venn diagrams, scatter plots, stem-and-leaf plots, box-and-whisker plots, histograms, tables, and charts. Differentiate between continuous and discrete data and ways to represent them.  <b>8.D.4</b> Use tree diagrams, tables, organized lists, basic combinatorics (“fundamental counting principle”), and area models to compute probabilities for simple compound events, e.g., multiple coins tosses or rolls of dice.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT SIXTEEN</b> <b>CONCEPTS IN DISCRETE MATH</b>		<b>Unit/Topic/Lesson</b> <b>UNIT SIXTEEN</b> <b>CONCEPTS IN DISCRETE MATH</b>	
<ol style="list-style-type: none"> <li>Mathematical Sets</li> <li>The Concepts of Intersection and Union</li> </ol>		<ol style="list-style-type: none"> <li>Venn Diagrams</li> <li>Compound Statements</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>To understand mathematical sets and set notation.</li> <li>To describe the intersection and union of sets.</li> </ol>	How do you determine the intersection and union of a given set?	<ol style="list-style-type: none"> <li>To make and use Venn diagrams.</li> <li>To differentiate between conjunctions and disjunctions and to make truth tables.</li> </ol>	How is a subset shown in a Venn diagram?
<b>Teacher Resources</b> <i>Holt Pre-Algebra ©2004</i>	<b>Media Resources</b> <i>Holt Pre-Algebra ©2004</i>	<b>Teacher Resources</b> <i>Holt Pre-Algebra ©2004</i>	<b>Media Resources</b> <i>Holt Pre-Algebra ©2004</i>
<ol style="list-style-type: none"> <li>Chapter Fourteen lessons</li> <li>Chapter Fourteen Practice Worksheets</li> <li>Chapter Fourteen Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> </ol>	<ol style="list-style-type: none"> <li>Chapter Fourteen lessons</li> <li>Chapter Fourteen Practice Worksheets</li> <li>Chapter Fourteen Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> </ol>
<b>Evaluation/Activities</b>		<b>Evaluation/Activities</b>	
<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b>  <b>Completed by:</b>  <b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> Given at the end of Unit 16.</p>	<p><b>Completion date:</b>  <b>Completed by:</b>  <b>Comments:</b></p>