Title of Planned Instruction: Integrated Mathematics 1

Subject Area: Mathematics

Grade Level: 9-10

Prerequisites: Eighth Grade Math

Course Description:

This course bridges previously learned mathematical skills with real-life situations. Students will cover topics such as integers, working with data, solving equations, ratio, proportion and probability through the use of activities, projects and mathematical labs. Successful students will be one step closer to preparation for jobs and careers in today’s world.

Required Time: One year

Course Credit: 1.0

Major Text(s) and Resources:

Bridges to Algebra and Geometry, CORD, 2004

Names of District Subject Area Curriculum Writing Committee:

Kimberly A. Bennett
Mary O. Mulkey
Yvonne L. Hoppel

Date of Board Approval:
**Major Topics**

- Decimals
- Working with Data
- Integers
- Solving Equations
- Rational Numbers
- Ratio, Proportion, and Probability
- Percent
- Graphing
- Powers and Roots

**Course Objectives and Performance Indicators**

**Strand:** 2.1  
**Standard:** Numbers, Number Systems and Number Relationships  
**Course:** Integrated Mathematics 1

<table>
<thead>
<tr>
<th>PA Standards</th>
<th>Course Objectives</th>
<th>Performance Indicators</th>
<th>Assessment Options</th>
</tr>
</thead>
</table>
| A            | Use mathematical and algebraic operations. | • Use number lines and place value to compare decimals.  
• Round whole numbers and decimals using number lines and place values.  
• Simplify absolute value expressions.  
• Compare integers using a number line.  
• Determine the inequality of expressions including absolute value.  
• Demonstrate commutative property of addition using a number line.  
• Write equivalent fractions.  
• Write fractions in simplest form.  
• Write the decimal equivalent of a fraction.  
• Write a repeating decimal as a fraction. | • Observation  
• Evaluate written work  
• Performance assessments  
• Tests, quizzes  
• Problem solving journal/activity  
• Evaluate oral response |
### PA Standards

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Performance Indicators</th>
<th>Assessment Options</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> (continued)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Use mathematical and algebraic operations.
  - Combine like terms.
  - Order rational numbers and decimals according to value per objective.
  - Convert between improper fractions and mixed numbers.
  - Write ratios and proportions.
  - Use the Cross-Product property to solve proportions.
  - Write fractions and decimals as percents.
  - Write percents as fractions and decimals.
  - Evaluate exponential expressions.
  - Read and write numbers in scientific notation.
  - Identify perfect squares and compute square roots.

- Observation
- Evaluate written work
- Performance assessments
- Tests, quizzes
- Problem solving journal/activity
- Evaluate oral response

**Strand:** 2.2  
**Standard:** Computation and Estimation  
**Course:** Integrated Math 1

<table>
<thead>
<tr>
<th>PA Standards</th>
<th>Course Objectives</th>
<th>Performance Indicators</th>
<th>Assessment Options</th>
</tr>
</thead>
</table>
| A            | Develop and use computation concepts, operations and procedures with real numbers in problem-solving situations. | - Use the order of operations to simplify expressions.  
- Use basic properties of addition to evaluate expressions.  
- Use basic properties of multiplication to evaluate expressions. | - Observation  
- Evaluate written work  
- Performance assessments  
- Tests, quizzes  
- Problem solving journal/activity  
- Evaluate oral response |
<table>
<thead>
<tr>
<th>PA Standards</th>
<th>Course Objectives</th>
<th>Performance Indicators</th>
<th>Assessment Options</th>
</tr>
</thead>
</table>
| A (continued) | Develop and use computation concepts, operations and procedures with real numbers in problem-solving situations. | • Apply the distributive property to simplify expressions.  
• Use integers and a number line to solve problems.  
• Add integers.  
• Identify zero pairs and use to simplify expressions.  
• Subtract integers.  
• Multiply integers.  
• Divide integers.  
• Add and subtract rational numbers.  
• Multiply rational numbers to solve problems.  
• Use reciprocals to divide rational numbers.  
• Find the percent of a number.  
• Solve problems involving percent.  
• Find percent increase and percent decrease.  
• Use the complement of a percent to solve problems.  
• Calculate simple interest.  
• Calculate compound interest.  
• Use the order of operations to evaluate expressions.  
• Multiply and divide numbers in scientific notation. | • Observation  
• Evaluate written work  
• Performance assessments  
• Tests, quizzes  
• Problem solving journal/activity  
• Evaluate oral response |
<table>
<thead>
<tr>
<th>PA Standards</th>
<th>Course Objectives</th>
<th>Performance Indicators</th>
<th>Assessment Options</th>
</tr>
</thead>
</table>
| B            | Use estimation to solve problems for which an exact answer is not needed. | • Use estimation to solve sum and difference problems.  
• Use mental math to multiply and divide by powers of ten.  
• Use compatible numbers to estimate multiplication and division problems.  
• Use estimation when solving percent problems. | • Observation  
• Evaluate written work  
• Performance assessments  
• Tests, quizzes  
• Problem solving journal/activity  
• Evaluate oral response |
| C            | Construct and apply mathematical models. | • Model subtraction of integers using manipulatives or diagrams.  
• Model addition of integers using vectors and a number line. | • Observation  
• Evaluate written work  
• Performance assessments  
• Tests, quizzes  
• Problem solving journal/activity  
• Evaluate oral response |
| D            | Describe and explain the amount of error that may exist in a computation using estimates. | • Explain and show how different estimating techniques will change the amount of error in a computation.  
• Compare an estimated answer with an exact answer from the same situation by finding the difference. | • Observation  
• Evaluate written work  
• Performance assessments  
• Tests, quizzes  
• Problem solving journal/activity  
• Evaluate oral response |
| E            | Recognize that the degree of precision needed in calculating a number depends on how the results will be used and the instruments used to generate the measure. | • Knowing the problem situation, correctly determine the number of decimal places in the answer or the form that the answer should take (decimal, fraction, percent, etc.). | • Observation  
• Evaluate written work  
• Performance assessments  
• Tests, quizzes  
• Problem solving journal/activity  
• Evaluate oral response |
<table>
<thead>
<tr>
<th>PA Standards</th>
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<th>Assessment Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Demonstrate skills for using scientific calculators.</td>
<td>• Correctly use scientific calculators when given the opportunity.</td>
<td>• Observation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Evaluate written work</td>
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<td></td>
<td></td>
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<td>• Performance assessments</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Tests, quizzes</td>
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<td></td>
<td>• Problem solving journal/activity</td>
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<td></td>
<td>• Evaluate oral response</td>
</tr>
</tbody>
</table>

**Strand:** 2.3  
**Standard:** Measurement and Estimation  
**Course:** Integrated Mathematics 1

<table>
<thead>
<tr>
<th>PA Standards</th>
<th>Course Objectives</th>
<th>Performance Indicators</th>
<th>Assessment Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Select and use appropriate units required in particular measurement situations.</td>
<td>• Use formulas and units to solve problems.</td>
<td>• Observation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Find unit rates.</td>
<td>• Evaluate written work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use conversion factors to convert units.</td>
<td>• Performance assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Convert measurements within the metric system.</td>
<td>• Tests, quizzes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use dimension analysis.</td>
<td>• Problem solving journal/activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Convert between U.S. units and metric units.</td>
<td>• Evaluate oral response</td>
</tr>
</tbody>
</table>
### MIFFLIN COUNTY SCHOOL DISTRICT
Integrated Mathematics 1

**Strand:** 2.4  
**Standard:** Mathematical Reasoning and Connections  
**Course:** Integrated Mathematics 1

<table>
<thead>
<tr>
<th>PA Standards</th>
<th>Course Objectives</th>
<th>Performance Indicators</th>
<th>Assessment Options</th>
</tr>
</thead>
</table>
| A            | Use direct proofs and indirect reasoning to validate conjectures. | • Identify properties of equality that are used to solve an equation.  
  • Validate by indirect reasoning that one of several proposed solutions to a problem is correct. | • Observation  
  • Evaluate written work  
  • Performance assessments  
  • Tests, quizzes  
  • Problem solving journal/activity  
  • Evaluate oral response |
| B            | Construct valid arguments from stated facts. | • Use the commutative, associative, and distributive properties to simplify and evaluate expressions.  
  • Given a problem situation’s facts, find a valid solution to the problem by listing the logical sequence of steps.  
  • Solve one and two-step equations using valid properties of equality.  
  • Use the problem solving process: “facts, plan, solve, and check.” | • Observation  
  • Evaluate written work  
  • Performance assessments  
  • Tests, quizzes  
  • Problem solving journal/activity  
  • Evaluate oral response |
| C            | Determine the validity of an argument. | • Determine if the solution to a problem situation is valid. | • Observation  
  • Evaluate written work  
  • Performance assessments  
  • Tests, quizzes  
  • Problem solving journal/activity  
  • Evaluate oral response |
<table>
<thead>
<tr>
<th>PA Standards</th>
<th>Course Objectives</th>
<th>Performance Indicators</th>
<th>Assessment Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Demonstrate mathematical solutions to problems.</td>
<td>• Use algebraic and mathematical techniques to solve problems involving real-life situations. • Use percents to interpret circle graphs.</td>
<td>• Observation • Evaluate written work • Performance assessments • Tests, quizzes • Problem solving journal/activity • Evaluate oral response</td>
</tr>
</tbody>
</table>

**Strand:** 2.5  
**Standard:** Mathematical Problem Solving and Communication  
**Course:** Integrated Mathematics 1

<table>
<thead>
<tr>
<th>PA Standards</th>
<th>Course Objectives</th>
<th>Performance Indicators</th>
<th>Assessment Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Select and use appropriate mathematical concepts and techniques from different areas of mathematics and apply them to solving non-routine and multi-step problems.</td>
<td>• Solve real-life problems by using appropriate mathematical concepts and techniques.</td>
<td>• Observation • Evaluate written work • Performance assessments • Tests, quizzes • Problem solving journal/activity • Evaluate oral response</td>
</tr>
</tbody>
</table>

| B            | Use symbols, mathematical terminology, standard notation, mathematical rules, graphing and other types of mathematical representations to communicate observations, predictions, concepts, procedures, generalizations, ideas and results. | • Communicate all of the mathematical procedures, concepts, conclusions, etc. necessary to the solution of a problem situation using appropriate mathematical representations. | • Observation • Evaluate written work • Performance assessments • Tests, quizzes • Problem solving journal/activity • Evaluate oral response |
### PA Standards | Course Objectives | Performance Indicators | Assessment Options
--- | --- | --- | ---
C | Present mathematical procedures and results clearly, systematically, succinctly and correctly. | • Show all steps in the process of solving various types of equations and inequalities.  
• Clearly label all results with correct units. | • Observation  
• Evaluate written work  
• Performance assessments  
• Tests, quizzes  
• Problem solving journal/activity  
• Evaluate oral response |

#### Strand: 2.6  
**Standard:** Statistics and Data Analysis  
**Course:** Integrated Mathematics 1

D | Conclude a solution process with a summary of results and evaluate the degree to which the results obtained represent an acceptable response to the initial problem and why the reasoning is valid. | • Explain how a problem was solved and why the chosen procedures were used. | • Observation  
• Evaluate written work  
• Performance assessments  
• Tests, quizzes  
• Problem solving journal/activity  
• Evaluate oral response |

A | Describe data as an example of a distribution using statistical measures of center and spread. Organize and represent the results with graphs. | • Find the mean, median, and mode of a data set.  
• Calculate measures of center from a frequency table.  
• Read and construct bar graphs and histograms.  
• Read and construct line graphs.  
• Read and construct frequency polygons. | • Observation  
• Evaluate written work  
• Performance assessments  
• Tests, quizzes  
• Problem solving journal/activity  
• Evaluate oral response |
<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| B            | Organize and analyze data. |  • Read and create line plots.  
• Read and make frequency tables.  
• Construct and interpret stem-and-leaf plots.  
• Identify quartiles and outliers.  
• Create and interpret box-and-whisker plots.  
• Analyze data and graphs. | • Observation  
• Evaluate written work  
• Performance assessments  
• Tests, quizzes  
• Problem solving journal/activity  
• Evaluate oral response |
| D            | Make predictions.   |  • Make predictions from a line graph.                                                       | • Observation  
• Evaluate written work  
• Performance assessments  
• Tests, quizzes  
• Problem solving journal/activity  
• Evaluate oral response |
| E            | Determine the validity of the sampling method described in a given study. |  • Determine misleading graphs.  
• Determine misleading measures of center.  
• Determine if a sample is biased. | • Observation  
• Evaluate written work  
• Performance assessments  
• Tests, quizzes  
• Problem solving journal/activity  
• Evaluate oral response |
| H            | Use sampling techniques to draw inferences about large populations. |  • Use a sample population to make predictions about a larger population. | • Observation  
• Evaluate written work  
• Performance assessments  
• Tests, quizzes  
• Problem solving journal/activity  
• Evaluate oral response |
Strand: 2.7  
Standard: Probability and Predictions  
Course: Integrated Mathematics 1

<table>
<thead>
<tr>
<th>PA Standards</th>
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<th>Assessment Options</th>
</tr>
</thead>
</table>
| A            | Compare odds and probability. | • Calculate the odds in favor of an event. | • Observation  
• Evaluate written work  
• Performance assessments  
• Tests, quizzes  
• Problem solving journal/activity  
• Evaluate oral response |
| B            | Apply probability and statistics to solve problems. | • Create tree diagrams to determine a sample space.  
• Use the counting principal to find the number of possible outcomes.  
• Make generalizations for an entire population based on a single data sample of the population and the appropriate calculations. | • Observation  
• Evaluate written work  
• Performance assessments  
• Tests, quizzes  
• Problem solving journal/activity  
• Evaluate oral response |
| C            | Draw and justify a conclusion regarding the validity of a probability or statistical argument. | • Compare the calculated results of a probability or statistical problem situation with the real-life results.  
• Explain why differences between calculated and real-life results might exist. | • Observation  
• Evaluate written work  
• Performance assessments  
• Tests, quizzes  
• Problem solving journal/activity  
• Evaluate oral response |
PA Standards | Course Objectives | Performance Indicators | Assessment Options |
--- | --- | --- | --- |
D | Use experimental and theoretical probability distributions to make judgments about the likelihood of various outcomes in uncertain situations. | • Use tree-diagrams and the fundamental counting principle to count possible outcomes.  
• Calculate theoretical probability.  
• Calculate experimental probability.  
• Use simulation to calculate probability.  
• Use experimental probability to answer questions. | • Observation  
• Evaluate written work  
• Performance assessments  
• Tests, quizzes  
• Problem solving journal/activity  
• Evaluate oral response |
E | Solve problems involving independent and dependent events. | • Identify independent and dependent events.  
• Calculate the probability of independent and dependent events. | • Observation  
• Evaluate written work  
• Performance assessments  
• Tests, quizzes  
• Problem solving journal/activity  
• Evaluate oral response |

Strand: 2.8  
Standard: Algebra and Functions  
Course: Integrated Mathematics 1

PA Standards | Course Objectives | Performance Indicators | Assessment Options |
--- | --- | --- | --- |
A | Analyze a given set of data for the existence of a pattern and represent the pattern algebraically and graphically. | • Solve a nonroutine problem about patterns. | • Observation  
• Evaluate written work  
• Performance assessments  
• Tests, quizzes  
• Problem solving journal/activity  
• Evaluate oral response |
<table>
<thead>
<tr>
<th>PA Standards</th>
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<th>Performance Indicators</th>
<th>Assessment Options</th>
</tr>
</thead>
</table>
| B            | Give examples of patterns that occur in data from other disciplines. | • Give examples of patterns that occur in data from other disciplines. | • Observation  
• Evaluate written work  
• Performance assessments  
• Tests, quizzes  
• Problem solving journal/activity  
• Evaluate oral response |
| C            | Use patterns, sequences and series to solve routine and non-routine problems. | • Use patterns, sequences and series to solve routine and non-routine problems. | • Observation  
• Evaluate written work  
• Performance assessments  
• Tests, quizzes  
• Problem solving journal/activity  
• Evaluate oral response |
| D            | Formulate expressions, equations, and inequalities to model routine and non-routine problem situations. | • Use variables to write expressions from word expressions.  
• Use proportions to solve problems.  
• Write algebraic expressions from words.  
• Write algebraic equations and inequalities from words. | • Observation  
• Evaluate written work  
• Performance assessments  
• Tests, quizzes  
• Problem solving journal/activity  
• Evaluate oral response |
| E            | Use equations to represent lines. | • Use equations to represent lines.  
• Write the slope-intercept form of an equation. | • Observation  
• Evaluate written work  
• Performance assessments  
• Tests, quizzes  
• Problem solving journal/activity  
• Evaluate oral response |
<table>
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</tr>
</thead>
</table>
| G            | Analyze linear equations.                                                          | - Determine if an equation has one, many, or no solutions.  
- Determine if an ordered pair is a solution to a linear inequality.                                                                                           | - Observation  
- Evaluate written work  
- Performance assessments  
- Tests, quizzes  
- Problem solving journal/activity  
- Evaluate oral response |
| J            | Demonstrate the connections between algebraic equations and inequalities and the geometry of relations in the coordinate plane. | - Graph solutions of inequalities on a number line.  
- Solve and graph rate equations.  
- Calculate the slope of a line given two points on the line.  
- Find the slope of a line from its graph.                                                                 | - Observation  
- Evaluate written work  
- Performance assessments  
- Tests, quizzes  
- Problem solving journal/activity  
- Evaluate oral response |
| K            | Apply an appropriate technique to graph a linear function in two variables from a table of values. | - Graph linear equations using tables.  
- Graph an equation in slope-intercept form.                                                                                                                                        | - Observation  
- Evaluate written work  
- Performance assessments  
- Tests, quizzes  
- Problem solving journal/activity  
- Evaluate oral response |
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<tbody>
<tr>
<td>N</td>
<td>Solve linear equations and inequalities both</td>
<td>• Solve equations using addition and subtraction properties of equality.</td>
<td>• Observation</td>
</tr>
<tr>
<td></td>
<td>symbolically and graphically.</td>
<td>• Solve equations using multiplication and division properties of equality.</td>
<td>• Evaluate written work</td>
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<td></td>
<td>• Solve two-step equations.</td>
<td>• Performance assessments</td>
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<tr>
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<td></td>
<td>• Solve equations using the distributive property.</td>
<td>• Tests, quizzes</td>
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<tr>
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<td></td>
<td>• Solve multi-step equations.</td>
<td>• Problem solving journal/activity</td>
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<td></td>
<td></td>
<td>• Solve literal equations.</td>
<td>• Evaluate oral response</td>
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<tr>
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<td></td>
<td>• Solve equations containing rational numbers.</td>
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<td>• Solve equations containing fractions.</td>
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<td></td>
<td>• Solve equations that have like terms.</td>
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<td></td>
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<td>• Solve inequalities using addition and subtraction properties.</td>
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<tr>
<td></td>
<td></td>
<td>• Solve inequalities using multiplication and division properties.</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Analyze a relation to determine whether a direct</td>
<td>• Determine if two ratios form a proportion.</td>
<td>• Observation</td>
</tr>
<tr>
<td></td>
<td>variation exists.</td>
<td></td>
<td>• Evaluate written work</td>
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<td></td>
<td>• Performance assessments</td>
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<td>• Tests, quizzes</td>
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<td></td>
<td></td>
<td>• Problem solving journal/activity</td>
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<td></td>
<td>• Evaluate oral response</td>
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</table>
### PA Standards

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<th>Assessment Options</th>
</tr>
</thead>
</table>
| Q            | Represent functional relationships in tables, charts and graphs. | • Plot points on the coordinate system.  
• Graph a linear inequality. | • Observation  
• Evaluate written work  
• Performance assessments  
• Tests, quizzes  
• Problem solving journal/activity  
• Evaluate oral response |
| R            | Create and interpret functional models. | • Create and interpret functional models. | • Observation  
• Evaluate written work  
• Performance assessments  
• Tests, quizzes  
• Problem solving journal/activity  
• Evaluate oral response |

**Strand:** 2.11  
**Standard:** Concepts of Calculus  
**Course:** Integrated Mathematics 1

### PA Standards

<table>
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<tr>
<th>PA Standards</th>
<th>Course Objectives</th>
<th>Performance Indicators</th>
<th>Assessment Options</th>
</tr>
</thead>
</table>
| A            | Determine maximum and minimum values. | • Use inequalities to find maximum and minimum amounts. | • Observation  
• Evaluate written work  
• Performance assessments  
• Tests, quizzes  
• Problem solving journal/activity  
• Evaluate oral response |
District Recommended Instructional Approaches For the Course
To Drive Teacher’s Instructional Activities

- Whole group instruction
- Small group instruction
- Projects
- Class discussion
- Peer evaluation
- Teacher and peer conferencing
- Oral presentations
- Individual instruction
- Research
- Dramatization
- Role playing
- Independent reading
- Read aloud
- Directed reading-thinking activities
- Modeling process
- Games
- Self-reflection
- Self-evaluation
- Independent study
- Guest speaker
- Guest reading
- Writing activities
- Thematic units
- Notebooks
- Study Guides
- Computer technology
Suggested Pacing Chart

<table>
<thead>
<tr>
<th>Period</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Marking Period</td>
<td>Chapters 1, 2 and start 3</td>
</tr>
<tr>
<td>Second Marking Period</td>
<td>Chapters finish 3, 4, start 5</td>
</tr>
<tr>
<td>Third Marking Period</td>
<td>Chapters finish 5, 6, start 7</td>
</tr>
<tr>
<td>Fourth Marking Period</td>
<td>Chapters finish 7, 8.1, 10.1, 10.3, 10.4, 10.5 (simple square roots only), 8.2 to 8.4, 8.6</td>
</tr>
</tbody>
</table>

Suggested LABS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>LAB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1</td>
<td>Lab 2, Lab 3</td>
</tr>
<tr>
<td>Chapter 2</td>
<td>Lab 1, Lab 3</td>
</tr>
<tr>
<td>Chapter 3</td>
<td>Lab 2, Lab 3</td>
</tr>
<tr>
<td>Chapter 4</td>
<td>Lab 1, Lab 2</td>
</tr>
<tr>
<td>Chapter 5</td>
<td>Lab1, Lab 2, or Lab 3</td>
</tr>
<tr>
<td>Chapter 6</td>
<td>Lab1, Lab 2, or Lab 3</td>
</tr>
<tr>
<td>Chapter 7</td>
<td>Lab1, Lab 2, or Lab 3</td>
</tr>
<tr>
<td>Chapter 8</td>
<td>Lab1, Lab 2, or Lab 3</td>
</tr>
<tr>
<td>Chapter 10</td>
<td>Lab1, Lab 2, or Lab 3</td>
</tr>
<tr>
<td>Item Description</td>
<td>Quantity</td>
</tr>
<tr>
<td>------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Algeblock or algebra tile set (ten each x^2, x and unit blocks)</td>
<td>5</td>
</tr>
<tr>
<td>10 cups Peas, beans, popcorn, or similar sized objects</td>
<td></td>
</tr>
<tr>
<td>Beakers 250-mL</td>
<td>15</td>
</tr>
<tr>
<td>5 Pecans, peanuts (unshelled), or green beans</td>
<td></td>
</tr>
<tr>
<td>Beakers, 400 mL</td>
<td>5</td>
</tr>
<tr>
<td>200 Pennies or washers</td>
<td></td>
</tr>
<tr>
<td>Beans, uncooked</td>
<td>5 cups</td>
</tr>
<tr>
<td>10 Plastic drinking straws</td>
<td></td>
</tr>
<tr>
<td>Buckets, 5 gal</td>
<td>5</td>
</tr>
<tr>
<td>5 Poster board, sheets</td>
<td></td>
</tr>
<tr>
<td>Cardboard triangles with sides between 6 and 12 inches in length</td>
<td>5</td>
</tr>
<tr>
<td>5 Protractors</td>
<td></td>
</tr>
<tr>
<td>Centimeter rulers</td>
<td>5</td>
</tr>
<tr>
<td>Road maps showing the United States interstate highway system</td>
<td></td>
</tr>
<tr>
<td>Cloth measuring tapes, metric</td>
<td>5</td>
</tr>
<tr>
<td>Rulers, US customary</td>
<td></td>
</tr>
<tr>
<td>Cloth measuring tapes, US customary</td>
<td>5</td>
</tr>
<tr>
<td>Scissors</td>
<td></td>
</tr>
<tr>
<td>Coffee cans, 1-lb</td>
<td>5</td>
</tr>
<tr>
<td>5 Scoops with a capacity of approximately 2 tablespoons</td>
<td></td>
</tr>
<tr>
<td>Coffee cans, 3-lb</td>
<td>5</td>
</tr>
<tr>
<td>Sewing needles with string</td>
<td></td>
</tr>
<tr>
<td>Compasses</td>
<td>5</td>
</tr>
<tr>
<td>Soda bottles, 3-L, with top</td>
<td></td>
</tr>
<tr>
<td>Computers with spreadsheet programs</td>
<td>5</td>
</tr>
<tr>
<td>Softballs</td>
<td></td>
</tr>
<tr>
<td>Construction paper sheets</td>
<td>5</td>
</tr>
<tr>
<td>Soup cans</td>
<td></td>
</tr>
<tr>
<td>Food coloring, bottle</td>
<td>1</td>
</tr>
<tr>
<td>25 Spaghetti noodles, uncooked</td>
<td></td>
</tr>
<tr>
<td>Golf tees</td>
<td>20</td>
</tr>
<tr>
<td>Springs (with spring constant between 3 and 10n/m) and support assemblies</td>
<td></td>
</tr>
<tr>
<td>Graduated cylinders, 100 ml</td>
<td>5</td>
</tr>
<tr>
<td>Spring scales or balance scales, up to 1000 g</td>
<td></td>
</tr>
<tr>
<td>Graduated cylinders, 200 ml</td>
<td>5</td>
</tr>
<tr>
<td>Stiff paper or cardboard, sheets</td>
<td></td>
</tr>
<tr>
<td>Graph paper, pads</td>
<td>5</td>
</tr>
<tr>
<td>Stopwatches</td>
<td></td>
</tr>
<tr>
<td>Highlighter pens, blue</td>
<td>5</td>
</tr>
<tr>
<td>Straightedges</td>
<td></td>
</tr>
<tr>
<td>Highlighter pens, yellow</td>
<td>5</td>
</tr>
<tr>
<td>String, 200 feet package</td>
<td></td>
</tr>
<tr>
<td>Index cards</td>
<td>30</td>
</tr>
<tr>
<td>Tapes, cellophane</td>
<td></td>
</tr>
<tr>
<td>Juice cans</td>
<td>5</td>
</tr>
<tr>
<td>Tapes, masking</td>
<td></td>
</tr>
<tr>
<td>Manila folders or cardboard sheets</td>
<td>20</td>
</tr>
<tr>
<td>Washers, small</td>
<td></td>
</tr>
<tr>
<td>Marking pens</td>
<td>5</td>
</tr>
<tr>
<td>Washers, large</td>
<td></td>
</tr>
<tr>
<td>Mass hangers with 50-g, 100-g, and 200-g slotted masses</td>
<td>5</td>
</tr>
<tr>
<td>Metersticks</td>
<td></td>
</tr>
<tr>
<td>Number cubes</td>
<td>15</td>
</tr>
</tbody>
</table>

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