

Teacher's Name _____

Class _____ Dates _____ M Tu W Th F

Materials/Resources needed _____

Recommended Pacing

Standard Pacing	Day 1 of 13
Honors Pacing	Day 1 of 12
Block Scheduling	Day 1 of 7

Objectives

- Recognize and use ratios and proportions.
- Apply the properties of proportions.

New Mexico Mathematics Performance Standards Grades 9–12

NCTM Curriculum Standards

5-C-1, 7-B-2, 13-A-1, 13-D-1

1–5, 7, 8

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 338
- _____ ⇨ Transparency 7-1A
- _____ Motivating the Lesson, Questioning, *TWE*, p. 339

2 TEACH

- _____ in-Class Examples, *TWE*, pp. 339–340
- _____ ⇨ Transparency 7-1B
- _____ Cooperative Learning, Co-op Co-op, *TWE*, p. 339
- _____ Reteaching, Using Research, *TWE*, p. 341
- _____ ⇨ Study Guide Masters, p. 37
- _____ ⇨ Graphing Calculator and Computer Masters, p. 7

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 341
- _____ Error Analysis, *TWE*, p. 341

Homework Assignments (*SE*, pp. 342–345)

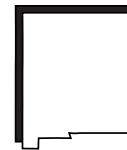
- _____ Core (with proof): 17–51 odd, 53–63
- _____ Core (informal): 17–51 odd, 53–63
- _____ Enriched: 18–44 even, 45–63
- _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 776
- _____ ⇨ Practice Masters, p. 37
- _____ ⇨ Tech Prep Applications Masters, p. 13
- _____ ⇨ Real-World Applications, 13

4 ASSESS

- _____ Closing Activity, Writing, *TWE*, p. 345
- _____ Extension, Connections, *TWE*, p. 344
- _____ ⇨ Enrichment Masters, p. 37
- _____ ⇨ Multicultural Activity Masters, p. 13

KEY	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
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Teacher's Name _____

Class _____ Dates _____ M Tu W Th F

Materials/Resources needed _____

Recommended Pacing

Standard Pacing	Day 2 of 13
Honors Pacing	Day 2 of 12
Block Scheduling	Day 2 of 7

Objectives

- Identify similar figures.
- Solve problems involving similar figures.

New Mexico Mathematics Performance Standards Grades 9–12

NCTM Curriculum Standards

1-A-1, 1-F-1, 2-E-2, 5-C-1, 7-C-2, 8-C-2, 13-D-1

1-5, 7

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 346
- _____ ⇨ Transparency 7-2A
- _____ Motivating the Lesson, Hands-On Activity, *TWE*, p. 346

2 TEACH

- _____ In-Class Examples, *TWE*, pp. 347–348
- _____ ⇨ Transparency 7-2B
- _____ Alternative Teaching Strategies, Reading Geometry, *TWE*, p. 347
- _____ Reteaching, Using Hands-On Activity, *TWE*, p. 349
- _____ ⇨ Study Guide Masters, p. 38

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 349

Homework Assignments (*SE*, pp. 351–353)

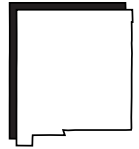
- _____ Core (with proof): 13–41 odd, 43–52
- _____ Core (informal): 13–41 odd, 43–52
- _____ Enriched: 14–38 even, 39–52
- _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 776
- _____ ⇨ Practice Masters, p. 38

4 ASSESS

- _____ Closing Activity, Modeling, *TWE*, p. 353
- _____ Extension, Connections, *TWE*, p. 353
- _____ ⇨ Enrichment Masters, p. 38
- _____ ⇨ Assessment and Evaluation Masters, Quiz A, p. 184

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



Teacher's Name _____

Class _____ Dates _____ M Tu W Th F

Materials/Resources needed _____

Recommended Pacing

Standard Pacing	Days 3 & 4 of 13
Honors Pacing	Days 3 & 4 of 12
Block Scheduling	Day 3 of 7

Objectives

- Identify similar triangles.
- Use similar triangles to solve problems.

New Mexico Mathematics Performance Standards Grades 9–12

NCTM Curriculum Standards

1-D-1, 8-C-1, 13-D-1, 13-D-2

1-5, 7

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 354
- _____ ⇨ Transparency 7-3A
- _____ Motivating the Lesson, Situational Problem, *TWE*, p. 355

2 TEACH

- _____ In-Class Examples, *TWE*, pp. 355–356
- _____ ⇨ Transparency 7-3B
- _____ Alternative Learning Styles, Visual, *TWE*, p. 355
- _____ Cooperative Learning, Brainstorming, *TWE*, p. 356
- _____ Reteaching, Using Hands-On Activity, *TWE*, p. 357
- _____ ⇨ Study Guide Masters, p. 39
- _____ ⇨ Modeling Mathematics Masters, pp. 39–42, 85
- _____ ⇨ Algebra & Geometry Overhead Manipulative Resource Kit, Activity 58

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 357
- _____ Error Analysis, *TWE*, p. 357

Homework Assignments (SE, pp. 358–361)

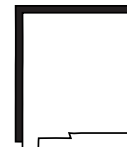
- _____ Core (with proof): 13–35 odd, 36, 37, 39–47
- _____ Core (informal): 13–27 odd, 36, 37, 39–47
- _____ Enriched: 14–34 even, 36–47
- _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 776
- _____ ⇨ Practice Masters, p. 39

4 ASSESS

- _____ Closing Activity, Speaking, *TWE*, p. 361
- _____ Extension, Problem Solving, *TWE*, p. 361
- _____ Self Test, *SE*, p. 361
- _____ ⇨ Enrichment Masters, p. 39
- _____ ⇨ Assessment and Evaluation Masters, Quiz B, p. 184
- _____ ⇨ Assessment and Evaluation Masters, Mid-Chapter Test, p. 183

KEY	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
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Teacher's Name _____

Class _____ Dates _____ M Tu W Th F

Materials/Resources needed _____

Recommended Pacing

Standard Pacing	Days 5 & 6 of 13
Honors Pacing	Day 5 of 12
Block Scheduling	Day 4 of 7

Objectives

- Use proportional parts of triangles to solve problems.
- Divide a segment into congruent parts.

New Mexico Mathematics Performance Standards Grades 9–12

NCTM Curriculum Standards

5-C-1, 7-C-2

1-5, 7

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 362
- _____ ⇔ Transparency 7-4A
- _____ Motivating the Lesson, Situational Problem, *TWE*, p. 363

2 TEACH

- _____ In-Class Examples, *TWE*, pp. 363–364
- _____ ⇔ Transparency 7-4B
- _____ Alternative Learning Styles, Kinesthetic, *TWE*, p. 363
- _____ Reteaching, Using Word Meanings, *TWE*, p. 366
- _____ ⇔ Study Guide Masters, p. 40
- _____ ⇔ Algebra & Geometry Overhead Manipulative Resource Kit, Activity 59

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 366
- _____ Error Analysis, *TWE*, p. 366

Homework Assignments (*SE*, pp. 367–369)

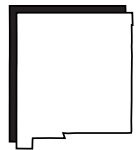
- _____ Core (with proof): 13–39 odd, 40–48
- _____ Core (informal): 13–31 odd, 35, 37, 39, 40–48
- _____ Enriched: 14–34 even, 36–48
- _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 777
- _____ ⇔ Practice Masters, p. 40

4 ASSESS

- _____ Closing Activity, Speaking, *TWE*, p. 369
- _____ Extension, Connections, *TWE*, p. 368
- _____ ⇔ Enrichment Masters, p. 40

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



Teacher's Name _____

Class _____ Dates _____ M Tu W Th F

Materials/Resources needed _____

Recommended Pacing

Standard Pacing	Days 7 & 8 of 13
Honors Pacing	Days 6 & 7 of 12
Block Scheduling	Day 5 of 7

Objective

- Recognize and use the proportional relationships of corresponding perimeters, altitudes, angle bisectors, and medians of similar triangles.

New Mexico Mathematics Performance Standards Grades 9–12

NCTM Curriculum Standards

13-D-1

1-5, 7

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 370
- _____ ⇨ Transparency 7-5A
- _____ Motivating the Lesson, Questioning, *TWE*, p. 371

2 TEACH

- _____ In-Class Examples, *TWE*, pp. 371–372
- _____ ⇨ Transparency 7-5B
- _____ Alternative Learning Styles, Auditory, *TWE*, p. 373
- _____ Reteaching, Using Models, *TWE*, p. 372
- _____ ⇨ Study Guide Masters, p. 41

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 372
- _____ Error Analysis, *TWE*, p. 372

Homework Assignments (SE, pp. 373–377)

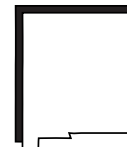
- _____ Core (with proof): 13–41 odd, 42, 43, 45, 47–57
- _____ Core (informal): 13–33 odd, 41–43, 45, 47–57
- _____ Enriched: 12–40 even, 42–57
- _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 777
- _____ ⇨ Practice Masters, p. 41
- _____ ⇨ Real-World Applications, 14

4 ASSESS

- _____ Closing Activity, Writing, *TWE*, p. 377
- _____ Extension, Reasoning, *TWE*, p. 376
- _____ ⇨ Enrichment Masters, p. 41
- _____ ⇨ Assessment and Evaluation Masters, Quiz C, p. 185

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



Teacher's Name _____

Class _____ Dates _____ M Tu W Th F

Materials/Resources needed _____

Recommended Pacing

Standard Pacing	Days 9–11 of 13
Honors Pacing	Days 8–10 of 12
Block Scheduling	Day 6 of 7

Objectives

- Recognize and describe characteristics of fractals.
- Solve problems by solving a simpler problem.

New Mexico Mathematics Performance Standards Grades 9–12

NCTM Curriculum Standards

3-B-1

1-5, 7

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 378
- _____ ⇨ Transparency 7-6A

_____ Motivating the Lesson, Hands-On Activity, *TWE*, p. 379

2 TEACH

- _____ In-Class Examples, *TWE*, pp. 379–380
- _____ ⇨ Transparency 7-6B
- _____ Reteaching, Using Diagrams, *TWE*, p. 381

_____ ⇨ Study Guide Masters, p. 42
 _____ Modeling Mathematics 7-6B, *SE* and *TWE*, p. 384

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 381

Homework Assignments (SE, pp. 381–383)

- _____ Core (with proof): 9–21 odd, 23–29
- _____ Core (informal): 11–21 odd, 23–29
- _____ Enriched: 10–18 even, 19–29
- _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 777
- _____ ⇨ Practice Masters, p. 42

_____ ⇨ Tech Prep Applications Masters, p. 14

4 ASSESS

- _____ Closing Activity, Modeling, *TWE*, p. 383
- _____ Extension, Communication, *TWE*, p. 383
- _____ ⇨ Enrichment Masters, p. 42

_____ ⇨ Multicultural Activity Masters, p. 14
 _____ ⇨ Assessment and Evaluation Masters, Quiz D, p. 185

Review and Assessment Options

- _____ Chapter 7 Highlights, *SE*, p. 387
- _____ Chapter 7 Study Guide and Assessment, *SE*, pp. 388–390
- _____ Chapter 7 Alternative Assessment, *SE*, p. 391
- _____ Chapter 7 Test, *SE*, p. 799
- _____ ⇨ MindJogger Videoquizzes, Chapter 7
- _____ ⇨ Assessment and Evaluation Masters, Chapter 7 Tests, pp. 169–180; Calculator-Based Test, p. 181; Performance Assessment, p. 182; Standardized Test Practice, p. 186; Cumulative Review, pp. 187–188
- _____ ⇨ Test and Review Software
- _____ ⇨ State Test Preparation CD-ROM

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