Pre-Algebra

Curriculum Guide

Dunmore School District

Dunmore, PA

Dunmore School District
Curriculum Guide

Pre-Algebra

Prerequisite:

- Successful completion of Mathematics 7

Course Description:
Students enrolled in Pre-Algebra will demonstrate an understanding of the connections between the various branches of mathematics by applying computational skills, mathematical reasoning, and introductory algebraic and geometric principles to model and solve real life problems. Students will demonstrate a proficient understanding of rational and irrational numbers, exponents and scientific notation, proportional relationships, linear equations, functions, systems of equations, geometry, volume, statistics and probability. At the culmination of this course, students will sit for the PSSA Mathematics grade 8 test.
Upon successfully completing this course, students will be enrolled in Algebra 1 or Algebra 1 Part 1.

Special Education:
After a student has been evaluated and found to be eligible for specially designed instruction under one of the 13 disability categories, an individualized education plan will be developed to help the student succeed through a more intense intervention program. Special Education is the practice of educating students in a way that addresses their individual differences and needs. The purpose of special education is to provide equal access to education for children ages birth through 21 by providing specialized services that will lead to school success in general education. Our goal for each student is for him/her to be educated in his/her least restrictive environment with additional supports by way of specially designed instruction. After all interventions in the general education setting have been exhausted and the student is still not making progress, students can receive direct instruction in a special education classroom. Direct instruction provides more intense intervention and replacement instruction in order to minimize skill deficits. In our special education classrooms, students will have access to the standards-based general education curriculum, as well as using various research-based intervention programs. Resources and activities will be adjusted based on individual student needs. Suggested time found within the curriculum will be adjusted as needed per individual student's needs.

Special Education Strategies can be located in the IEP Enhancements table located in Appendix: A at the end of this document.

Dunmore School District
Curriculum Guide

Year-at-a-glance

Subject: Pre-Algebra	Grade Level: 8th	Date Completed: 3/7/2019

1st Quarter

Topic	Resources	Standards
Types of Numbers **Equations**	**Approved textbook** **Big Ideas Math** **Chapter 1: 1.1, 1.2, 1.3, 1.4** **Big Ideas Workbook** **Worksheets**	**M08.A-N.1** **A1.1.1.1** **M08.A-N.1.1** **CC.2.1.8.E.4** **CC.2.2.8.B.1** **M08.B-E.3.1** **CC.2.2.8.B.3** **CC.2.1.8.E.1** **A1.1.1.1.1** **A1.1.1.1.2** **M08.A-N.1.1.1** **M08.A-N.1.1.2** **M08.A-N.1.1.3** **M08.A-N.1.1.4** **M08.A-N.1.1.5** **M08.B-E.3.1.1** **M08.B-E.3.1.2**
Graphing	**Worksheets**	**M06.A-N.3.1** **CC.2.1.6.E.4** **M06.A-N.3.1.3**

Transformations	**Big Ideas Math** **Chapter 2: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7** **Big Ideas Workbook** **Worksheets**	**M08.C-G.1.1** **CC.2.3.8.A.2** **M08.C-G.1.1.1** **M08.C-G.1.1.2** **M08.C-G.1.1.3** **M08.C-G.1.1.4** **CC.2.3.8.A.2**

2nd Quarter

Topic	Resources	Standards
Exponents and Scientific Notation	**Big Ideas Math** **Chapter 10: 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7** **Big Ideas Workbook** **Worksheets**	**M08.B-E.1.1** **CC.2.2.8.B.1** **M08.B-E.1.1.1** **M08.B-E.1.1.2** **M08.B-E.1.1.3** **M08.B-E.1.1.4**
Real Numbers and the Pythagorean Theorem	**Big Ideas Math** **Chapter 7: 7.1, 7.2, 7.3, 7.4, 7.5** **Big Ideas Workbook** **Worksheets**	**M08.B-E.1.1** **CC.2.2.8.B.1** **M08.B-E.1.1.1** **M08.B-E.1.1.2**
Linear Functions **Graphing and Linear Equations** **Systems of Linear Equations**	**Pre-Algebra** **Chapter 8: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.8** **Big Ideas Math** **Chapter 4: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7** **Chapter 5: 5.1, 5.2, 5.3, 5.4** **Chapter 6: 6.1, 6.2, 6.3, 6.4, 6.5** **Big Ideas Workbook** **Worksheets**	**M08.B-F.1.1.1** **M08.B-F.1.1.2** **M08.B-F.1.1.3** **M08.B-F.2.1.1** **M08.B-F.2.1.2**

3rd Quarter

Topic	Resources	Standards
Continued from 2nd quarter **Linear Functions** **Graphing and Linear Equations** **Systems of Linear Equations**	**Pre-Algebra** **Chapter 8: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.8** **Big Ideas Math** **Chapter 4: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7** **Chapter 5: 5.1, 5.2, 5.3, 5.4** **Chapter 6: 6.1, 6.2, 6.3, 6.4, 6.5** **Big Ideas Workbook** **Worksheets**	**M08.B-F.1.1.1** **M08.B-F.1.1.2** **M08.B-F.1.1.3** **M08.B-F.2.1.1** **M08.B-F.2.1.2**
Volume and Similar Solids	**Big Ideas Math** **Chapter 8: 8.1, 8.2, 8.3, 8.4** **Big Ideas Workbook** **Worksheets**	**M08.C-G.3.1.1**
Data Analysis and Displays	**Big Ideas Math** **Chapter 9: 9.1, 9.2, 9.3, 9.4** **Big Ideas Workbook** **Worksheets**	**M08.D-S.1.1** **CC.2.4.8.B.1** **M08.D-S.1.1.1**
PSSA Review	**PSSA Workbook** **Worksheet Packets**	

4th Quarter

Topic	Resources	Standards
PSSA Review	**PSSA Workbook** **Worksheet Packets**	
Review of Eighth Grade Standards	**Big Ideas Math** **Worksheet Packet** **Pre-Algebra**	
Review and Final Exams	**Big Ideas Math** **Pre-Algebra** **Worksheet Packet**	

General Topic	Anchor Descriptor PA Core Standards	Eligible Content, Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Types of Numbers **Equations**	**M08.A-N.1 Demonstrate an understanding of rational and irrational numbers.** **A1.1.1.1 Represent and/or use numbers in equivalent forms (e.g., integers, fractions, decimals, percents, square roots, and exponents).** **M08.A-N.1.1 Apply concepts of rational and irrational numbers.** **CC.2.1.8.E.4** **Estimate irrational numbers by comparing them to rational numbers.** **CC.2.2.8.B.1** **Apply concepts of radicals and integer exponents to generate equivalent expressions.** **M08.B-E.3.1 Write, solve,**	**CC.2.1.8.E.1** **Distinguish between rational and irrational numbers using their properties** **A1.1.1.1.1 Compare and/or order any real numbers (rational and irrational may be mixed).** **A1.1.1.1.2 Simplify square roots (e.g., √24 = 2√6).** **M08.A-N.1.1.1 Determine whether a number is rational or irrational.** **For rational numbers, show that the decimal expansion terminates or repeats (limit repeating decimals to thousandths).** **M08.A-N.1.1.2 Convert a terminating or repeating decimal to a rational number (limit repeating decimals to thousandths).** **M08.A-N.1.1.3 Estimate the**	**Approved textbook** **Big Ideas Math Chapter 1: 1.1, 1.2, 1.3, 1.4** **Big Ideas Workbook** **Worksheets**	**Teacher prepared tests, quizzes, etc.** **Series available assessments**	**25 days**

	graph, and interpret linear equations in one or two variables, using various methods. **CC.2.2.8.B.3** **Analyze and solve linear equations and pairs of simultaneous linear equations**	**value of irrational numbers without a calculator (limit whole number radicand to less than 144). Example: √5 is between 2 and 3 but closer to 2.** **M08.A-N.1.1.4 Use rational approximations of irrational numbers to compare and order irrational numbers.** **M08.A-N.1.1.5 Locate/identify rational and irrational numbers at their approximate locations on a number line.** **M08.B-E.3.1.1 Write and identify linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers).** **M08.B-E.3.1.2 Solve linear equations that have rational number coefficients, including equations whose solutions require expanding expressions**			

		using the distributive property and collecting like terms. **Vocabulary:** • **Real Number** • **Rational Number** • **Irrational Number** • **Square Number** • **Square Root** • **Integer** • **Natural Number** • **Radical** • **Radicand** • **Expression** • **Equation** • **Variable** • **Numerical Coefficient** • **Terms** • **Like Terms** • **Constant** • **Simplest Form** • **Distributive Property** • **Commutative Property** • **Opposite** • **Absolute Value** • **Solution** • **No Solution** • **Infinite Solution** • **Literal Equation** • **Surface Area**			

Graphing	**M06.A-N.3.1 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values and locations on the number line and coordinate plane.** **CC.2.1.6.E.4 Apply and extend previous understandings of n umbers to the system of rational numbers.**	**M06.A-N.3.1.3 Locate and plot integers and other rational numbers on a horizontal or vertical number line; locate and plot pairs of integers and other rational numbers on a coordinate plane.** **Vocabulary:** • **Coordinate Plan** • **Positive Integer** • **Negative Integer** • **Origin** • **Quadrant** • **X-Axis** • **Y-Axis** • **Plot** • **Horizontal** • **Vertical** • **Coordinate** • **X-Coordinate** • **Y-Coordinate**	**Worksheets**	**Teacher prepared tests, quizzes, etc.** **Series available assessments**	**5 days**
Transformations	**M08.C-G.1.1 Apply properties of geometric transformations to verify congruence or similarity.** **CC.2.3.8.A.2 Understand and apply congruence, similarity, and geometric transformations using various tools.**	**M08.C-G.1.1.1 Identify and apply properties of rotations, reflections, and translations. Example: Angle measures are preserved in rotations, reflections, and translations.** **M08.C-G.1.1.2 Given two congruent figures, describe a sequence of transformations that exhibits the congruence between them.**	**Big Ideas Math Chapter 2: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7** **Big Ideas Workbook** **Worksheets**	**Teacher prepared tests, quizzes, etc.** **Series available assessments**	**15 days**

		M08.C-G.1.1.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. **M08.C-G.1.1.4 Given two similar two-dimensional figures, describe a sequence of transformations that exhibits the similarity between them.** **CC.2.3.8.A.2 Understand and apply congruence, similarity and geometric transformations using various tools.** **Vocabulary:** • **Transformation** • **Polygon** • **Quadrilateral** • **Vertices** • **Congruent** • **Congruent Figures** • **Corresponding Angles** • **Corresponding Sides** • **Perimeter** • **Image** • **Translation** • **Reflection** • **Line of Reflection**			

		• Rotation • Center of Rotation • Angle of Rotation • Dilation • Center of Dilation • Scale Factor			
Exponents and Scientific Notation	**M08.B-E.1.1 Represent and use expressions and equations to solve problems involving radicals and integer exponents.** **CC.2.2.8.B.1 Apply concepts o f radicals and integer exponents to generate equivalent expressions.**	**M08.B-E.1.1.1 Apply one or more properties of integer exponents to generate equivalent numerical expressions without a calculator (with final answers expressed in exponential form with positive exponents). Properties will be provided. Example: 312 × 3 – 15 = 3 – 3 = 1/(33)** **M08.B-E.1.1.2 Use square root and cube root symbols to represent solutions to equations of the form x^2 = p and x^3 = p, where p is a positive rational number. Evaluate square roots of perfect squares (up to and including 122) and cube roots of perfect cubes (up to and including 53) without a calculator. Example: Ifx^2 = 25 then x = ±√25.** **M08.B-E.1.1.3 Estimate very large or very small quantities by using numbers expressed in**	**Big Ideas Math Chapter 10: 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7** **Big Ideas Workbook** **Worksheets**	**Teacher prepared tests, quizzes, etc.** **Series available assessments**	**20 days**

		the form of a single digit times an integer power of 10 and express how many times larger or smaller one number is than another. Example: Estimate the population of the United States as 3 × 108 and the population of the world as 7 × 109 and determine that the world population is more than 20 times larger than the United States' population. **M08.B-E.1.1.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Express answers in scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology (e.g., interpret 4.7EE9 displayed on a calculator as 4.7 × 109).** **Vocabulary:** • **Power**			

		• **Base** • **Exponent** • **Squared** • **Cubed** • **Zero Power** • **Scientific Notation** • **Standard Form**			
Real Numbers and the Pythagorean Theorem	**M08.B-E.1.1 Represent and use expressions and equations to solve problems involving radicals and integer exponents.** **CC.2.2.8.B.1 Apply concepts o f radicals and integer exponents to generate equivalent expressions.**	**M08.B-E.1.1.1 Apply one or more properties of integer exponents to generate equivalent numerical expressions without a calculator (with final answers expressed in exponential form with positive exponents). Properties will be provided. Example: 312 × 3 – 15 = 3 – 3 = 1/(33)** **M08.B-E.1.1.2 Use square root and cube root symbols to represent solutions to equations of the form x^2= p and x^3 = p, where p is a positive rational number. Evaluate square roots of perfect squares (up to and including 122) and cube roots of perfect cubes (up to and including 53) without a calculator. Example: If x^2= = 25 then x = ±√25**	**Big Ideas Math Chapter 7: 7.1, 7.2, 7.3, 7.4, 7.5** **Big Ideas Workbook** **Worksheets**	**Teacher prepared tests, quizzes, etc.** **Series available assessments**	**10 days**

		Vocabulary: • **Square Root** • **Perfect Square** • **Radical Sign** • **Radicand** • **Cube Root** • **Perfect Cube** • **Theorem** • **Pythagorean Theorem** • **Hypotenuse** • **Leg** • **Irrational** • **Real Number** • **Simplest Form** • **Distance Formula**			
Linear Functions **Graphing and Linear Equations** **Systems of Linear Equations**	**M08.B-F.1.1 Define, evaluate, and compare functions displayed algebraically, graphically, or numerically in tables or by verbal descriptions.** **CC.2.2.8.C.1** **Define evaluate, and compare functions.** **M08.B-F.2.1 Represent or interpret functional relationships between quantities using tables, graphs, and descriptions.**	**M08.B-F.1.1.1 Determine whether a relation is a function.** **M08.B-F.1.1.2 Compare properties of two functions, each represented in a different way (i.e., algebraically, graphically, numerically in tables, or by verbal descriptions).** **Example: Given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.**	**Pre-Algebra** **Chapter 8: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.8** **Big Ideas Math** **Chapter 4: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7** **Chapter 5: 5.1, 5.2, 5.3, 5.4** **Chapter 6: 6.1, 6.2, 6.3, 6.4, 6.5** **Big Ideas Workbook** **Worksheets**	**Teacher prepared tests, quizzes, etc.** **Series available assessments**	**22 days**

	CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities. **M08.B-E.3.1 Write, solve, graph, and interpret linear equations in one or two variables, using various methods.**	**M08.B-F.1.1.3 Interpret the equation y = mx + b as defining a linear function whose graph is a straight line; give examples of functions that are not linear.** **M08.B-F.2.1.1 Construct a function to model a linear relationship between two quantities.** **Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph.** **Interpret the rate of change and initial value of a linear function in terms of the situation it models and in terms of its graph or a table of values.** **M08.B-F.2.1.2 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing linear or nonlinear). Sketch or determine a graph that exhibits the qualitative features of a function that has been described verbally.**			

		Vocabulary: • **Linear Equation** • **Solution** • **Slope** • **Rise** • **Run** • **Parallel Lines** • **Perpendicular Lines** • **Positive Slope** • **Negative Slope** • **Zero Slope** • **Undefined Slope** • **Slope-Intercept Form** • **Y-Intercept** • **Standard Form** • **Relation** • **Domain** • **Range** • **Input** • **Output** • **Function** • **Vertical Line Test** • **Linear Equation** • **Linear Function** • **Function Form** • **Solution** • **Nonlinear Function** • **X-Intercept** • **Y-Intercept** • **Slope** • **Rise** • **Run**			

		• Slope-Intercept Form • Scatter Plot • Line of Best Fit • Positive Correlation • Negative Correlation • No Correlation • System of Linear Equation • Solution of a Linear Equation			
Volume and Similar Solids	**M08.C-G.3.1 Apply volume formulas of cones, cylinders, and spheres.** **CC.2.3.8.A.1 Apply the concepts of volume of cylinders, cones and sphere to solve real-world and mathematical problems.**	**M08.C-G.3.1.1 Apply formulas for the volumes of cones, cylinders, and spheres to solve real-world and mathematical problems. Formulas will be provided.** **Vocabulary:** • Volume • Cylinder • Cone • Pyramid • Sphere • Hemisphere • Diameter • Radius • Height	**Big Ideas Math Chapter 8: 8.1, 8.2, 8.3, 8.4** **Big Ideas Workbook** **Worksheets**	**Teacher prepared tests, quizzes, etc.** **Series available assessments**	**10 days**
Data Analysis and Displays	**M08.D-S.1.1 Analyze and interpret bivariate data displayed in multiple representations.**	**M08.D-S.1.1.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two**	**Big Ideas Math Chapter 9: 9.1, 9.2, 9.3, 9.4** **Big Ideas Workbook**	**Teacher prepared tests, quizzes, etc.** **Series available assessments**	**15 days**

	CC.2.4.8.B.1 Analyze and/or i nterpret bivariate data displayed in multiple representations.	**quantities. Describe patterns such as clustering, outliers, positive or negative correlation, linear association, and nonlinear association.** **M08.D-S.1.1.2 For scatter plots that suggest a linear association, identify a line of best fit by judging the closeness of the data points to the line.** **M08.D-S.1.1.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. Example: In a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.** **Vocabulary:** • **Scatter Plots** • **Relationship** • **Positive Linear Relationship** • **Negative Linear Relationship**	**Worksheets**		

		• No Linear Relationship • Line of Best Fit • Two-Way Table • Frequency • Bar Graph • Circle Graph • Line Graph • Histogram • Stem-and-Leaf Graph • Box-and-Whisker Graph			
PSSA Review			**PSSA Workbook** **Worksheet Packets**		**18 days**
Review of Eighth Grade Standards			**Big Ideas Math** **Worksheet Packet** **Pre-Algebra**		**29 days**
Review and Final Exams			**Big Ideas Math** **Pre-Algebra** **Worksheet Packet**	**Final Exam**	**11 days**

Appendix: A			
IEP Enhancements			
General Topic:	**Specially Designed Instruction:**	**Additional Vocabulary:**	**Assessments/Suggested Time:**
Types of Numbers **Equations**	• Use of a Calculator • Definitions of key vocabulary words • Provide sample problems on all assessments • Fraction Strips • Set of textbook/workbooks to keep at home • Number lines provided • Table of Squares • Table of Square Roots • Irrational and Rational properties sheet • Multiplication Chart • Order of operations steps • Highlighter • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Break down tasks into more manageable increments • Instructional Videos • Preferential Seating		**Assessments:** • Adapted in accordance to student's IEP • Extended time to complete • Elimination of 1-2 answers • Use of a highlighter to highlight important details • Modified assessments • Provide study guides • Change testing location **Suggested Time:** **25 days as specified in the curriculum**
Graphing	• Use of a Calculator • Definitions of key vocabulary words • Provide sample problems on all assessments • Set of textbook/workbooks to keep at home • Graphing Paper • Multiplication Chart • Highlighter • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Break down tasks into more manageable increments • Instructional Videos • Preferential Seating		**Assessments:** • Adapted in accordance to student's IEP • Extended time to complete • Elimination of 1-2 answers • Use of a highlighter to highlight important details • Modified assessments • Provide study guides • Change testing location **Suggested Time:** **5 days as specified in the curriculum with additional time available specific to the individual student**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Transformations	• Use of a Calculator • Definitions of key vocabulary words • Provide sample problems on all assessments • Set of textbook/workbooks to keep at home • Group similar problems together • Multiplication Chart • Visual cue examples for rotations, reflections, and translations • Highlighter • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Break down tasks into more manageable increments • Instructional Videos • Preferential Seating		**Assessments:** • Adapted in accordance to student's IEP • Extended time to complete • Elimination of 1-2 answers • Use of a highlighter to highlight important details • Modified assessments • Provide study guides • Change testing location **Suggested Time:** **15 days as specified in the curriculum with additional time available specific to the individual student**
Exponents and Scientific Notation	• Use of a Calculator • Definitions of key vocabulary words • Provide sample problems on all assessments • Properties will be provided • Set of textbook/workbooks to keep at home • Decimal point chart. • Group similar problems together • Multiplication Chart • Highlighter • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Break down tasks into more manageable increments • Instructional Videos • Preferential Seating		**Assessments:** • Adapted in accordance to student's IEP • Extended time to complete • Elimination of 1-2 answers • Use of a highlighter to highlight important details • Modified assessments • Provide study guides • Change testing location **Suggested Time:** **20 days as specified in the curriculum with additional time available specific to the individual student**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Real Numbers and the Pythagorean Theorem	• Use of a Calculator • Definitions of key vocabulary words • Provide sample problems on all assessments • Set of textbook/workbooks to keep at home • Pythagorean Theorem formula sheet • Group similar problems together • Multiplication Chart • Highlighter • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Break down tasks into more manageable increments • Instructional Videos • Preferential Seating		**Assessments:** • Adapted in accordance to student's IEP • Extended time to complete • Elimination of 1-2 answers • Use of a highlighter to highlight important details • Modified assessments • Provide study guides • Change testing location **Suggested Time:** 10 days as specified in the curriculum with additional time available specific to the individual student
Linear Functions **Graphing and Linear Equations** **Systems of Linear Equations**	• Use of a Calculator • Definitions of key vocabulary words • Provide sample problems on all assessments • Visuals: Coordinate grid (x, y) • Graph Paper • Set of textbook/workbooks to keep at home • Provide formula sheet $y = mx + b$ • Explain coordinate grid • Group similar problems together • Highlighter • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Break down tasks into more manageable increments • Instructional Videos • Preferential Seating		**Assessments:** • Adapted in accordance to student's IEP • Extended time to complete • Elimination of 1-2 answers • Use of a highlighter to highlight important details • Modified assessments • Provide study guides • Change testing location **Suggested Time:** 22 days as specified in the curriculum with additional time available specific to the individual student

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Volume and Similar Solids	• Use of a Calculator • Definitions of key vocabulary words • Provide sample problems on all assessments • Set of textbook/workbooks to keep at home • Provide Volume formula sheet • Multiplication Chart • Highlighter • Visuals identifying height, base, radius, diameter • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Break down tasks into more manageable increments • Instructional Videos • Preferential Seating		**Assessments:** • Adapted in accordance to student's IEP • Extended time to complete • Elimination of 1-2 answers • Use of a highlighter to highlight important detail. • Modified assessments • Provide study guides • Change testing location **Suggested Time:** 10 days as specified in the curriculum with additional time available specific to the individual student
Data Analysis and Displays	• Use of a Calculator • Definitions of key vocabulary words • Provide sample problems on all assessments • Set of textbook/workbooks to keep at home • Decimal Point Chart • Group similar problems together • Multiplication Chart • Highlighter • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Break down tasks into more manageable increments • Instructional Videos • Preferential Seating		**Assessments:** • Adapted in accordance to student's IE • Extended time to complete. • Elimination of 1-2 answers • Use of a highlighter to highlight important details • Modified assessments • Provide study guides • Change testing location **Suggested Time:** 15 days as specified in the curriculum with additional time available specific to the individual student
PSSA Review	As listed above		
Review of Eighth Grade Standards	As listed above		
Review and Final Exams	As listed above		