

**Prentice Hall Mathematics, Pre-Algebra © 2009**  
**Correlated to:**  
**Pennsylvania Math Assessment Anchors and Eligible Content**  
**(Grade 8)**

***Prentice Hall Mathematics, Pre-Algebra Program Organization***

*Prentice Hall Mathematics* supports student comprehension of the mathematics by providing well organized sequence of the content, structure of the daily lesson, systematic direct instruction, and teacher support provided for each lesson.

**Content Sequence** - Prentice Hall is organized with the goal of addressing all of the mathematics standards through direct and effective instruction, building concept upon concept, skill upon skill in an order that is pedagogically sound. The Table of Contents shows the smooth flow of the book, with prerequisite skills and concepts presented before the more complex topics that depend on them.

**Starting the Chapter** - Every chapter begins by reviewing the previous standards that have been learned and overviewing the standards that will be covered in the chapter. New Vocabulary is identified to prepare students for the chapter. Finally, *Check Your Readiness* questions assess student understanding of necessary prerequisite skills and identifies which lesson they can go to for any necessary remediation.

**Lesson Organization** - The daily lesson is structured and presented in a consistent format that enables teachers to effectively present the content and monitor student understanding.

- The **Instant Check System** is a system of assessments that helps ensure standards mastery. It is comprised of assessments to use before, during, and after instruction so teachers can easily and effectively monitor student understanding.
  - Each lesson begins with *Check Skills You'll Need* to ensure students have the necessary prerequisite skills for success in the lesson. A Go for Help reference directs them to a previous lesson if remediation is necessary.
  - *Check Skills* questions after every single example provide a way to check student understanding during instruction.
  - Finally, *Checkpoint Quizzes* occur after instruction to continually monitor student progress.
- **Daily Standards Practice** is provided with a comprehensive exercise set following every lesson. Each exercise set is leveled to ensure a variety of practice. **Test Prep and Mixed Review** ensures students also have a daily opportunity to practice concepts and skills previously mastered.

**Concluding the Chapter** - The following features conclude each chapter, providing opportunities for students to review all standards and demonstrate mastery. This part of the systematic instruction provides regular opportunities for review and practice and ensures focus on and mastery of the Standards.

- **Chapter Review** – The Chapter Review serves as a chapter study guide for students by reviewing the key concepts covered in each lesson and providing an opportunity to practice. In addition, key vocabulary is reviewed.
- **Chapter Test** – Students demonstrate their understanding of the entire chapter by completing this practice chapter test.
- **Standardized Test Prep Cumulative Practice** – This provides a regular opportunity for students to practice and demonstrate mastery of all the standards that have been covered. If remediation is necessary, students are directed to a previous lesson where each concept was taught.

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**Assessment**

*Prentice Hall Mathematics* provides teachers with the assessment tools needed to inform instruction and document student progress.

The **Progress Monitoring Assessments** contains all the program assessments needed to evaluate student understanding, monitor student progress, and inform future instruction. The following assessments are included:

- **Formative Assessments**
  - Screening Test – check student readiness at the beginning of the school year
  - Benchmark Tests – monitor student progress
  - Test-Taking Strategy Practice Masters – provide opportunities to improve problem-solving skills
- **Summative Assessments** – *All the summative assessments are provided in two forms – on-level and basic versions. Both forms fully assess student progress on the course content, but the basic versions have been modified for special needs students.*
  - Quarter Tests – on-level and basic versions
  - Mid-Course Tests – on-level and basic versions
  - Final Tests – on-level and basic versions

The **Test Preparation Workbook** contains review lessons and multiple-choice practice tests.

Technology, such as the **ExamView® CD-ROM**, allows teachers to create customized assessment, with all test items correlated to state standards.

**Universal Access**

*Prentice Hall Mathematics* provides better solutions for meeting the needs of every student in the classroom. Universal Access can be fostered by modifying instruction to address individual needs, and provided adapted resources when appropriate. Prentice Hall uses a systematic method for labeling and identifying resources and instructional support. This consistency helps teachers easily identify and choose the appropriate support for specific populations of students. The Teacher's Edition provides universal access strategies in detailed daily lesson plans, and daily teaching notes to help differentiate the lesson for all learners, including special needs, below level, advanced and English Language Learners. Chapter-level support pages provide teachers with an easy-to-read overview of the chapter resources available and suggest ways in the instructional lesson to use the resources. Key ancillaries to support universal access include the All-in-One Teaching Resources and the All-in-One Student Workbooks. The Teaching Resources include leveled practice for every lesson and daily activity labs. The All-in-One Student Workbook, available as both on-level and adapted for special needs, includes daily notetaking, daily practice, daily guided problem solving, and vocabulary support.

**Instructional Planning and Support**

*Prentice Hall Mathematics* is designed to provide teachers the tools needed to effectively and easily implement the program in the classroom.

**A Road Map for Planning the Year** - A Leveled Pacing Chart is provided in the Teacher's Edition that lays out a plan for teaching all the mathematics content standards. It suggests time to spend on each Chapter, and offers support for adjusting the instruction to meeting the pacing needs of all students.

**Planning a Chapter** - The Teacher's Edition begins each chapter with a series of planning pages. These pages provide an overview of the chapter and make it easy to determine how to individualize lessons for specific students.

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**Planning Daily Instruction** - Teachers can use a variety of program materials to organize their teaching. The primary planning tools are the Teacher's Edition and the Teacher Center Planning CD-ROM. The Teacher's Edition includes step-by-step, daily support for directing instruction. Support is organized systematically around a 4-step teaching plan of Plan, Teach, Practice, and Assess/Reteach.

**Instructional Tools to Plan, Teach, and Assess:**

- **Core Components**
  - **Student Edition** – Thorough coverage of the standards, with built-in assessments and ongoing student support
  - **Teacher's Edition** – Provides comprehensive support for planning, teaching, and providing Universal Access
- **Teacher Support**
  - **All-in-One Teaching Resources** - All teaching resources are in one convenient place. Includes leveled practice, chapter projects, alternative assessments, cumulative reviews, guided problem solving masters, and vocabulary support.
  - **Progress Monitoring Assessments** – Provides support for formative and summative assessment, with comprehensive resources for monitoring progress on the standards.
  - **Test Preparation Workbook** – Provides instruction and practice on specific test taking strategies.
  - **Teacher Center CD-ROM** – The one-stop solution for planning, teaching, and assessing. The following resources are part of the Teacher Center:
    - **Planning CD-ROM** – Powerful lesson planning software, Teacher's Edition, and Teaching Resources.
    - **Presentation CD-ROM** – Complete support for digital presentations of lessons including videos, activities, stepped-out examples, quick check assessments, and online active math
    - **MindPoint Quiz Show** – Animated game show review for chapter level mathematics
  - **ExamView Test Generator CD-ROM** – Allows teachers to quickly and easily generate tests correlated to the standards.
- **Student Support**
  - **All-in-One Student Workbook** –
    - Structured daily notetaking pages for every lesson
    - Practice for every lesson
    - Guided problem solving pages for every lesson with scaffolded questions
    - Vocabulary and study skills focusing on key mathematical vocabulary
  - **All-in-One Student Workbook, Adapted Version** – Adapted for special needs students. Includes all the resources in the regular All-in-One Student Workbooks, in an adapted form.
  - **Student Center Online** – Complete interactive textbook with videos built-in at point-of-use, digital activities, stepped-out examples, vocabulary support – and more. Also includes the All-in-One Student Workbooks.
  - **Companion Websites** - Grants instant access to a wealth of resources to support learning including vocabulary quizzes, lesson quizzes, data updates, tutorials, chapter tests, and homework video tutors.
- **Transparency Package**
  - **Classroom Aid Transparencies** - Full-color multi-use transparencies such as graphs, fraction strips, and manipulatives
  - **Additional Examples on Transparencies**
  - **Daily Skills Check and Lesson Quiz Transparencies**
  - **Standards Review Transparencies**
  - **Student Edition Answers on Transparencies**

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<b>PENNSYLVANIA ASSESSMENT ANCHORS AND ELIGIBLE CONTENT</b>	<b>Prentice Hall Mathematics, Pre-Algebra © 2009</b>
<b>M8.A Numbers and Operations</b>	
<b>ASSESSMENT ANCHOR</b>	
<b>M8.A.1</b> Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.	
<b>M8.A.1.1</b> Represent numbers in equivalent forms. Reference: 2.1.8.A, 2.1.8.B	<b>SE/TE:</b> Direct Instruction: 19-22, 23, 24-25, 30-32, 186-189, 190-194, 196-199, 200, 205-208, 209-212, 214-218, 219-224, 225, 241-245, 292-295, 314-318; Application, Practice, and Review: 34 (Ex. 82), 128, 185, 200, 228-229, 230, 231, 234, 254, 277, 413 (Ex. 46), 483, 586, 634, 645
<b>ELIGIBLE CONTENT</b>	
<b>M8.A.1.1.1</b> Represent numbers using scientific notation and/or exponential forms.	<b>SE/TE:</b> Direct Instruction: 186-189, 191-194, 209-212, 214-218, 219-224, 225, 226; Application, Practice, and Review: 227, 229, 230, 240, 286, 327, 597
<b>M8.A.1.1.2</b> Find the square or cube of a whole number (single digit) and/or the square root of a perfect square (without a calculator).	<b>SE/TE:</b> Direct Instruction: 185, 186-189, 210-211, 213, 216-217, 278-279, 588-591, 592-596, 598-599, 603, 608, 610-612, 613; Application, Practice, and Review: 194, 199, 204, 218, 227-228, 230, 597, 602, 627, 630, 685
<b>ASSESSMENT ANCHOR</b>	
<b>M8.A.2</b> Understand the meanings of operations, use operations and understand how they relate to each other.	
<b>M8.A.2.1</b> Complete calculations by applying the order of operations. Reference: 2.2.8.A	<b>SE/TE:</b> Direct Instruction: 8-12, 13, 187-189; Application, Practice, and Review: 26, 28, 46, 59, 60, 62, 72, 194, 228, 230, 231
<b>ELIGIBLE CONTENT</b>	
<b>M8.A.2.1.1</b> Simplify numeric expressions involving integers, using the order of operations. (May include all types of grouping symbols. No combining negatives with exponents or compound exponents.)	<b>SE/TE:</b> Direct Instruction: 8-12, 13, 187-189; Application, Practice, and Review: 26, 28, 46, 59, 60, 62, 72, 194, 228, 230, 231
<b>M8.A.2.2</b> Represent or solve problems using rates, ratios, proportions and/or percents. Reference: 2.1.8.D, 2.3.8.B	<b>SE/TE:</b> Direct Instruction: 145, 147, 292-295, 296-297, 298-302, 303-307, 308, 309-313, 314-318, 319-323, 324-327, 328, 329-332, 333-336, 337, 338-341, 342, 348-349, 414, 415-420, 422-426, 604-607, 614-618, 619, 620-624, 625; Application, Practice, and Review: 172, 318, 343-345, 346, 347, 380, 383-384, 392, 394-395, 396, 397, 420, 437, 454, 456, 473, 628-629, 630
<b>ELIGIBLE CONTENT</b>	

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<b>M8.A.2.2.1</b> Solve problems involving percents (e.g., tax, discounts, etc) Do not include percent increase or decrease.	<b>SE/TE:</b> Direct Instruction: 314-318, 319-323, 324-327, 328, 333-336, 337, 338-341, 342, 368, 370, 386-390, 391, 422; Application, Practice, and Review: 344-345, 346, 347, 355, 369, 375, 380, 385, 394-395, 396, 408, 420
<b>M8.A.2.2.2</b> Represent or solve rate problems (e.g., unit rates, simple interest, distance, etc.) Students may be asked to solve for any term (formulas provided on the reference sheet for distance and interest).	<b>SE/TE:</b> Direct Instruction: 145, 147, 353-354, 362-365, 366-369, 372-375, 378-380, 383-384, 386-390, 391, 398-399, 415-420, 422-426; Application, Practice, and Review: 172, 355, 385, 395, 396, 397, 408, 413, 437, 454, 456
<b>ASSESSMENT ANCHOR</b>	
<b>M8.A.3</b> Compute accurately and fluently and make reasonable estimates.	
<b>M8.A.3.1</b> Determine the appropriateness of overestimating, underestimating or calculating an exact answer in problem-solving situations. Reference: 2.2.8.F	<b>SE/TE:</b> Direct Instruction: 64, 129-133, 134-137, 138, 159, 246, 321, 328, 336, 342, 567; Application, Practice, and Review: 33, 143, 148, 156, 162, 163, 169, 171, 174, 218, 250, 266, 300, 590, 679, 685
<b>ELIGIBLE CONTENT</b>	
<b>M8.A.3.1.1</b> Identify, use and/or explain when it is appropriate to round up or round down.	<b>SE/TE:</b> Direct Instruction: 64, 129-133, 134-137, 138, 159, 246, 321, 328, 336, 342, 567; Application, Practice, and Review: 33, 143, 148, 156, 162, 163, 169, 171, 174, 218, 250, 266, 300, 590, 679, 685, 218, 250, 266, 300, 336, 590, 679, 685
<b>M8.A.3.1.2</b> Identify, apply and/or explain when an exact answer is needed or when estimation is appropriate.	<b>SE/TE:</b> Direct Instruction: 64, 129-133, 134-137, 138, 159, 246, 321, 328, 336, 342, 567; Application, Practice, and Review: 33, 143, 148, 156, 162, 163, 169, 171, 174, 218, 250, 266, 300, 590, 679, 685
<b>M8.A.3.2</b> Use estimation strategies in problem-solving situations. Reference: 2.2.8.D	<b>SE/TE:</b> Direct Instruction: 64, 129-133, 134-137, 138, 159, 321-322, 328, 336, 342, 567, 678-679; Application, Practice, and Review: 162, 163, 171
<b>ELIGIBLE CONTENT</b>	
<b>M8.A.3.2.1</b> Estimate answers to problems involving percents (percents will be limited to: 1%, 10%, 15%, 20%, 25%, 50% or 75%).	<b>SE/TE:</b> Direct Instruction: 320-322, 325-327, 342, 678-679; Application, Practice, and Review: 328, 334, 336, 344, 346, 347
<b>M8.A.3.3</b> Compute and/or explain operations with integers, fractions and/or decimals. Reference: 2.2.8.B	<b>SE/TE:</b> Direct Instruction: 24-29, 30-34, 44-49, 60-61, 86-87, 88-92, 94-97, 108-111, 112-116, 150-153, 154-157, 180-183, 186-189, 191-194, 209-212, 214-218, 219-224, 225, 226, 227, 254, 268-271, 272-276, 361, 588-591, 593-594, 608, 610, 613, 627, 630; Application, Practice, and Review: 227, 229, 230, 284, 327, 597
<b>ELIGIBLE CONTENT</b>	

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<b>M8.A.3.3.1</b> Add, subtract, multiply and/or divide integers, fractions and/or decimals with and without a calculator (straight computation or word problems).	<b>SE/TE:</b> Direct Instruction: 24-29, 30-34, 44-49, 60-61, 86-87, 88-92, 94-97, 108-111, 112-116, 150-153, 154-157, 180-183, 186-189, 191-194, 209-212, 214-218, 219-224, 225, 226, 227, 254, 268-271, 272-276, 361, 588-591, 593-594, 608, 610, 613, 627, 630; Application, Practice, and Review: 227, 229, 230, 284, 327, 597
<b>M8.B Measurement</b>	
<b>ASSESSMENT ANCHOR</b>	
<b>M8.B.1</b> Demonstrate an understanding of measurable attributes of objects and figures, and the units, systems and processes of measurement.	
<b>M8.B.1.1</b> Convert measurements. Reference: 2.3.5.D	<b>SE/TE:</b> Direct Instruction: 6, 157, 159-163, 257-261, 293-294, 296-297, 304-307, 424; Application, Practice, and Review: 173, 174, 271, 285-286, 344, 346, 426, 444
<b>ELIGIBLE CONTENT</b>	
<b>M8.B.1.1.1</b> Convert among metric measurements (milli, centi, kilo using meter, liter and gram) (table of equivalency provided on the reference sheet).	<b>SE/TE:</b> Direct Instruction: 159-163; Application, Practice, and Review: 173, 174, 344
<b>M8.B.1.1.2</b> Convert customary measurements up to 2 units above or below the given unit (e.g., inches to yards, pints to gallons) (table of equivalency provided on the reference sheet).	<b>SE/TE:</b> Direct Instruction: 6, 163, 257-261, 293-294, 304-307, 424; Application, Practice, and Review: 271, 285, 286, 346, 426, 444
<b>M8.B.1.1.3</b> Convert time up to 2 units above or below given unit (e.g., seconds to hours).	<b>SE/TE:</b> 6, 163, 263-264, 293
<b>M8.B.1.1.4</b> Convert from Fahrenheit to Celsius or Celsius to Fahrenheit (formulas provided on the reference sheet).	<b>SE/TE:</b> 18, 147, 383, 424
<b>ASSESSMENT ANCHOR</b>	
<b>M8.B.2</b> Apply appropriate techniques, tools and formulas to determine measurements.	
<b>M8.B.2.1</b> Determine the measurement of a missing side(s) or angle(s) in a polygon. Reference: 2.3.8.C, 2.9.8.D	<b>SE/TE:</b> Direct Instruction: 303-305, 486-487, 592-597, 599, 601, 604-607, 608-612, 616-618, 619- 620-624, 625, 626; Application, Practice, and Review: 301, 313, 340-341, 344, 347, 360, 365, 368, 520, 591, 602, 628-629, 630, 631, 684, 721, 722
<b>ELIGIBLE CONTENT</b>	
<b>M8.B.2.1.1</b> Determine the total number of degrees in the interior angles of a polygon in 3 - 8 sided figures (formula provided on the reference sheet).	<b>SE/TE:</b> Direct Instruction: 479
<b>M8.B.2.1.2</b> Determine the measurement of one interior angle of a regular polygon (3-8 sided polygons, formula provided on the reference sheet).	<b>SE/TE:</b> Direct Instruction: 479

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<b>M8.B.2.1.3</b> Determine the number of sides of a polygon given the total number of degrees in the interior angles (3-8 sided polygons, formula provided on the reference sheet).	<b>SE/TE:</b> Direct Instruction: 479
<b>M8.B.2.3</b> Use, describe and/or develop procedures to determine measures of perimeter, circumference, area, surface area and/or volume. Reference: 2.3.8.A, 2.3.8.D	<b>SE/TE:</b> Direct Instruction: 146-148, 149, 490-494, 522-523, 526-530, 531-532, 533-537, 538-543, 550, 551-556, 557, 558-562, 563-566, 567, 568-571, 572-575, 576-577, 584-585; Application, Practice, and Review: 100, 189, 204, 211, 240, 253, 265, 279, 280, 281, 340, 360, 365, 368, 408, 424, 442, 443, 460, 519, 520, 524, 549, 579-581, 582, 583, 591, 601, 653, 680, 684, 704, 714, 722, 726, 729, 734, 735
<b>ELIGIBLE CONTENT</b>	
<b>M8.B.2.3.1</b> Calculate the surface area of cubes and rectangular prisms (formula provided on the reference sheet).	<b>SE/TE:</b> Direct Instruction: 550, 551-556, 557, 561-562, 578; Application, Practice, and Review: 189, 281, 580-581, 582, 583, 734
<b>M8B.2.3.2</b> Calculate the volume of cubes and rectangular prisms (formulas provided on the reference sheet).	<b>SE/TE:</b> Direct Instruction: 563-566, 568-571, 572, 576-577, 578; Application, Practice, and Review: 189, 281, 581, 582, 583, 704
<b>M8.B.2.3.3</b> Determine the appropriate type of measurement (circumference, perimeter, area, surface area, volume) for a given situation (e.g., which measurement is needed to determine the amount of carpeting for a room).	<b>SE/TE:</b> Direct Instruction: 147-148, 490-494, 522-523, 526-530, 531-532, 533-537, 538-543, 550, 551-556, 557, 558-562, 563-566, 567, 568-571, 572-575, 576-577, 584-585; Application, Practice, and Review: 100, 240, 253, 265, 279, 280, 281, 365, 519, 581, 582, 653, 684, 722, 734, 735
<b>M8.C Geometry</b>	
<b>ASSESSMENT ANCHOR</b>	
<b>M8.C.1</b> Analyze characteristics and properties of two- and three- dimensional geometric shapes and demonstrate understanding of geometric relationships.	
<b>M8.C.1.1</b> Identify, use, and/or describe properties of angles, triangles, quadrilaterals, circles, pyramids, cubes, prisms, spheres, cones and/or cylinders. Reference: 2.3.8.C, 2.9.8.B, 2.9.8.E, 2.9.8.D	<b>SE/TE:</b> Direct Instruction: 146-148, 149, 474-478, 479, 480-483, 484-488, 490-494, 495-499, 501-505, 506, 507-510, 511-514, 515, 522-523, 526-530, 531-532, 533-537, 538-543, 544, 545-549, 550, 551-556, 567, 568-571, 572-575, 576-577; Application, Practice, and Review: 42, 53, 55, 100, 189, 203, 204, 211, 240, 253, 265, 279, 280, 281, 301, 313, 340, 360, 365, 368, 408, 424, 442, 443, 482, 506, 591, 596, 601, 602, 612, 618, 653, 676, 680, 684, 685, 704, 714, 715, 721, 722, 726, 729, 734, 735

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<b>ELIGIBLE CONTENT</b>	
<b>M8.C.1.1.1</b> Match the three-dimensional figure with its net (cube, cylinder, cone, prism, pyramid). Any measurements used should be consistent in the stem and answer choices.	<b>SE/TE:</b> Direct Instruction: 544, 546-549, 551-556, 558-559, 569, 571; Application, Practice, and Review: 580, 582
<b>M8.C.1.1.2</b> Define, identify and/or use properties of angles formed by intersecting lines (complementary, supplementary, adjacent and/or vertical angles).	<b>SE/TE:</b> Direct Instruction: 469-473, 479, 485-487, 488; Application, Practice, and Review: 478, 518, 520, 530
<b>M8.C.1.1.3</b> Define, identify and/or use properties of angles formed when two parallel lines are cut by a transversal (alternate interior, alternate exterior, vertical, corresponding).	<b>SE/TE:</b> Direct Instruction: 470-473; Application, Practice, and Review: 478, 488, 518, 520
<b>M8.C.1.2</b> Compute measures of sides of right triangles using the Pythagorean Theorem. Reference: 2.10.8.A	<b>SE/TE:</b> Direct Instruction: 592-597, 598, 608-610, 616; Application, Practice, and Review: 602, 628, 630, 631
<b>ELIGIBLE CONTENT</b>	
<b>M8.C.1.2.1</b> Use the Pythagorean Theorem to find the measure of a missing side of a right triangle (formula provided on the reference sheet – whole numbers only).	<b>SE/TE:</b> Direct Instruction: 592-597, 598, 608-610, 616; Application, Practice, and Review: 602, 628, 630, 631
<b>ASSESSMENT ANCHOR</b>	
<b>M8.C.2</b> Locate points or describe relationships using the coordinate plane.	
<b>M8.C.2.1</b> Plot and/or identify ordered pairs on a coordinate plane. Reference: 2.8.5.H	<b>SE/TE:</b> Direct Instruction: 52-56, 57, 404, 406, 410-413, 415-419, 421, 427-432, 433, 434-437, 439-444, 445-450, 451, 501-505, 506, 508-510, 511-514, 516, 702-705, 706, 707-710, 711; Application, Practice, and Review: 61, 62, 72, 336, 400, 423-424, 454-455, 456
<b>ELIGIBLE CONTENT</b>	
<b>M8.C.2.1.1</b> Plot, locate or identify ordered pairs on a coordinate plane (the point may be a vertex of a polygon).	<b>SE/TE:</b> Direct Instruction: 52-56, 57, 404, 406, 410-413, 415-419, 421, 427-432, 433, 434-437, 439-444, 445-450, 451, 501-505, 506, 508-510, 511-514, 516, 702-705, 706, 707-710, 711; Application, Practice, and Review: 61, 62, 72, 336, 400, 423-424, 454-455, 456
<b>M8.D Algebraic Concepts</b>	
<b>ASSESSMENT ANCHOR</b>	
<b>M8.D.1</b> Demonstrate an understanding of patterns, relations and functions.	
<b>M8.D.1.1</b> Analyze, extend or develop descriptions of patterns or functions. Reference: 2.8.8.B, 2.8.8.G, 2.11.8.C	<b>SE/TE:</b> Direct Instruction: 35-39, 40-43, 45, 57, 185, 208, 219, 267, 404-408, 409-413, 414, 415-420, 421, 422-426, 434-437, 438, 439-444, 696-700, 701, 702-705, 706, 707-710, 711; Application, Practice, and Review: 33, 49, 58, 61, 62, 63, 148, 157, 204, 208, 219, 224, 256, 408, 432, 438, 450, 452, 453-455, 456, 457, 510, 590, 696-700, 715, 729, 737-738, 740, 741



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<b>ELIGIBLE CONTENT</b>	
<b>M8.D.1.1.1</b> Continue a numeric or algebraic pattern (pattern must show 3 repetitions – may include up to 2 operations, squares and square roots).	<b>SE/TE:</b> Direct Instruction: 35-39, 40-43, 45, 57, 185, 219, 267, 423, 696-700, 701; Application, Practice, and Review: 33, 49, 58, 61, 62, 63, 148, 157, 204, 208, 219, 224, 256, 408, 590, 729, 737-738, 740, 741
<b>M8.D.1.1.2</b> Find missing elements in numeric or geometric patterns and/or functions (may be given a table or rule – pattern must show 3 repetitions).	<b>SE/TE:</b> Direct Instruction: 35-39, 40-43, 45, 57, 185, 208, 219, 267, 404-408, 409-413, 414, 415-420, 421, 422-426, 434-437, 438, 439-444, 696-700, 701, 702-705, 706, 707-710, 711; Application, Practice, and Review: 33, 49, 58, 61, 62, 63, 148, 157, 204, 208, 219, 224, 256, 408, 432, 438, 450, 452, 453-455, 456, 457, 510, 590, 696-700, 715, 729, 737-738, 740, 741
<b>M8.D.1.1.3</b> Determine the rule of a function (given elements in an input-output table, chart or list – limit to linear functions).	<b>SE/TE:</b> Direct Instruction: 409-413, 414, 415-420, 421, 422-426, 434-437, 438, 439-444, 451; Application, Practice, and Review: 432, 438, 450, 452, 454-455, 456, 457, 510, 549
<b>ASSESSMENT ANCHOR</b>	
<b>M8.D.2</b> Represent and/or analyze mathematical situations using numbers, symbols, words, tables and/or graphs.	
<b>M8.D.2.1</b> Select and/or use a strategy to simplify an expression, solve an equation or inequality and/or check the solution for accuracy. Reference: 2.8.8.C, 2.8.8.E	<b>SE/TE:</b> Direct Instruction: 73-77, 83-85, 86-87, 88-92, 93, 94-97, 104-107, 108-111, 112-116, 118, 150-153, 154-157, 186-189, 197-199, 210-212, 214-218, 268-271, 272-276, 278-281, 324-327, 352-355, 356-360, 361-365, 371-375, 376, 377-380, 410-413, 415, 417-420, 421, 423-426, 439-444, 451; Application, Practice, and Review: 81, 101, 116, 120-121, 122, 123, 163, 173, 174, 199, 224, 228, 230, 231, 234, 245, 251, 281, 285, 286, 290, 295, 318, 327, 345, 350, 369, 370, 372, 385, 393-394, 396, 408, 437, 444, 450, 478, 535, 537, 575, 597, 719, 723, 727, 729, 730, 731, 735, 736, 739, 740
<b>ELIGIBLE CONTENT</b>	
<b>M8.D.2.1.1</b> Solve one- or two-step equations and inequalities (should not include absolute values – one variable only).	<b>SE/TE:</b> Direct Instruction: 83-85, 86-87, 88-92, 93, 94-97, 104-107, 108-111, 112-116, 118, 150-153, 154-157, 268-271, 272-276, 324-327, 352-355, 356-360, 361-365, 371-375, 376, 377-380, 410-413, 415, 417-420, 421, 423-426, 439-444, 451; Application, Practice, and Review: 101, 121, 122, 123, 163, 173, 174, 199, 234, 245, 281, 285, 286, 290, 318, 345, 350, 369, 370, 385, 393-394, 396, 408, 437, 444, 450, 478, 537, 575

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<b>M8.D.2.1.2</b> Use substitution to check the accuracy of a given value for an equation or inequality (simple inequalities with one variable).	<b>SE/TE:</b> Direct Instruction: 83-85, 89, 95-96, 361, 371, 376; Application, Practice, and Review: 123
<b>M8.D.2.1.3</b> Determine the value of an algebraic expression by simplifying and/or substituting a number for the variable.	<b>SE/TE:</b> Direct Instruction: 4-7, 14-17, 78-81, 187-189, 533-535, 539-540, 558-560, 572-573, 598-602, 702-703, 707-708, 713-715; Application, Practice, and Review: 60, 62, 194, 208, 212, 213, 386, 388, 422, 450, 567, 603, 694, 722, 730
<b>M8.D.2.2</b> Create and/or interpret expressions, equations or inequalities that model problem situations. Reference: 2.8.8.C	<b>SE/TE:</b> Direct Instruction: 5-7, 82-85, 366-369, 410-413, 421, 422-426; Application, Practice, and Review: 12, 17, 59, 89, 93, 94, 107 (Ex. 47), 419, 113, 151, 154, 226, 268, 273, 394, 396, 432, 454, 456, 726
<b>ELIGIBLE CONTENT</b>	
<b>M8.D.2.2.1</b> Match a written situation to its numeric and/or algebraic expression, equation or inequality (up to two variables in equations or expressions – one variable with inequalities).	<b>SE/TE:</b> Direct Instruction: 5-7, 82-85, 105-107, 113, 115, 151-152, 154-155, 268-269, 273, 366-369, 410-413, 421, 422-426; Application, Practice, and Review: 12, 17, 59, 89, 93, 94, 116, 120-121, 122, 226, 394, 396, 413, 419, 432, 454, 456, 726
<b>M8.D.2.2.2</b> Write and/or solve an equation for a given problem situation (one variable only).	<b>SE/TE:</b> Direct Instruction: 5-7, 82-85, 366-369, 409-413, 417-419, 421, 422-426, 434-437, 438, 703, 713-715, 723; Application, Practice, and Review: 12, 17, 59, 89, 93, 94, 107, 419, 113, 151, 154, 226, 268, 273, 394, 396, 432, 442-443, 454, 456, 709, 725-726
<b>ASSESSMENT ANCHOR</b>	
<b>M8.D.3</b> Describe or use models to represent quantitative relationships.	
<b>M8.D.3.1</b> Represent relationships with tables or graphs on the coordinate plane. Reference: 2.8.8.C, 2.8.8.H	<b>SE/TE:</b> Direct Instruction: 40-41, 52-56, 57, 98-99, 338-340, 376, 404, 406, 410-413, 415-419, 421, 423-425, 427-432, 433, 434-437, 439-444, 445-450, 451, 501-505, 506, 508-510, 511-514, 516, 702-705, 706, 707-710, 711; Application, Practice, and Review: 61, 62, 72, 336, 345, 346, 400, 426, 454-455, 456
<b>ELIGIBLE CONTENT</b>	
<b>M8.D.3.1.1</b> Graph a linear function based on an x/y table (integers only).	<b>SE/TE:</b> Direct Instruction: 410-411, 421, 423-425; Application, Practice, and Review: 454, 456
<b>M8.D.3.1.2</b> Match the graph of a linear function to its x/y table (integers only).	<b>SE/TE:</b> Direct Instruction: 410-411, 421, 423-425; Application, Practice, and Review: 454, 456
<b>M8.D.3.1.3</b> Match the linear equation ( $y = mx + b$ form) to the x/y table (integers only in the table).	<b>SE/TE:</b> Direct Instruction: 410-411, 421, 423-425; Application, Practice, and Review: 432, 454, 456
<b>M8.E Data Analysis and Probability</b>	
<b>ASSESSMENT ANCHOR</b>	
<b>M8.E.1</b> Formulate or answer questions that can be addressed with data and/or organize, display, interpret or analyze data.	

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<b>M8.E.1.1</b> Choose, display or interpret data (tables, charts, graphs, etc.). Reference: 2.6.5.A, 2.6.8.E, 2.7.8.D, 2.6.3.B	<b>SE/TE:</b> Direct Instruction: 427-432, 433, 434-437, 438, 491-493, 636-639, 640, 641-645, 646-647, 648-653, 654, 655-656, 657-661, 662-666, 672, 673-676, 677-680, 681, 682-685; Application, Practice, and Review: 687-689, 690, 692-693, 705
<b>ELIGIBLE CONTENT</b>	
<b>M8.E.1.1.1</b> Choose and/or explain the correct representation (graph) for a set of data.	<b>SE/TE:</b> Direct Instruction: 427-432, 433, 434-437, 438, 458-459, 491-493, 636-639, 640, 641-645, 646-647, 648-653, 654, 655-656, 657-661, 662-666, 672, 673-676, 677-680, 681, 682-685; Application, Practice, and Review: 519, 520, 687-689, 690, 692-693, 705
<b>M8.E.1.1.2</b> Analyze data and/or answer questions pertaining to data shown in multiple line graphs, circle graphs or histograms.	<b>SE/TE:</b> Direct Instruction: 491-493, 637-639, 640, 641-645, 655-656; Application, Practice, and Review: 519, 520, 687
<b>M8.E.1.1.3</b> Interpret data shown in stem-and-leaf or box-and-whisker plots.	<b>SE/TE:</b> Direct Instruction: 641-645, 646-647; Application, Practice, and Review: 653, 661, 688, 690
<b>ASSESSMENT ANCHOR</b>	
<b>M8.E.2</b> Understand and/or apply basic concepts of probability or outcomes.	
<b>M8.E.2.1</b> Calculate the probability of an event. Reference: 2.7.8.E	<b>SE/TE:</b> Direct Instruction: 309-313, 657-661, 662-666, 673-676, 681, 683-685; Application, Practice, and Review: 318, 341, 344, 346, 671, 680, 686, 688-689, 690, 691
<b>ELIGIBLE CONTENT</b>	
<b>M8.E.2.1.1</b> Find the probability for a mutually exclusive or an independent event (written as a fraction in simplest form).	<b>SE/TE:</b> Direct Instruction: 662-666, 672, 686; Application, Practice, and Review: 680, 688-689, 690, 691
<b>ASSESSMENT ANCHOR</b>	
<b>M8.E.3</b> Understand and/or apply basic concepts of probability or outcomes.	
<b>M8.E.3.1</b> Determine the number of combinations and/or permutations for an event. Reference: 2.7.8.A	<b>SE/TE:</b> Direct Instruction: 657-660, 667-671; Application, Practice, and Review: 676, 680, 686, 689, 690, 691
<b>ELIGIBLE CONTENT</b>	
<b>M8.E.3.1.1</b> Determine/show the number of permutations and/or combinations for an event using up to four choices (e.g., organized list, etc.).	<b>SE/TE:</b> Direct Instruction: 657-660, 667-671; Application, Practice, and Review: 676, 680, 686, 689, 690, 691
<b>ASSESSMENT ANCHOR</b>	
<b>M8.E.4</b> Develop and/or evaluate inferences and predictions or draw conclusions based on data or data displays.	

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<b>M8.E.4.1</b> Draw conclusions, make inferences and/or evaluate hypotheses based on statistical and data displays. Reference: 2.6.8.C, 2.7.8.E	<b>SE/TE:</b> Direct Instruction: 427-432, 433, 434-437, 438, 458-459, 491-493, 636-639, 640, 641-645, 646-647, 648-653, 654, 655-656, 657-661, 662-666, 672, 673-676, 677-680, 681, 682-685; Application, Practice, and Review: 519, 520, 687-689, 690, 692-693, 705
<b>ELIGIBLE CONTENT</b>	
<b>M8.E.4.1.1</b> Fit a line to a scatter plot and/or describe any correlation between the two variables (positive, negative, strong, weak or none).	<b>SE/TE:</b> Direct Instruction: 427-432, 433, 434-437, 438; Application, Practice, and Review: 455, 456, 457
<b>M8.E.4.1.2</b> Make predictions based on survey results or graphs (bar, line, circle, scatterplots, etc.).	<b>SE/TE:</b> Direct Instruction: 427-432, 433, 434-437, 438, 458-459, 491-493, 636-639, 640, 641-645, 646-647, 648-653, 654, 655-656, 657-661, 662-666, 672, 673-676, 677-680, 681, 682-685; Application, Practice, and Review: 519, 520, 687-689, 690, 692-693, 705