

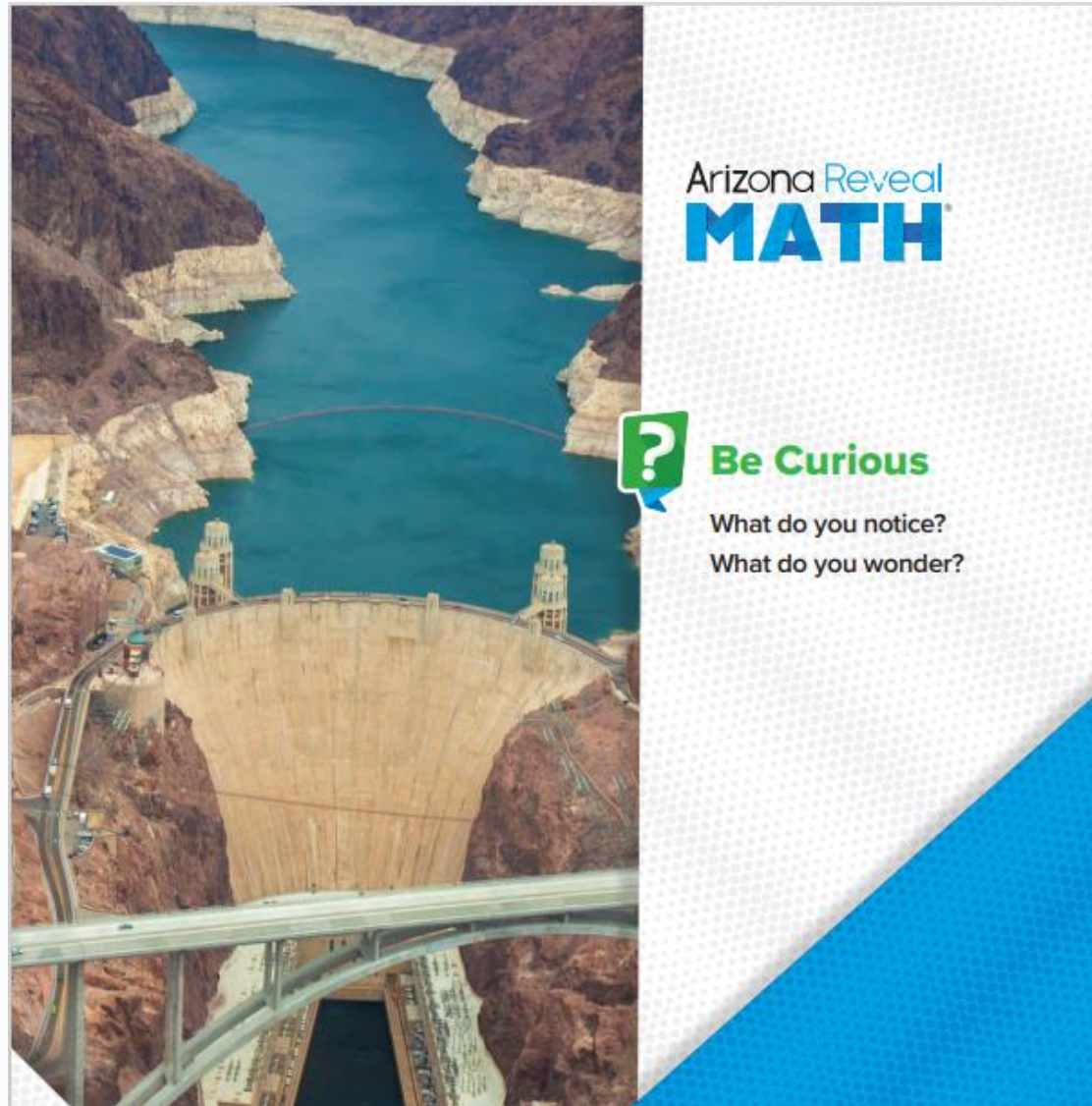


Arizona Reveal
MATH®

Reveal the full potential in
every learner!



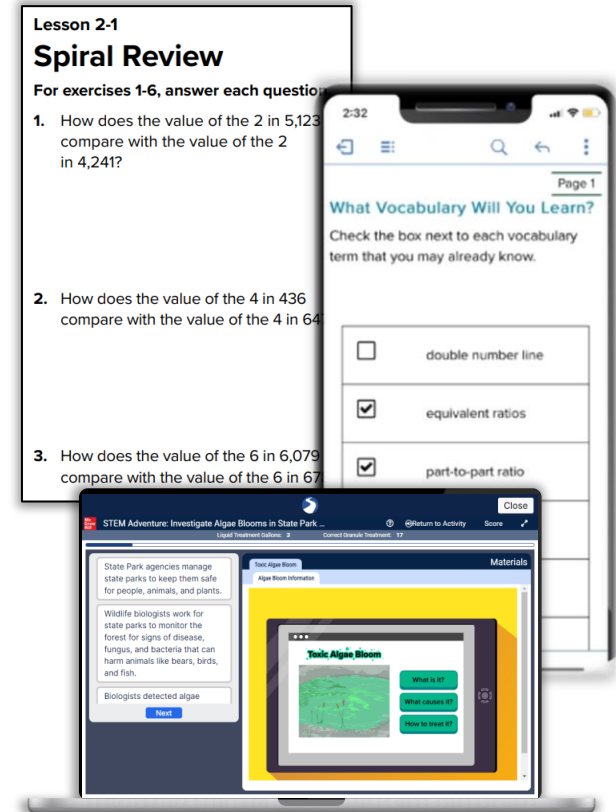
What do you notice? Wonder?



Comprehensive Learning Solution

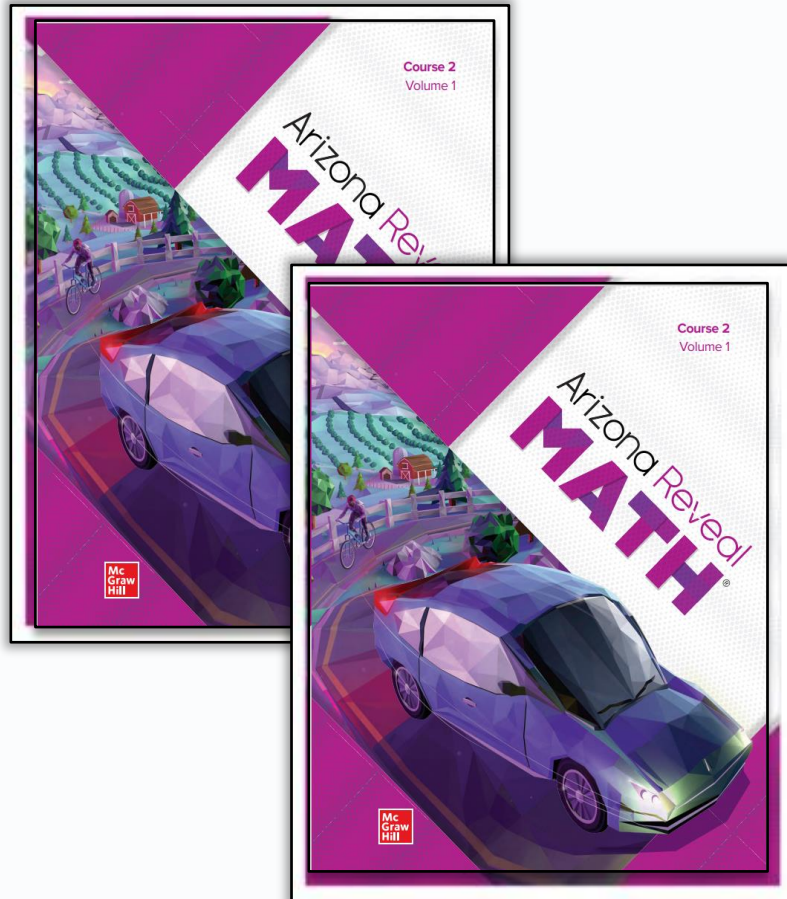


ALEKS®

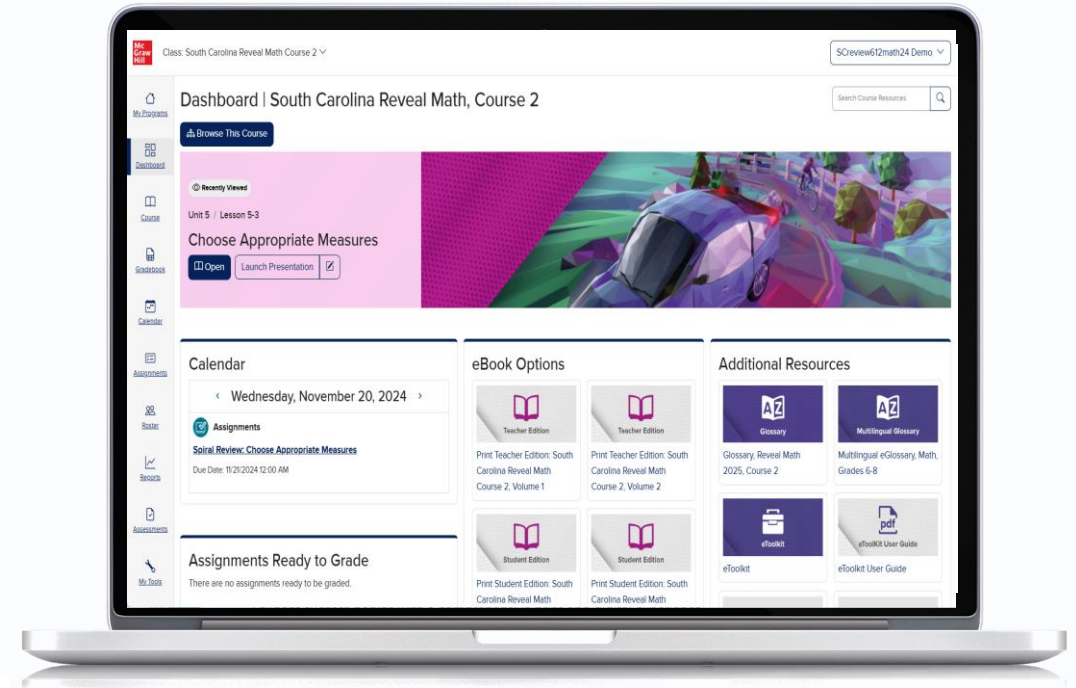


Arizona Reveal
MATH

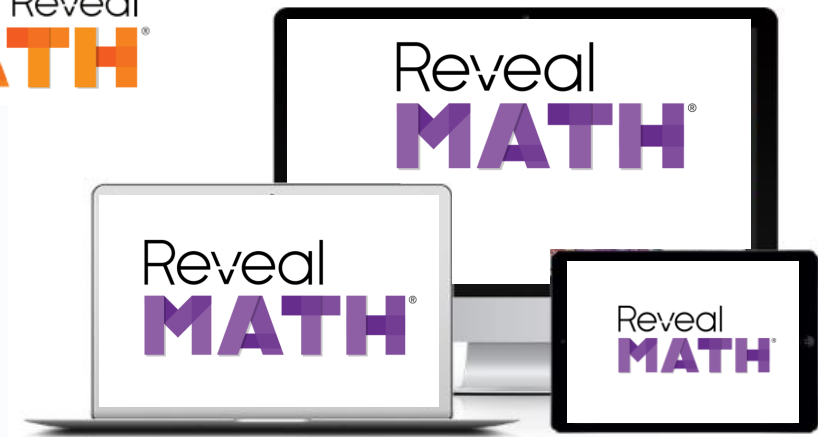
Student Experience

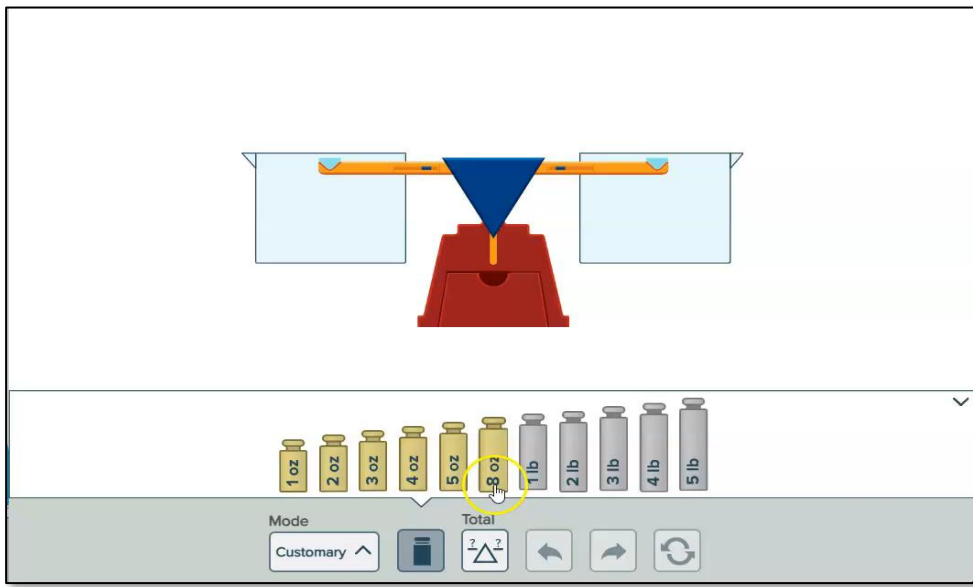


2 Volume
Consumable
Student Edition

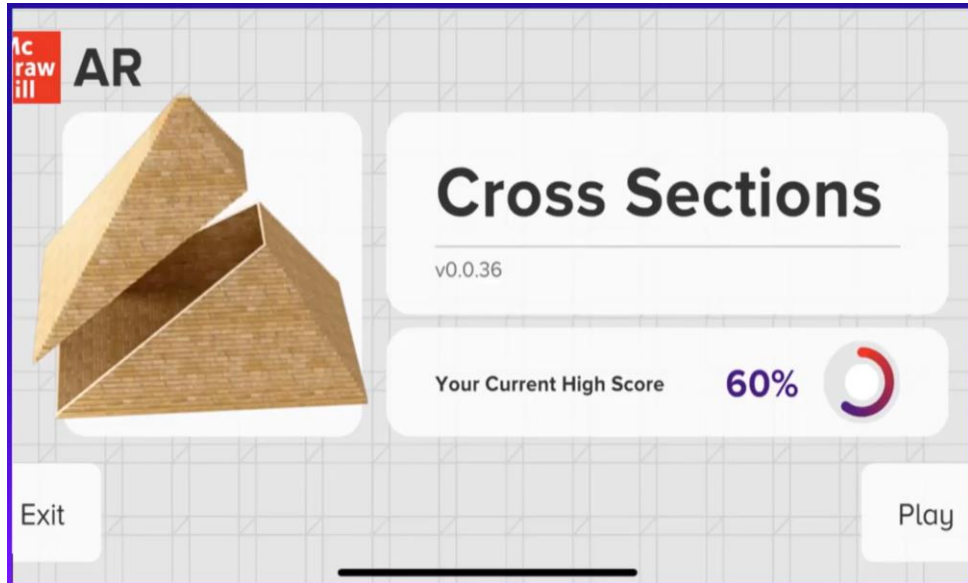


Arizona Reveal
MATH



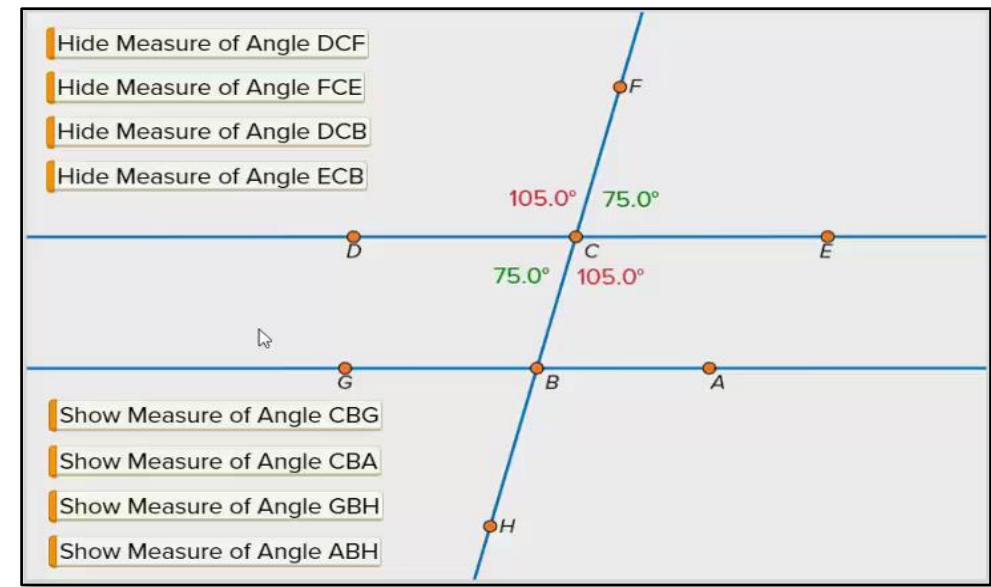


Virtual Manipulatives

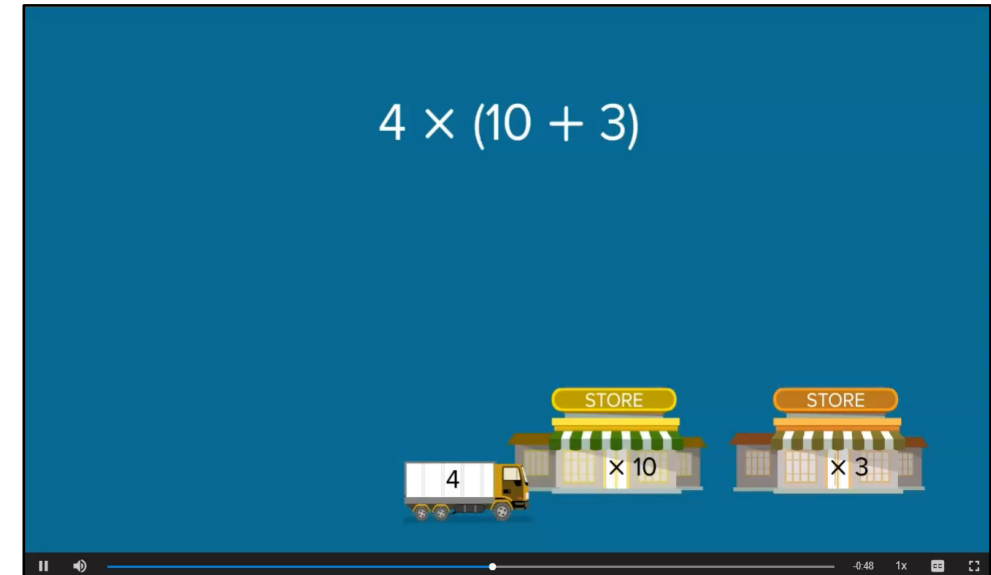


Augmented Reality

Hands-on Learning Digital Tools



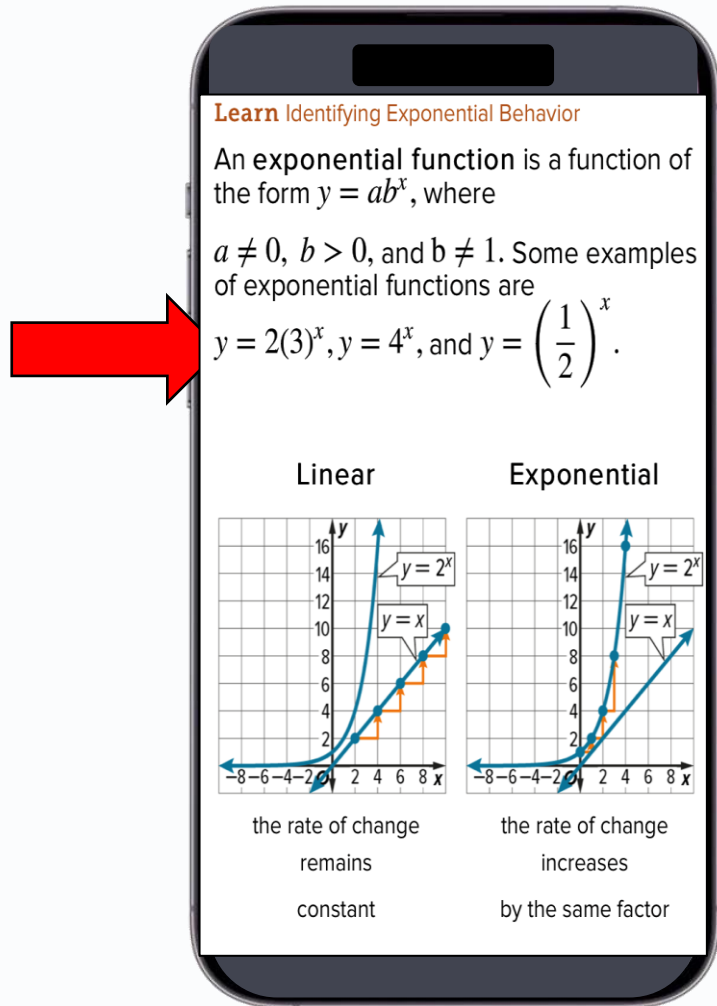
Websketch Explorations



Math Concept Videos

Yes! There's an app for that!

Anytime – No Internet Connection Needed!



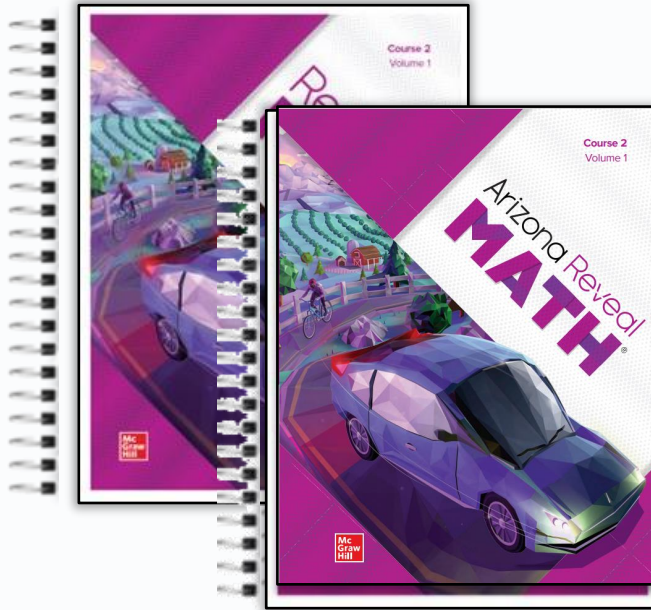
McGraw Hill
K-12 Portal App
Offline Access



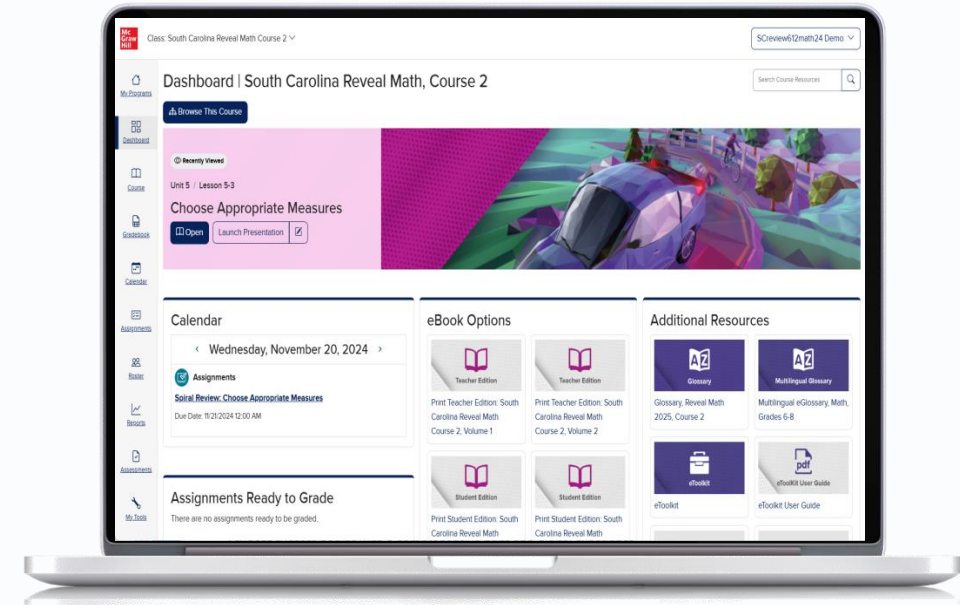
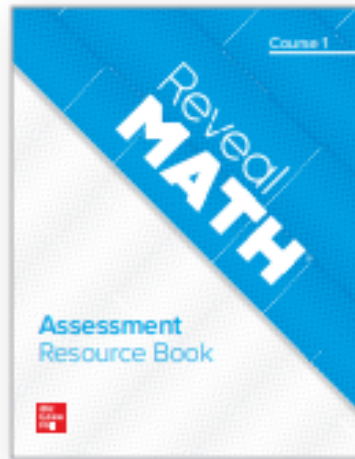
Phone, iPad, Chromebook, or Tablet

Teacher Experience

**Two-Volume
Teacher
Editions**



**Assessment
Resource Book**



- ✓ **Interactive Presentations**
- ✓ **PowerPoint Presentations**
- ✓ **Differentiation Resources**
- ✓ **Auto-scored practice & assessment**
- ✓ **Customizable Assessments**
- ✓ **eTools**



Google Classroom

Clever

IMS GLOBAL[®]



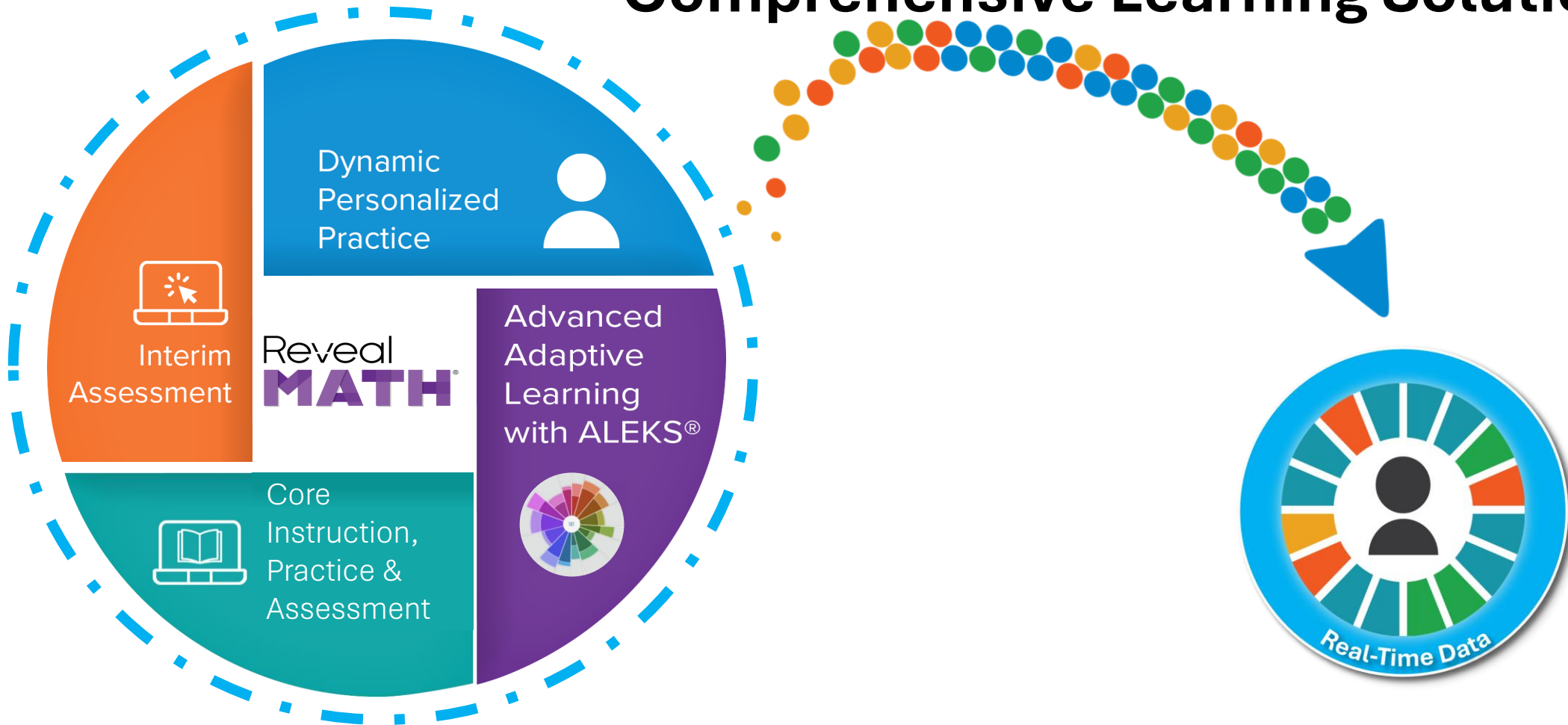
SSO Integration
LMS Integration

- Assignment Sync
- Grade Passback

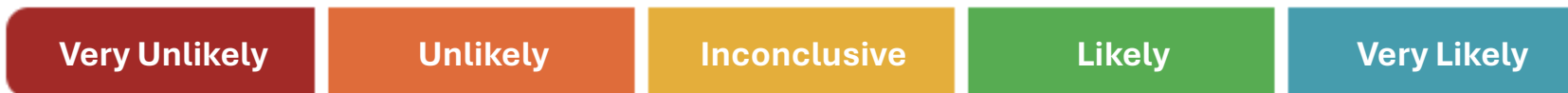


canvas

Comprehensive Learning Solution



Overall Proficiency



Projected State Assessment Proficiency

Using the Standards and Skills Graph to Build Student Agency



TONY DIGIORGIO

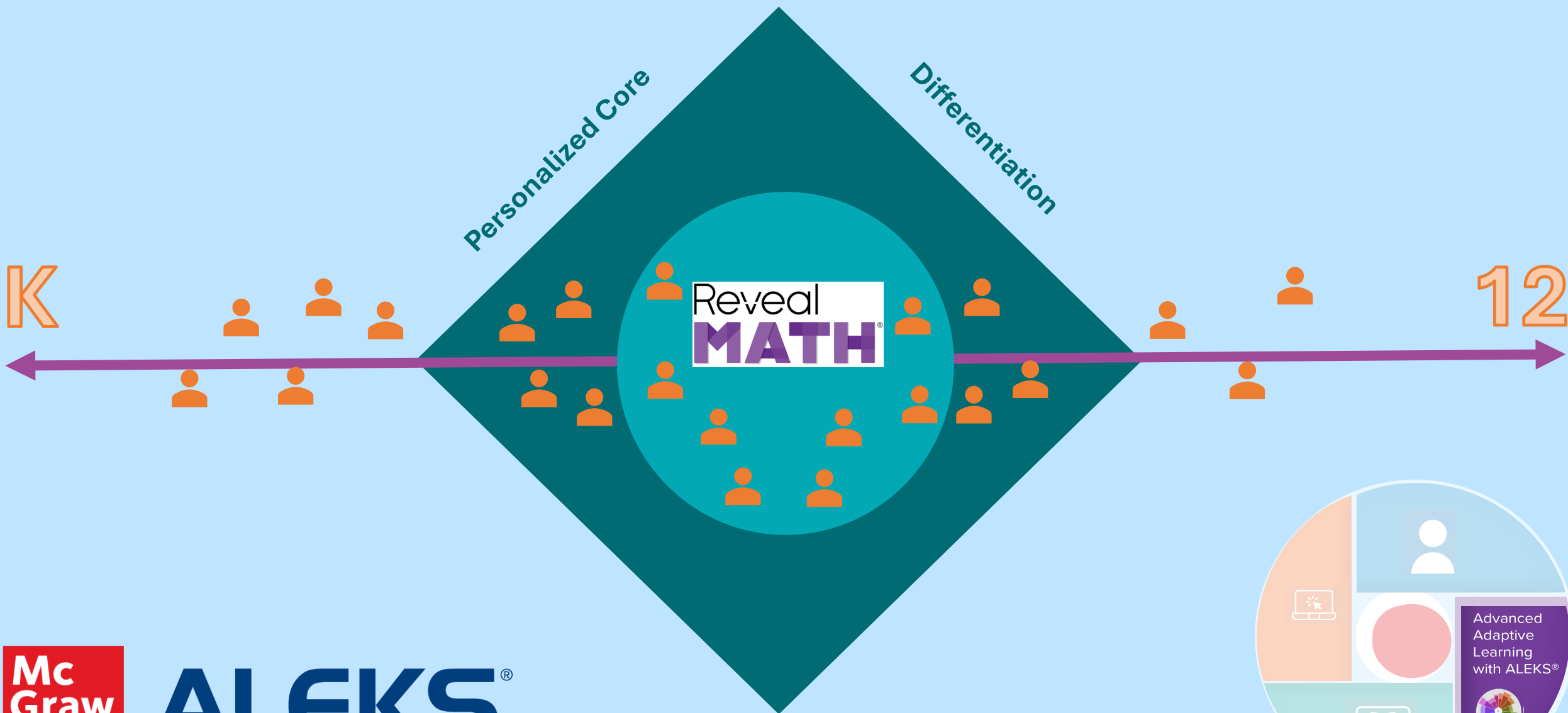
6TH-GRADE MATH



Search



7:19 AM
1/22/2026



Adaptive, Personalized Learning Solution



ALEKS[®]

- **Grades K through Calculus**
- Personalized & Adaptive
- Provides Instruction AND Practice
- Acceleration or Remediation
- Special Education
- Gifted
- **English & Spanish**

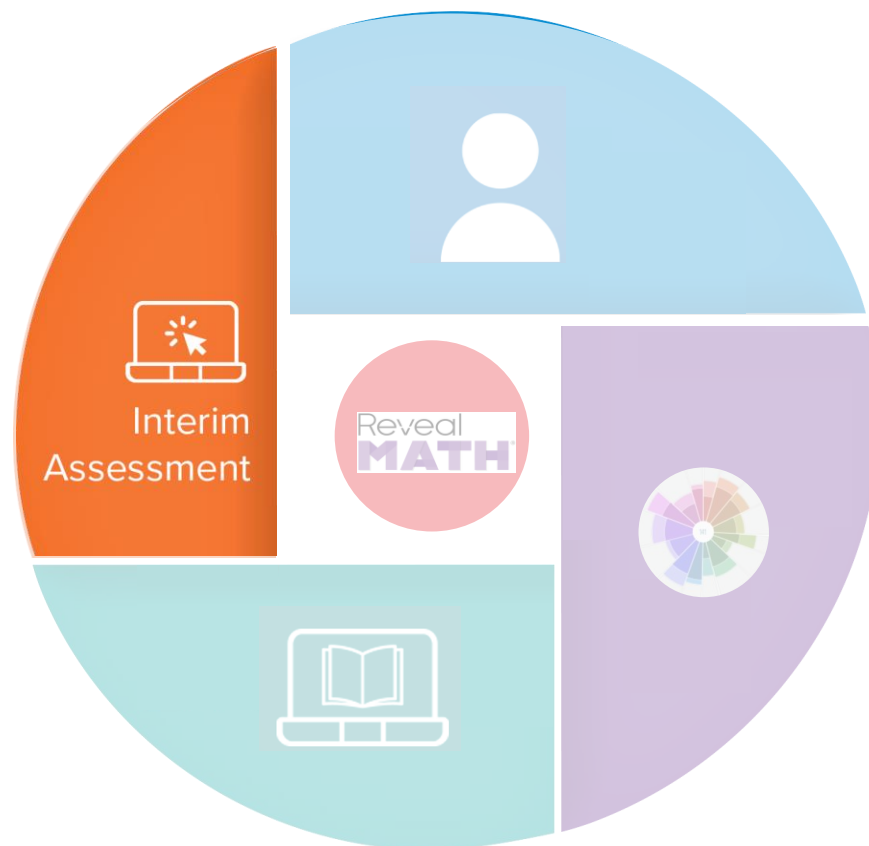




PRoPL

Math Interim Assessment Suite

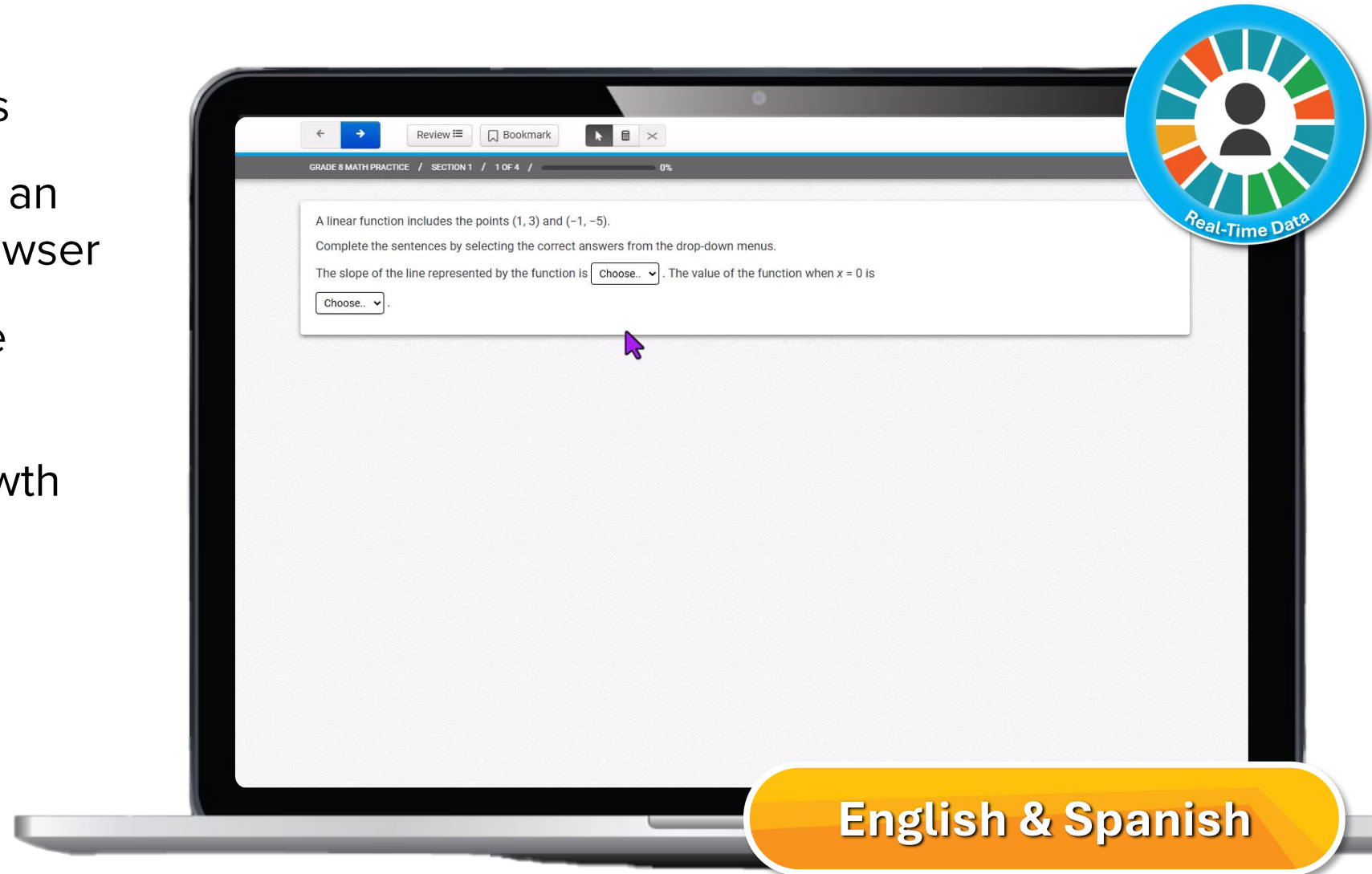
Pearson Review of Progress and Learning



PROPL

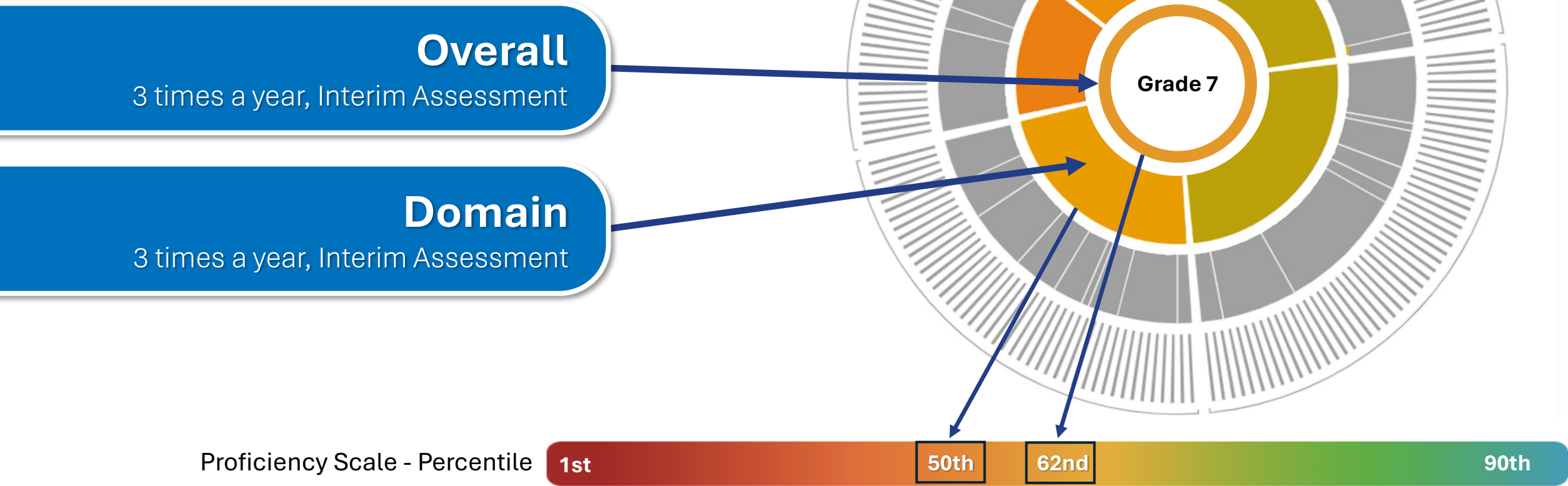
Math Interim Assessment Suite

- ✓ Aligned to the Standards
- ✓ Benchmark Progress with Norm-Referenced Interims
- ✓ Ensures test integrity with an Embedded Lockdown Browser
- ✓ Adapts in Real Time at the Item Level
- ✓ Surfaces Strengths & Growth Areas in just 30 Minutes
- ✓ Confidently Predicts State Assessment Performance



Proficiency Graph

Multiple Data Sources Pulled Into One Location
Clear Picture of Class & Student Learning



Proficiency Graph

Multiple Data Sources Pulled Into One Location

Clear Picture of Class & Student Learning

Overall

Domain

Standard

Daily, Core Practice & Assessment, ALEKS

Skill

Daily, Core Practice & Assessment, ALEKS

Compute unit rates associated with ratios involving both simple and complex fractions, including ratios of quantities measured in like or different units.

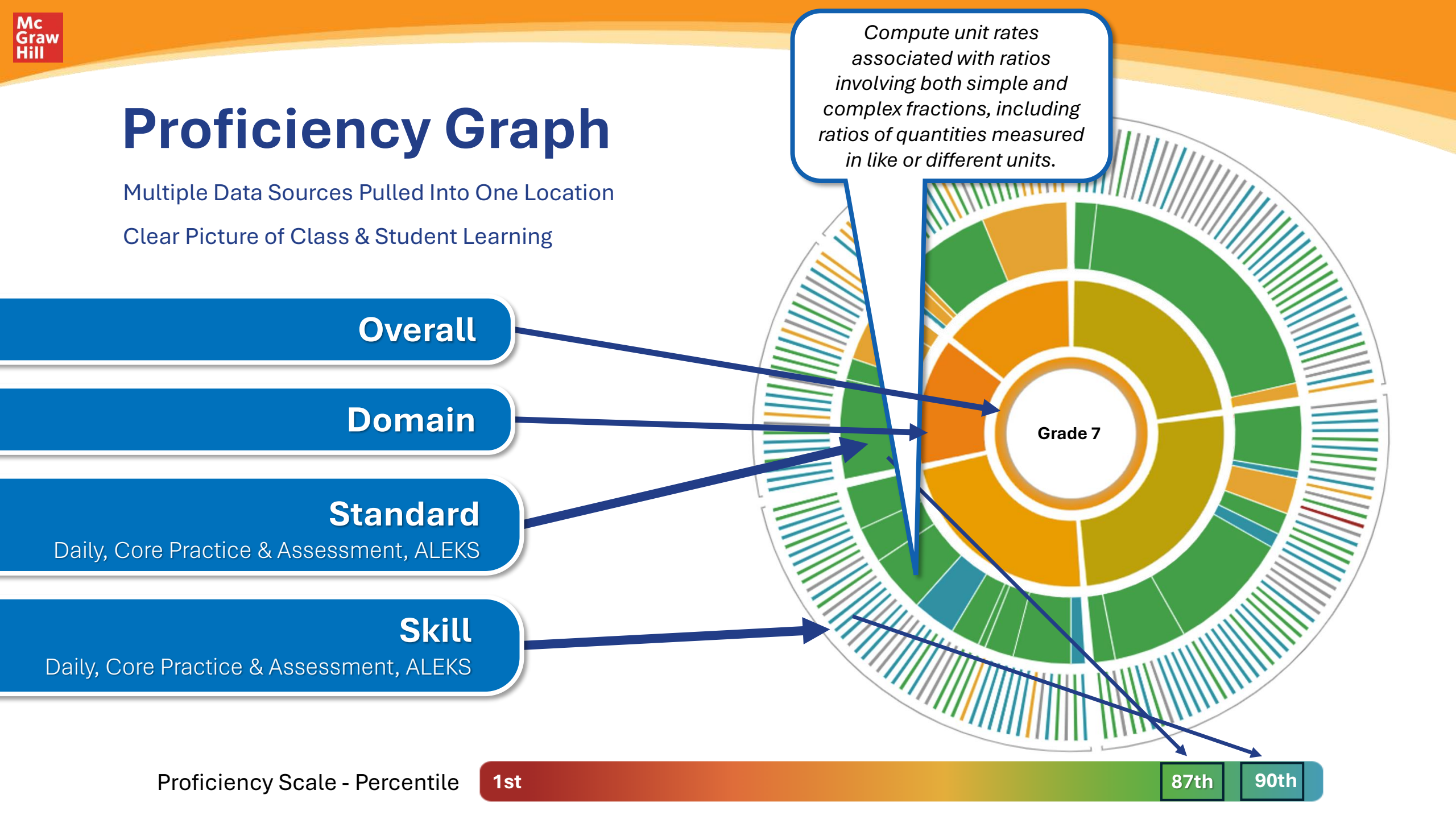
Grade 7

Proficiency Scale - Percentile

1st

87th

90th



Proficiency Graph

Multiple Data Sources Pulled Into One Location

Clear Picture of Class & Student Learning

- ✓ **In Real Time**
- ✓ **Over Time**
- ✓ **Year to Year**





**Mc
Graw
Hill**

Arizona Reveal
MATH[®]



GOOD

START

Math Is. . . Unit

Math Is. . . Unit

Name _____ Date _____ Period _____

Unit 1

Math Attitude Survey

For statements 1–16, circle the appropriate response based on the key below.

Example Doing well in school is important to me.

Key:	0 Never true	1 Sometimes true	2 Often true	3 Always true
	If doing well in school is never important, circle 0.	If doing well in school is sometimes important, circle 1.	If doing well in school is often important, circle 2.	If doing well in school is always important, circle 3.

- Mathematics is important in my life.
- Mathematics will be important throughout my life.
- Math is about getting the right answer.
- I prefer working alone rather than in groups when doing math.
- I learn math better when I talk to my peers rather than listen to my teacher.
- In math, it's okay if you get the wrong answer.
- I feel confident in my abilities to do math.
- In the past, I have not enjoyed math class.
- I generally do well in math.
- Math problems make me nervous.
- I am eager to participate in discussions that involve mathematics.
- I like to come up with different ways to solve a math problem.
- I enjoy hearing the thoughts and ideas of my peers in math class.
- Mathematics interests me.
- I often feel nervous talking in math class.
- I think of myself as good in math.

0	1	2	3
0	1	2	3
0	1	2	3
0	1	2	3
0	1	2	3
0	1	2	3
0	1	2	3
0	1	2	3
0	1	2	3
0	1	2	3
0	1	2	3
0	1	2	3
0	1	2	3
0	1	2	3
0	1	2	3

For 17–20, provide a response for each.

17. When you hear the word "math," what comes to mind?

18. What kinds of activities do you do well with in math?

19. Complete this sentence: Mathematicians are people who....

20. What do you want your math teacher to know about you?

Number Routines

About How Many?

Each horse weighs about 660 pounds.
A trailer can haul 3250 pounds. About
how many trips for these horses?



Be Curious

What do you notice?
What do you wonder?



Magic Squares

A magic square is a square grid with a special arrangement of numbers in them. The special arrangement relates to the numbers in each row, column, and diagonal.

What numbers complete the magic square?

1	14	15	4
?	7	6	9
8	11	?	5
13	2	3	16

ETP **Support Productive Struggle**
Math is... Mindset

ETP **Facilitate Discourse**
What mathematics in math?

ETP **Build Fluency from Understanding**

ETP **Math is... Applying**
Pose Purposeful Questions
What mathematics can you use to solve this problem?

Math is... Making Sense
What is the problem asking?

Math is... Persevering
How could you check your answer?

**Be Curious**

What do you notice?
What do you wonder?

Lesson 1-6

Math is Ours**Summarize: Math is Ours**

We are a community of math thinkers and doers. Sharing our math strengths with others helps us grow. Learning about the math strengths of others can help us grow, too.

When we do math as a community,

- we often work together.
- we sometimes work on our own.
- we show respect and consideration for our classmates and our community.
- we show respect for ourselves and our math ideas.

Apply: Community Agreements

Communities often have agreements that all members of the community must agree to in order to be a part of the community.

Question What ideas do you recommend that the whole class agrees to so that math class is a community of learners?



Openers: Building the Language of Mathematics

Readiness Diagnostic

2-1: Solve Problems Involving Scale Drawing

2-2: Use Side Lengths & Angle Measures to Draw and Analyze Triangles

2-3: Analyze Attributes of Geometric Figures

2-4: Solve Problems Involving Angle Relationships

2-5: Describe Cross Sections of Three-Dimensional Figures

2-6: Solve Problems Involving Area and Surface Area

2-7: Solve Problems Involving Volume

2-8: Solve Problems Involving Circumference of Circles

Math Probe



Reveal Math Difference

Fluency / Mathematical Modeling

Unit Review

Performance Task

Unit Assessment (2 Forms)

Name _____ Date _____ Period _____

Angle Relationships

Use the figure to answer the items below about the relationship between the angles.

For each item, circle all that apply for the given pair of angles.	Explain your choice(s).
1. $\angle C$ and $\angle D$ A. complementary B. supplementary C. vertical D. have the same measure E. adjacent F. none of the above	
2. $\angle A$ and $\angle B$ A. complementary B. supplementary C. vertical D. have the same measure E. adjacent F. none of the above	

Unit Openers

Essential Question

How can you use geometry to solve problems?

Explore Through STEM

City Layouts

As a city grows, urban planners consider how different parts of a city will fit within the natural landscape. They think about where streets will go and how they will intersect. They also determine what areas are left for private development and what will be public spaces.



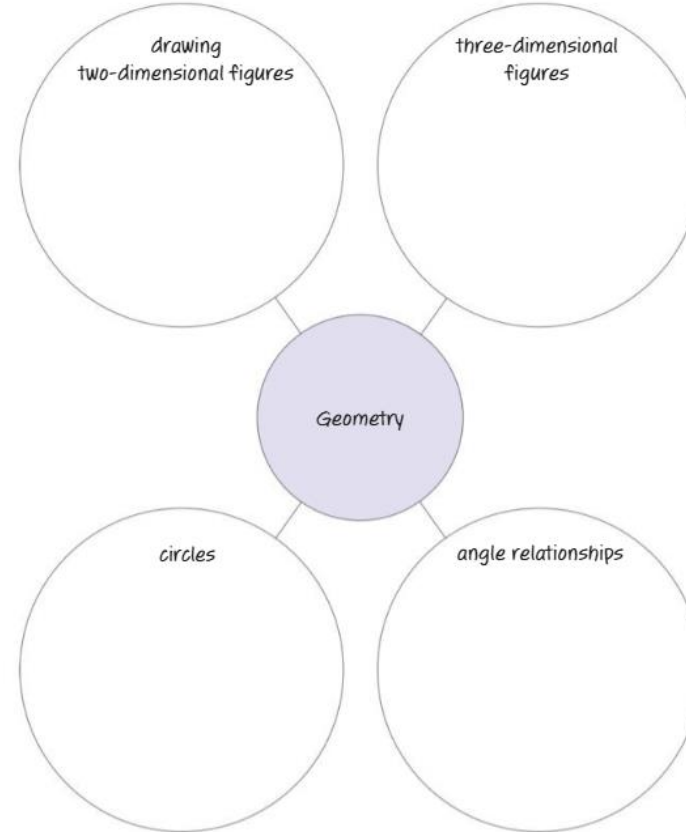
Think About It

How do urban planners decide what each space will be? How might they use maps in their planning?

Building the Language of Mathematics

Complete the graphic organizer as you work through the unit.

Solve Problems Involving Geometry



Unit Openers



Ignite: Mathematical Modeling

Urban planners assess the needs of a community and make short and long-term plans for development.

The map shows the downtown area of the city.

Name _____ Date _____ Period _____

IGNITE!

Community Planning

Urban planners assess the needs of a community and make short- and long-term plans for development.

The map shows the downtown area of a city.

For exercises 1-4, answer each question.

1. What does the map tell you about the community?



2. How could you estimate the width of a street? Explain your thinking.
3. How could you use the width of a street to determine the area of the central park?
4. What information would need to be given on the map in order to determine the distance from the hospital to the playground?

Unit 2 • Solve Problems Involving Geometry 49

Explore Through STEM

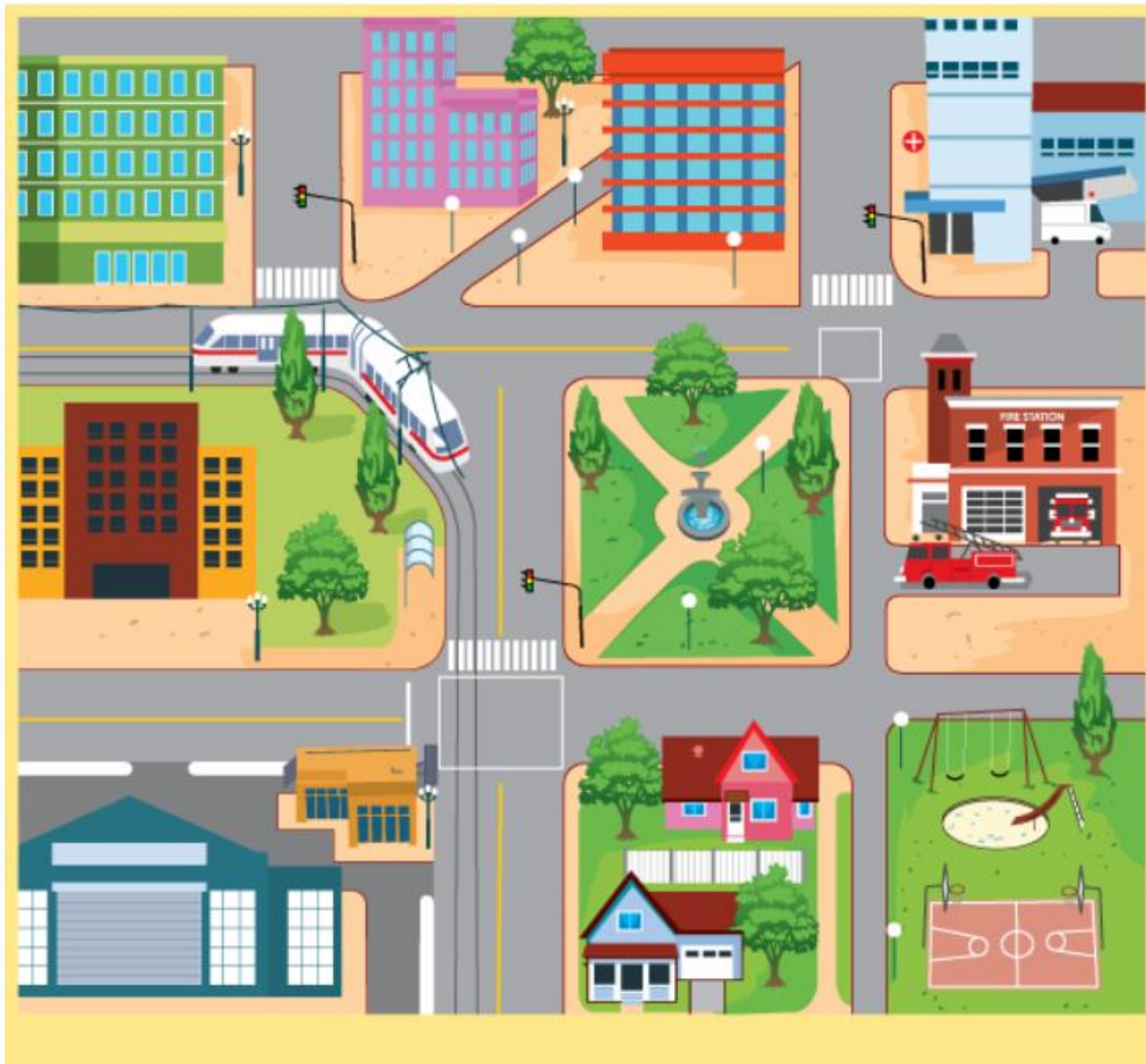
City Layouts

As a city grows, urban planners consider how different parts of a city will fit within the natural landscape. They think about where streets will go and how they will intersect. They also determine what areas are left for private development and what will be public spaces.



Think About It

How do urban planners decide what each space will be? How might they use maps in their planning?



What does the map tell you about the community?

How could you estimate the width of a street? Explain your thinking.

How could you use the width of a street to determine the area of the central park?

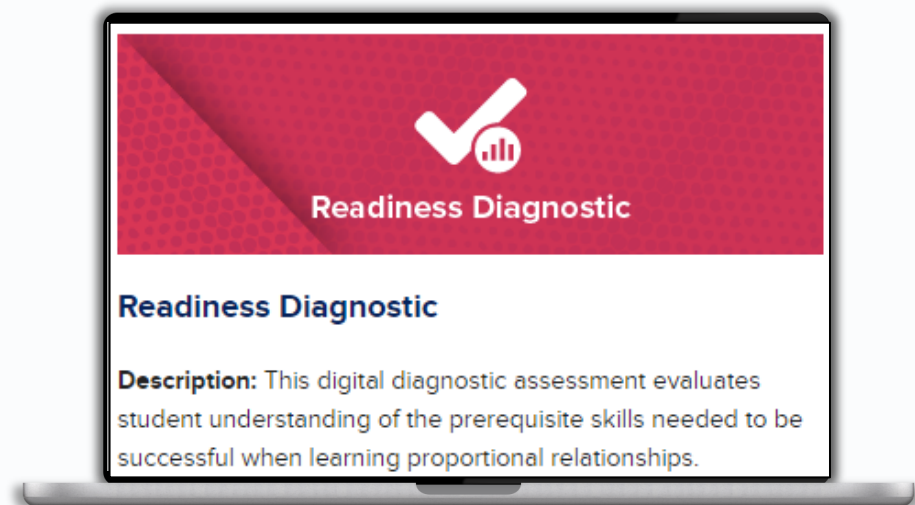
Readiness Diagnostic

Readiness Diagnostic

Item Analysis

1. Identify figures

Item	DOK	Skill	Guided Support Intervention Lesson	Standard
1	1	Classify angles	Angle Types	4.MGSR.3, 4.MGSR.3.1, 4.MGSR.3.2
2	2	Draw angles	Draw & Name Angle Types	4.MGSR.3, 4.MGSR.3.1, 4.MGSR.3.2
3	3	Classify angles	Use Lines to Classify Shapes	4.MGSR.3, 4.MGSR.3.1, 4.MGSR.3.2
4	2	Find area of a rectangle	Area of Rectangles and Squares	4.MGSR.1, 4.MGSR.1.1, 4.MGSR.1.2
5	2	Find area of a parallelogram	Find the Area of Parallelograms	6.MGSR.1.1
6	2	Find area of a	Find the Area of	6.MGSR.1.1





Guided Support

Materials

- Scissors (1 per student)
- Blackline Master: *Angle Category Match-Up* (1 per student)

Begin the Activity

Tell students they will be playing a matching game and learning about the different types of angles.

Different turns produce different types of angles. Explain that a turn happens in a circular manner, so students can think of a turn as moving around a circle. For example, a $\frac{1}{4}$ turn is a quarter turn around a circle.

Explain how turns relate to the different types of angles: ***A $\frac{1}{4}$ turn makes a right angle. A right angle looks like a square corner. A less than $\frac{1}{4}$ turn makes an acute angle. A $\frac{1}{2}$ turn makes a straight angle. This angle looks like a straight line. A greater than $\frac{1}{4}$ turn, but less than $\frac{1}{2}$ turn makes an obtuse angle.*** Display an example of each angle with the turn and angle type below each image. Students can use this as a reference as they play the matching game.

Distribute scissors and *Angle Category Match-Up*. ***Cut apart the cards, shuffle them, and arrange them face-up.*** Have students look for matching cards. When they find a match, have them place those cards together and to the side. Have students continue matching until they have found all of the matches.

**Hands
On /
Printable**

Lesson Model



Learning Targets

- I can find the circumference of a circle.
- I can explain how the diameter or radius of a circle is related to its circumference.
- I can choose the correct tools to represent characteristics of circles in order to understand diameter, radius, and circumference.

7.MGSR.1.2 Describe the relationship between the *radius*, *diameter*, and *circumference* of a circle.

Standards

◇ Major △ Supporting ○ Additional

Content

○ **7.G.B.4** Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

Math Practices and Processes

MPP Use appropriate tools strategically.

Vocabulary

Math Terms

circumference

diameter

chord

perimeter

pi (π)

radius

Academic Terms

random

reveal

Materials

The materials may be for any part of the lesson.

- *Drawing Circles* Teaching Resource
- ruler
- yarn or string

Coherence

Previous

- Students classified two-dimensional figures.
- Students solved problems involving area, surface area, and volume.

Now

- Students solve problems involving circumference of circles.
- Students understand the relationship between circumference and diameter or radius.

Next

- Students solve problems involving area of circles.
- Students identify the constant of proportionality in proportional relationships.

Rigor

LESSON 2-8

Solve Problems Involving Circumference of Circles

Learning Targets

- I can find the circumference of a circle.
- I can explain how the diameter or radius of a circle is related to its circumference.

Vocabulary

Math Terms

circumference

Academic Terms

random

Lesson Highlights and Key Takeaways

In this lesson, students explore circumference. They solve real-life problems using diameter or radius, understand the relationship between each measurement and circumference, and apply both circumference formulas.

- A diameter is the distance from one point on the edge of a circle to another point on the edge through the center point.
- A radius is the distance from the center point to a point on the edge of a circle.
- The circumference is the distance around a circle or the perimeter of a circle.
- There is a constant relationship between the diameter and the circumference called pi. Pi has an approximate value of 3.14.
- The circumference of a circle can be found using the formula $C = \pi d$ or $C = 2\pi r$.

Math Background

Students' study of circumference draws on concepts and skills students have gained in previous grades and units.

- **Determining Perimeter** Grade 4 students found the perimeter of rectangles. Students interpreted perimeter as "distance around", which helps prepare students to understand that circumference is the distance around a circle.
- **Ratio Language** Grade 6 students used ratio language to describe ratio relationships between two quantities. Experience with ratio language prepares students to understand pi, the constant ratio that exists between the perimeter of a circle and its diameter.

Conference

Previous

- Students classified two-dimensional figures.
- Students solved problems involving area, surface area, and volume.

Now

- Students solve problems involving circumference of circles.
- Students understand the relationship between circumference and diameter or radius.

Next

- Students solve problems involving area of circles.
- Students identify the constant of proportionality in proportional relationships.

Rigor

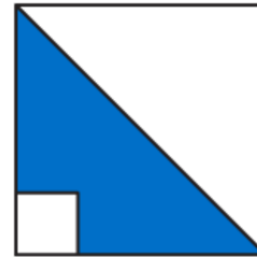


John SanGiovanni

Number Routines

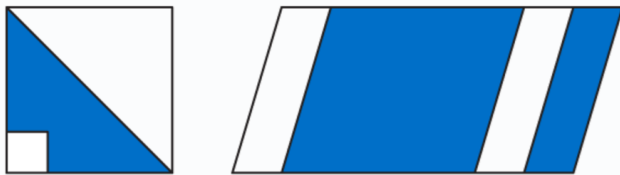
It's About

Estimate the shaded amount of each figure.



It's About

Estimate the shaded amount of each figure.



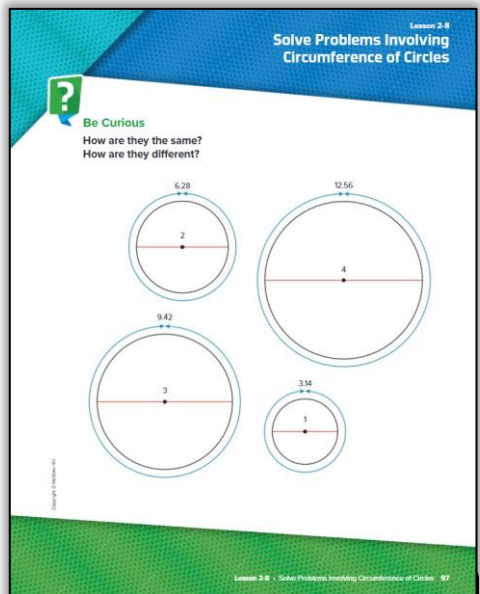
It's About

Build Fluency

Students build proficiency with estimation strategies. They estimate the part of each visual that is shaded or unshaded, using fractions, decimals, ratios, or percentages.

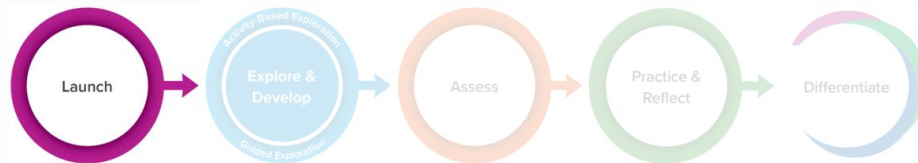
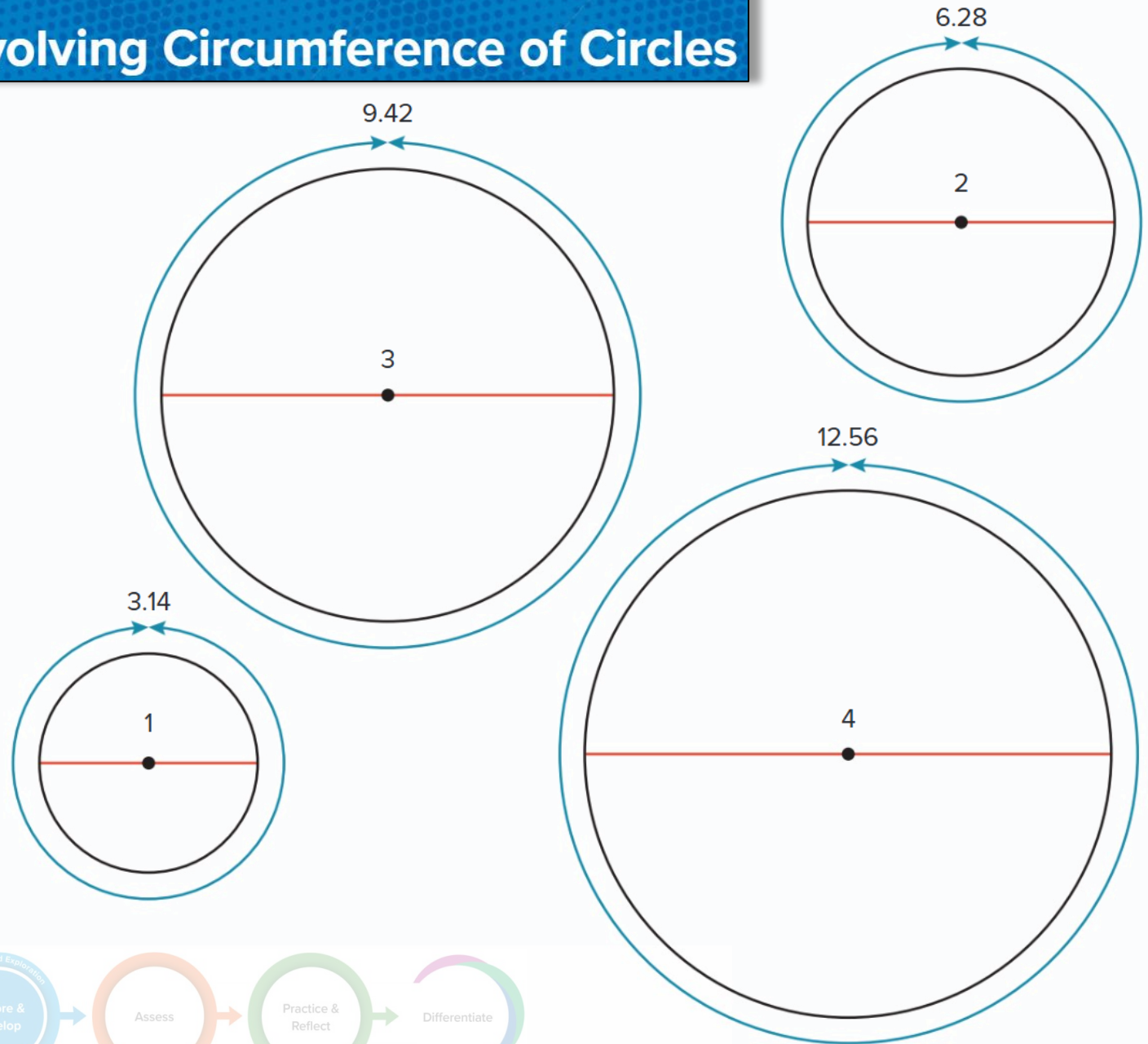
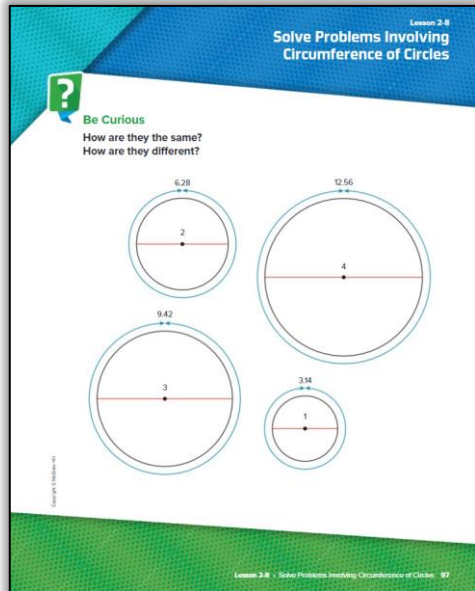
These prompts encourage students to talk about their estimates:

- How did you partition the figure to answer the question?
- How would you describe the amount shaded? Is it closer to the whole, half, or nothing shaded?
- How did your strategy change as you worked with the second figure?
- How does your approach compare to ____?



Be Curious

What do you notice?
What do you wonder?



Explore & Develop

Session 1

Lesson Instruction **45 min**

Explore

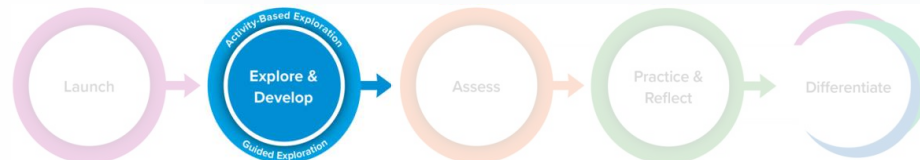
CHOOSE YOUR OPTION

► **Activity-Based Exploration**

Proportional Reasoning

► **Guided Exploration**

Salt-Water Aquarium



Explore & Develop

Session 1

Lesson Instruction **45 min**

Explore

CHOOSE YOUR OPTION

▶ Activity-Based Exploration

Proportional Reasoning

▶ Guided Exploration

Salt-Water Aquarium

Session 2

Lesson Instruction **45 min**

Develop

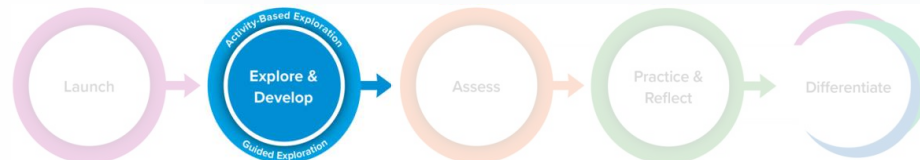
(Continue from Session 1)

▶ Activity-Based Exploration

Proportional Reasoning
Exploration Debrief

▶ Guided Exploration

A Leaky Faucet



Explore & Develop

Lesson Pacing

Session 1

Lesson Instruction 45 min



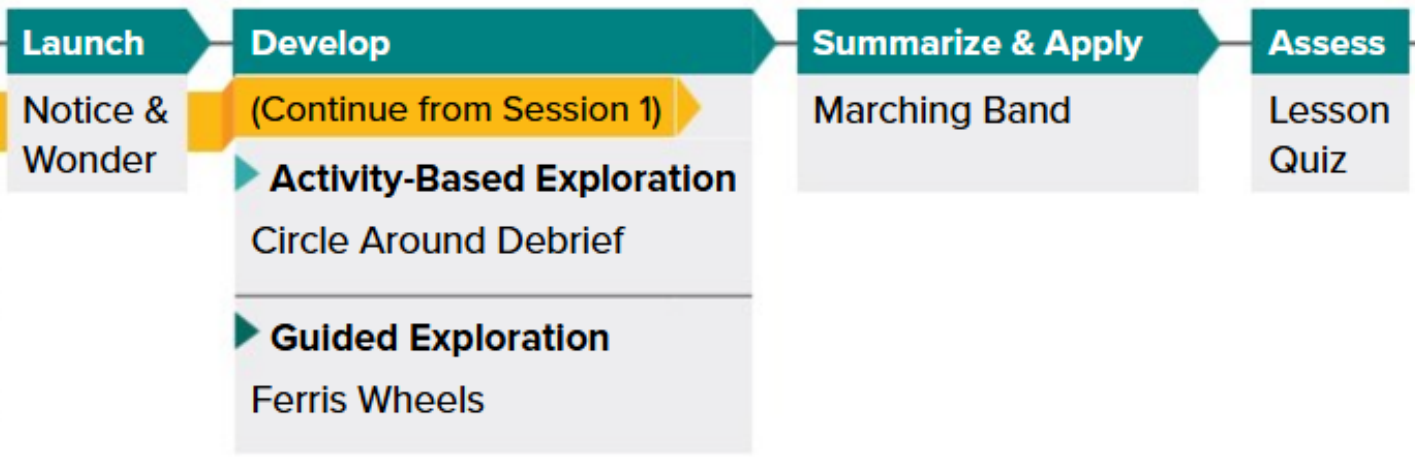
Independent Practice

Practice

Exercises 1–6

Session 2

Lesson Instruction 45 min



Practice

Exercises 7–11

Differentiate

* Activity-Exploration Journal (AEJ) appears in the Student Edition.

Activity-Based

Materials:

Rule -



Yarn or String -



Print
(Online)

Name _____ Date _____ Period _____

Drawing Circles

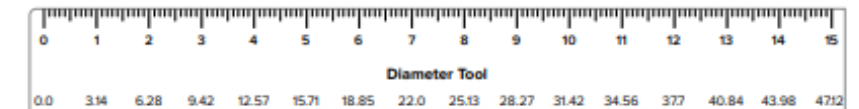
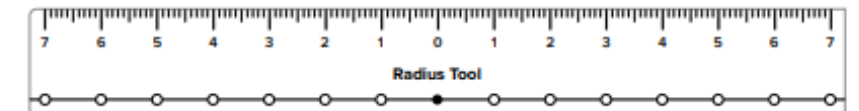
Cut out the 2 tools at the bottom of the page.

1. Use the *Radius Tool* to form a circle.

To form a circle: place the *Radius Tool* on a sheet of paper and push your pencil into the black center dot. Push a second pencil through one of the hollow dots, making a small hole. Then spin the ruler using the second pencil to draw a circle.
2. Use the *Diameter Tool* to measure the distance across the circle through the center.
3. Use a piece of yarn and a ruler to determine the distance around the circle, or circumference. Then use a ruler to measure the yarn.
4. Record the measures of the circles you draw in the table below.

Radius (centimeters)	Diameter (centimeters)	Circumference (centimeters)

How are the values in the table related?



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Activity-Based

Name _____ Date _____ Period _____

Lesson 2-8

Circle Around

Introductory Question

How is the distance from a circle's center to its edge related to the distance across it?

How is the distance around a circle related to the distance across it?

Exploration Findings DIGITAL

You will explore using the radius, diameter, and circumference of circles.

How do the three measurements compare to each other?

Use the space below to record your findings with descriptions, drawings, and representations. Be prepared to share your findings.

Name _____ Date _____ Period _____

Exploration Findings HANDS-ON

You will use the measuring tools from the activity and the values you recorded in your table to determine relationships among radius, diameter, and circumference.

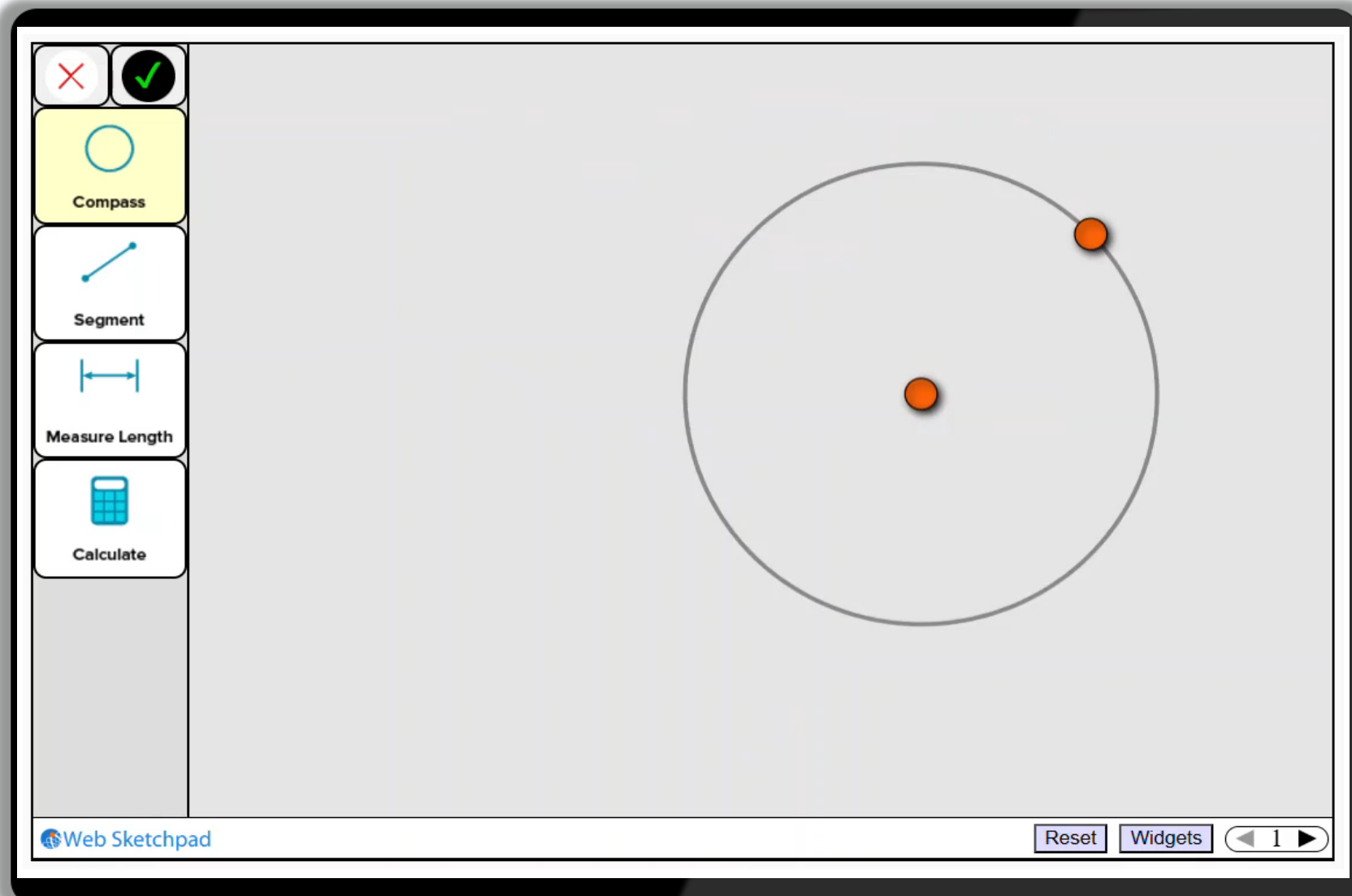
Use this space to explore the relationship between diameter and radius.

Use this space explore the relationship between diameter and circumference.

Concluding Questions

1. How can you use the radius or diameter of a circle to calculate the circle's circumference?
2. How are the radius and diameter of a circle related to each other? How do they relate to the circumference?

**Journal
Pages
(Back of SE)**



Guided-Exploration (Student Editions)

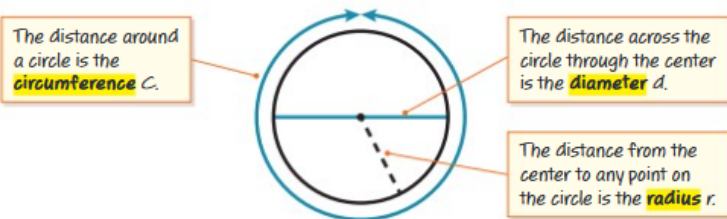
Exercising Horses

Horse trainers use lunge lines to exercise horses in circular training pens. In one pen, a trainer uses a 30-foot-long line and the horse walks 188.4 feet in one lap. In a different pen, the trainer uses a 20-foot-long line and the horse walks 125.6 feet in one lap.



How do the lengths of the lunge lines and one lap around each pen relate?

All the points that make up a circle are the same distance from the center.



Look for a relationship between the radius, diameter, and circumference of the circular path the horse walks around the pen.

	r (ft)	d (ft)	C (ft)	Ratio of C to r	Ratio of C to d
Pen A	30	60	188.4	$\frac{188.4}{30} \approx 6.28$	$\frac{188.4}{60} \approx 3.14$
Pen B	20	40	125.6	$\frac{125.6}{20} \approx 6.28$	$\frac{125.6}{40} \approx 3.14$

The ratio of circumference to diameter is a constant, called **pi** (π). Its value is about 3.14.

The length of a lap is about 6.28, or 2π , times greater than the length of the lunge line; circumference = $2\pi \times$ radius.

Math is... Choosing Tools

How might you use a technology tool to look for a relationship?

Let's Explore More

- How many radii (plural of radius) does a circle have?
- The horse farm added a third circular pen that uses a 25-foot lunge line. One trainer says one lap in the new pen will be 78.5 feet. How would you respond to the trainer?

Ferris Wheels

An architect is designing a new Ferris wheel in which the distance from the center of the wheel to the outside of the cars will be 200 feet.



How far will a car travel in one complete rotation of the Ferris wheel?

You can use the radius or the diameter to determine the circumference of a circle.

One Way Use the radius.

Use the formula $C = 2r\pi$.

$$\begin{aligned} C &= 2r\pi \\ &= 2(200)(\pi) \\ &\approx 400(3.14) \\ &\approx 1,256 \text{ ft} \end{aligned}$$

Use 3.14 as an approximation of pi.

Another Way Use the diameter.

Use the formula $C = d\pi$.

$$\begin{aligned} C &= d\pi \\ &= 400(\pi) \\ &\approx 400(3.14) \\ &\approx 1,256 \text{ ft} \end{aligned}$$

The circumference of the new Ferris wheel will be about 1,256 feet. A car will travel 400 π , or about 1,256 feet, in one rotation of the Ferris wheel.

Math is... Choosing Tools

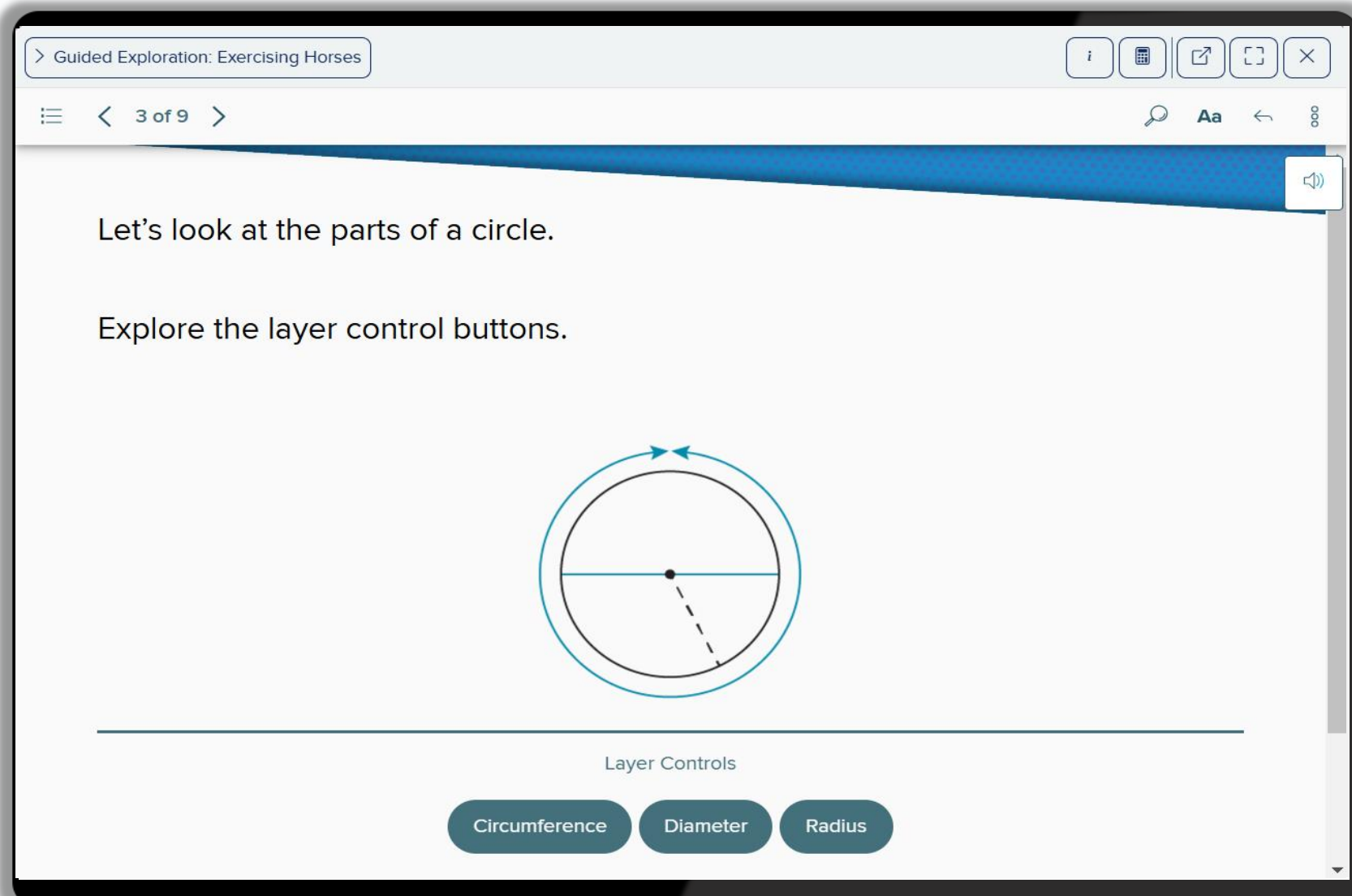
What tool can help you solve these equations?

Let's Explore More

- A car at the bottom of the wheel is 15 feet above the ground. Approximately how many feet above ground is a car at the top of the wheel?
- Is the diameter of a circle with a circumference of 314 meters greater than 100 meters, equal to 100 meters, or less than 100 meters? Explain your thinking.

Guided Exploration

Digital



Print

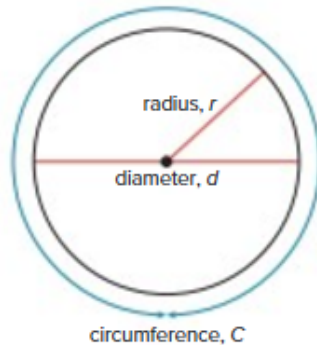
Summarize: Circles and Circumference

A circle is defined by its radius, diameter, and circumference.

A radius is a straight line from the center of the circle to any point on the circle.

A diameter is a straight line that passes through the center of a circle. It is twice the length of the radius.

The circumference is the perimeter of a circle. The constant ratio called pi (π) relates the circumference of a circle to its diameter. Its value is approximately 3.14. The formula $C = \pi d$ can be used to determine the circumference of a circle.



Apply: Marching Band

During a halftime show, the members of a marching band march in three different circles. There are 80 band members in the outer ring, 70 members in the center ring, and 60 members in the inner ring. While marching, they must maintain a distance of 4 feet from the person in front of them within the same ring.



Question 1 How many feet are between each ring?

Question 2 For a new formation with three rings, the rings need to be 10 feet apart. If 80 band members remain in the outer ring, how many people need to be in the center and inner rings?

Choose a question to answer. Then answer it in the space below.

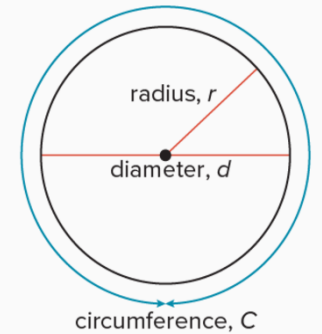
Digital

Summarize: Circles and Circumference

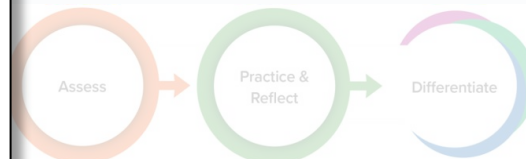
A circle is defined by its radius, diameter, and circumference.

A radius is a straight line from the center of the circle to any point on the circle.

A diameter is a straight line that passes through the center of a circle. It is twice the length of the radius.



The circumference is the perimeter of a circle. The constant ratio called pi (π) relates the circumference of a circle to its diameter. Its value is approximately 3.14. The formula $C = \pi d$ can be used to determine the circumference of a circle.



Solve Problems Involving Circumference of Circles

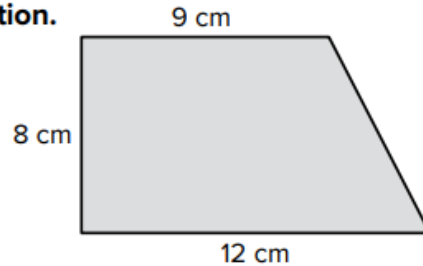
Session 1

Lesson 2-7

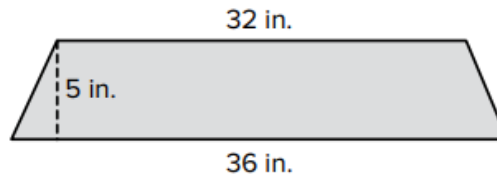
Exit Ticket

For items 1 and 2, use each figure to answer each question.

1. The base of a prism is shown on the right. What is the volume of the prism with a height of 8 centimeters?



2. Brigid is making a planter. The base of the planter has the dimensions shown. She wants the volume of the planter to be less than 1,500 cubic inches. Can she make the planter with a depth of 8 inches? Explain.



Session 2

Lesson 2-8

Lesson Quiz

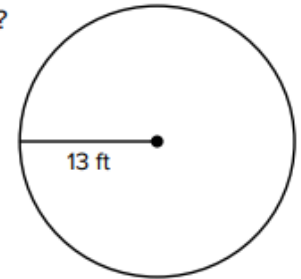
For exercises 1 and 2, select the best answer.

1. Which are formulas for the circumference of a circle? Select all that apply.

- | | |
|--------------------------|--------------------------|
| A. $C = 2r\pi$ | D. $C = d\pi$ |
| B. $C = 2d\pi$ | E. $C = r\pi$ |
| C. $C = \frac{1}{2}d\pi$ | F. $C = \frac{1}{2}r\pi$ |

2. What is the approximate circumference of the circle? Use 3.14 for π .

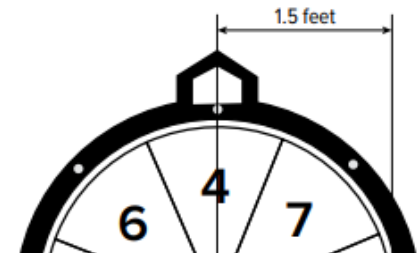
- | | |
|-------------|--------------|
| A. 23.55 ft | C. 81.64 ft |
| B. 40.82 ft | D. 163.28 ft |



For exercises 3–5, use the information to answer each question.

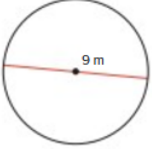
3. A circle has a diameter of 24 inches. What is the circumference of the circle? Use 3.14 for π .

4. Marco plays a carnival game. He spins the wheel and the number at the top of the wheel determines which prize he gets. If Marco wants the number 4 prize, how far does Marco need to spin the wheel? Use 3.14 for π .

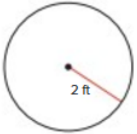


Practice & Reflect

For exercises 7-10, determine the circumference of the circle.



9.



For exercise 11, answer the question.

11. An engineer is designing a can for a diameter of the can to be between 3. of the possible circumferences of the

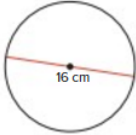
Reflect

How can you explain to a classmate how the radius?

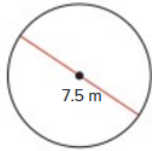
Practice

For exercises 1 and 2, determine the ratio of the circumference to the diameter of the circle.

1. circumference = 50.24 cm

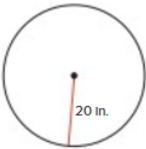


2. circumference = 23.55 m



For exercises 3 and 4, determine the ratio of the circumference to the radius of the circle.

3. circumference = 125.6 in.



4. circumference = 452.16 in.



For exercises 5 and 6, answer the questions.

5. **STEM Connection** Isabella draws a circle using a math software program. The diameter of the circle is 8 units and the circumference is 25.12 units. She makes a copy of this circle and then doubles the diameter and circumference. How does the ratio of the circumference to the diameter of the original circle compare to the ratio in the new circle?

6. How does the ratio of the circumference to the radius of a circle compare to the ratio of the circumference to the diameter of a circle?

Lesson 2-8 • Solve Problems Involving Circumference of Circles 101

Extra Practice Online



Lesson 2-8

Practice

1. Enter your answer.
circumference = 50.24 cm



Determine the ratio of the circumference to the diameter of the circle.

Show Correct Answer

Check Answer

Print



Digital

Lesson 2-8

Lesson Quiz

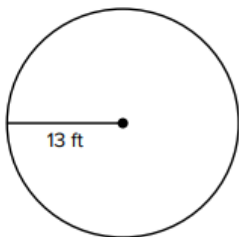
For exercises 1 and 2, select the best answer.

1. Which are formulas for the circumference of a circle? Select all that apply.

- A. $C = 2r\pi$ D. $C = d\pi$
 B. $C = 2d\pi$ E. $C = r\pi$
 C. $C = \frac{1}{2}d\pi$ F. $C = \frac{1}{2}r\pi$

2. What is the approximate circumference of the circle?
 Use 3.14 for π .

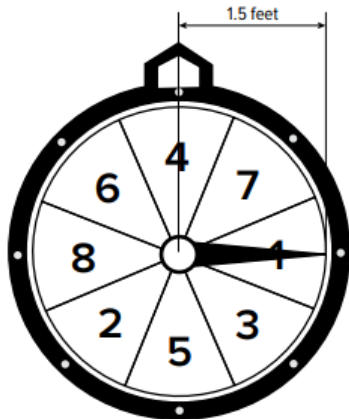
- A. 23.55 ft C. 81.64 ft
 B. 40.82 ft D. 163.28 ft



For exercises 3–5, use the information to answer each question.

3. A circle has a diameter of 24 inches. What is the circumference of the circle?
 Use 3.14 for π .

4. Marco plays a carnival game. He spins the wheel and the number at the top of the wheel determines which prize he gets. If Marco wants the number 4 prize, how far does Marco need to spin the wheel? Use 3.14 for π .



5. Describe the relationship between the radius of a circle and its circumference.

Lesson Quiz Recommendations

If students score

Then have students do

At least 4 of 5

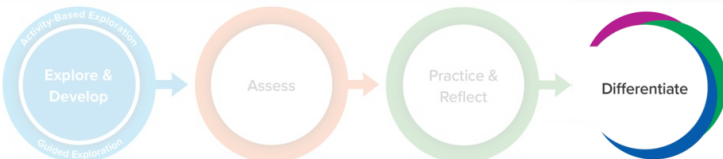
Any **B** or **E** activity

3 of 5

Any **B** or **E** activity

2 or fewer of 5

Any **R** or **B** activity



Differentiate

Reinf

ng

Differentiate

Lesson Quiz Recommendations

If students score	Then have students do
At least 4 of 5	Any B or E activity
3 of 5	Any B or E activity
2 or fewer of 5	Any R or E activity

Digital Game Center

Build Fluency The Digital Game Center offers students anytime access to all the digital games for South Carolina Reveal Math 6-8. These games are designed to help students build proficiency with key middle school concepts and skills. Among the skills practiced are operations with rational numbers and integers, ratio and proportional reasoning, and foundational linearity. Teachers may opt to assign games to students through the Digital Teacher Center.



R Reinforce Understanding



Take Another Look Lessons

Assign the interactive lessons to reinforce targeted skills.

- Parts of a Circle
- Diameter and Circumference

GO ONLINE

INDEPENDENT WORK

Lesson 2-8
Reinforce Understanding
The formula for the circumference of a circle is $C = 2\pi r$ or $C = \pi d$. You can use $2\pi r$ as the approximation for π .
Determine the circumference of the circle.

In this picture, the diameter of the circle is 48 centimeters. You can use the formula $C = \pi d$ to determine the circumference. To find the circumference of the circle, substitute 48 for d and 3.14 for π .

For exercises 1-6, determine the circumference of the circle.

1. 56.52 cm
2. 100.48 ft
3. 6.28 cm
4. 69.08 in.
5. 125.6 ft
6. 175.84 in.

ld P

B Build Proficiency

GO ONLINE

INDEPENDENT WORK



Interactive Additional Practice

Assign students either the print or digital assignment to practice lesson concepts. The digital assignment includes algorithmic exercises.



Spiral Review

Assign students either the print or digital version to review these concepts and skills.

- Understanding and Interpreting Absolute Value

Lesson 2-8
Additional Practice
For exercises 1-6, answer the questions. Use 3.14 for π . Round to the nearest hundredth, if necessary.

1. Find the circumference of the circle.
2. Find the circumference of the circle.
3. Find the circumference of the circle.
4. Find the circumference of the circle.
5. Find the circumference of the circle.
6. Find the circumference of the circle.

Lesson 2-8
Spiral Review
For exercises 1-6, answer the questions. Use 3.14 for π . Round to the nearest hundredth, if necessary.

1. Which statement is true about 100?
2. Which statement is true about 100?
3. Which statement is true about 100?
4. Which statement is true about 100?
5. Which statement is true about 100?
6. Which statement is true about 100?

E Extend Thinking

GO ONLINE

INDEPENDENT WORK



STEM Adventures

In this STEM Adventure, students apply knowledge of geometric figures, scale drawings, angles and side lengths of triangles, surface areas, and volumes to design elements of a new urban park.

Lesson 2-8
Extend Thinking
For exercises 1-6, answer each question. Use 3.14 for π . Round to the nearest hundredth, if necessary. The smaller circles are constructed along the diameter of the original circle.

1. Determine the circumference of the circle.
2. Determine the sum of the circumferences of the two smaller circles.
3. Determine the sum of the circumferences of the three smaller circles.
4. Determine the sum of the circumferences of the four smaller circles.
5. Determine the sum of the circumferences of the five smaller circles.
6. Determine the sum of the circumferences of the six smaller circles.

1. What would you expect to be the sum of the circumferences of a smaller circle constructed along the diameter of the original circle? Explain your answer using the formula for circumference.

75.36 cm; Sample answer: If you construct n circles along the diameter, each has a diameter of $\frac{24}{n}$ cm and a circumference of $\frac{24}{n} \times \pi$ cm. The sum is $n \times \frac{24}{n} \times \pi$, which can be simplified to 24π cm or 75.36 cm.

Differentiate

Reinforce Understanding

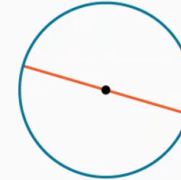
Learn

Circumference (m)	Diameter (m)
12.6	4
31.4	10
37.7	12
47.1	15

Learn and Apply

Let's find the diameter of a circle.

Find the diameter of the circle to the nearest unit.



$C = 100$ units

1. The ratio of the circumference to the diameter of every circle is the same. The ratio is called pi (π), which is about 3.14.

Previous Step

Next Step

Apply



Take Another Look: Diameter and Circumference

Save and Exit

Question 1 of 3

Question 1

Find the circumference of a circle with a diameter of 7.5 units to the nearest whole unit.

 units


Next Question

Done and Review

Assess



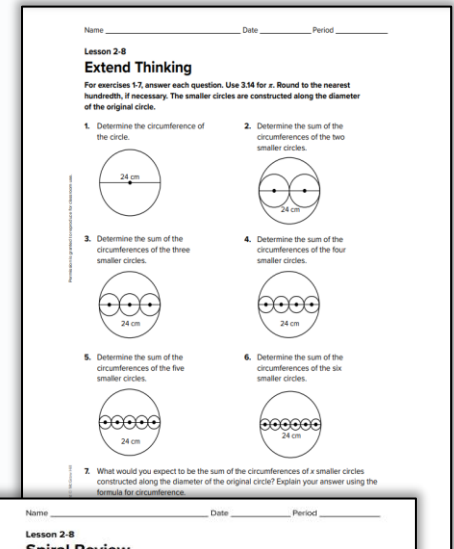
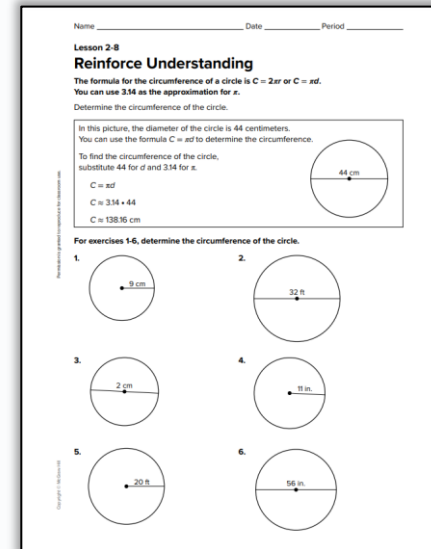
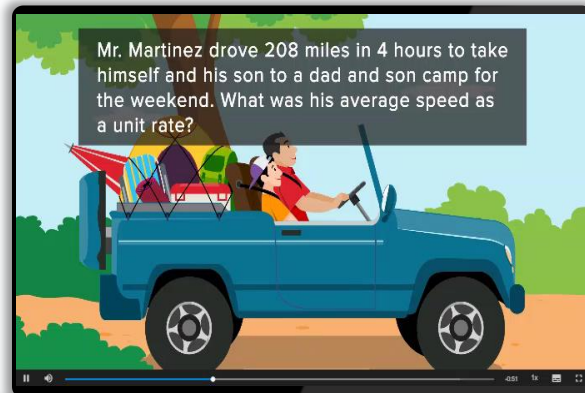
Take
Another
Look

Differentiate

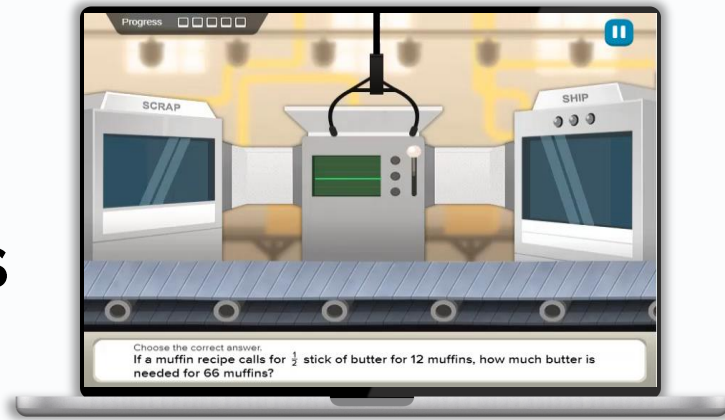
Reinforce Understanding

Build Proficiency

Extend Thinking

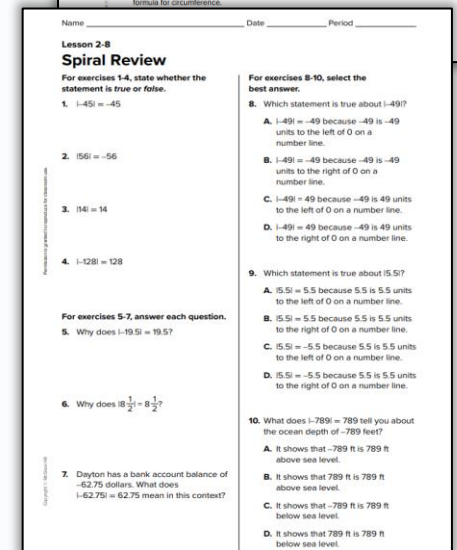


Math Games

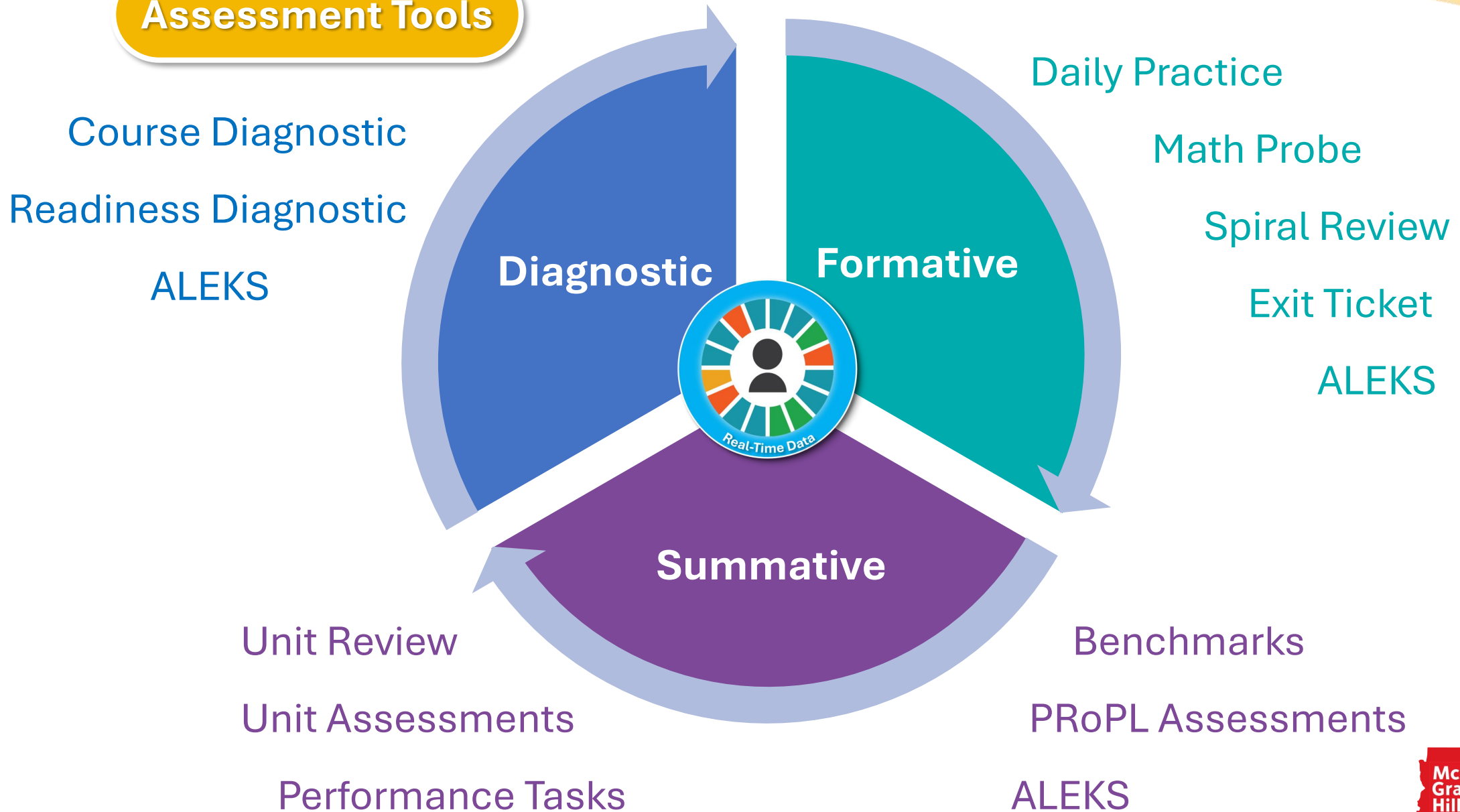


ALEKS®

Spiral Reviews



Assessment Tools





Question 6



Evaluate the following.

$$\begin{array}{l} -2 \times 3 = \\ 81 \div (-9) = \end{array}$$

Need help with this question?

Next Question

Check Answer

Done and Review

Dynamic Practice with Algorithmic Problems

- ✓ Algorithmic
- ✓ Explanations & Help
- ✓ Instant Feedback

Assessments

Print and Digital
Audio Support
Customizable
Online Test Generator
Auto-Graded

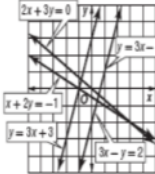


Question 1 | Form 2A (Chapter Resource Master)

Text to Speech Calculator Highlighter Notepad Line Reader <<

Questions <

Use the graph to answer the following questions.



Determine how many solutions exist for each system of equations.

$y = 3x + 3$

$3x - y = 2$

☐ A) no solution

☐ B) one solution

☐ C) infinitely many solutions

☐ D) cannot be determined

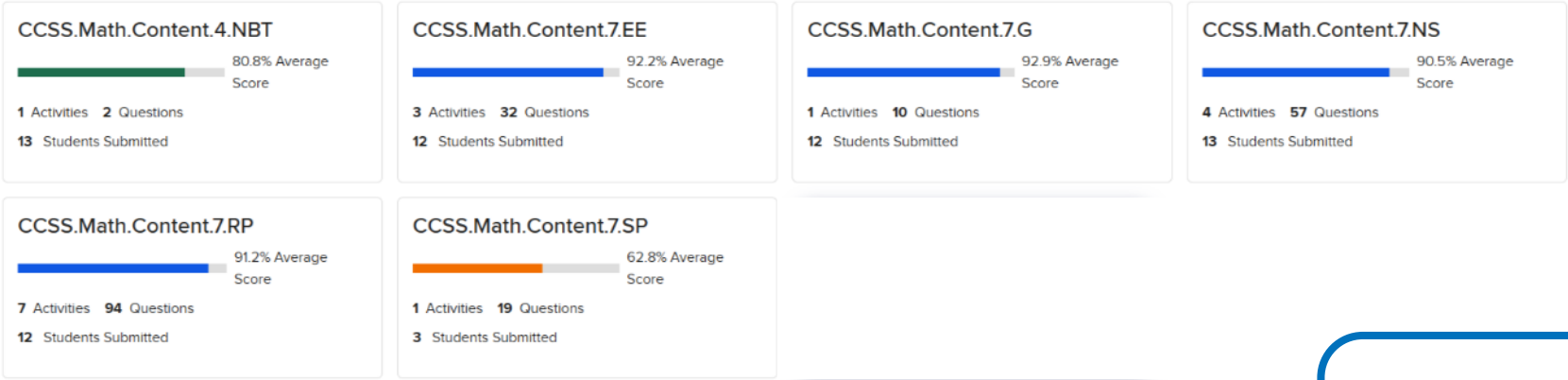
← Previous Skip Question Check Answer

Question Types

- **Multiple Choice**
- **Cloze**
- **Multi-Select**
- **Essay**
- **Short Answer**
- **True/False**
- **Matching**
- **Drawing**
- **Image Labeling**
- **Number Lines**
- **Equation Entry**
- **Choice Matrix**
- **Bucketing**
- **Fill-in-the-Blank**
- **Grid-In**
- **Ordering**
- **Select Text**
- **Audio Recording**
- **Instructions**
- **Graphing**
- **Hot Spot**
- **Drag and Drop**

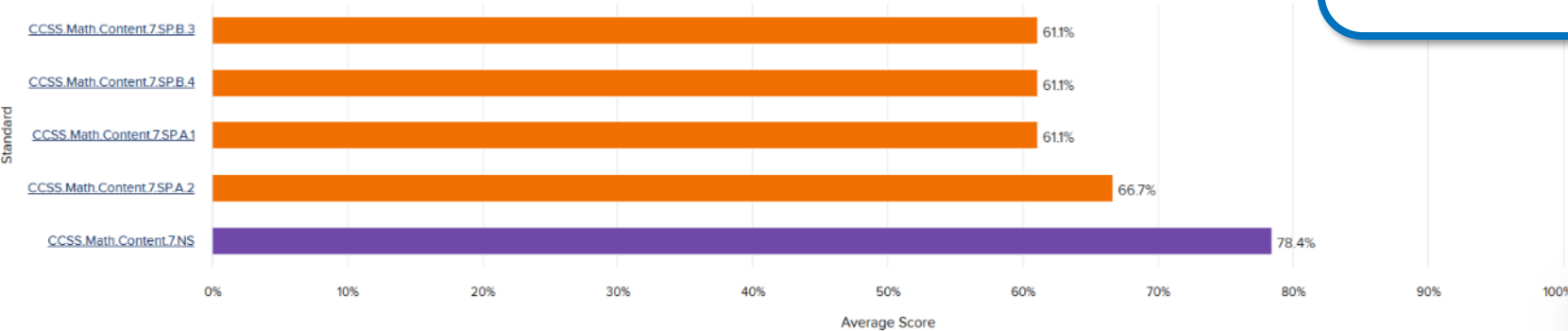
Teacher
Reports

Domain Details



Standards to Focus on

Which 5 standards do you need to focus on?



Standards to Focus On –
Based on Class
Performance

Module Test Form B

[View Legacy Report](#)

Date Range

[Start of school year - today](#)

Summary Question Analysis

Type: Assessment Total Questions: 23 Last result: 10/03/24

Average Score

89.5%

Activity Report

Class Average Score
Individual Student Scores
Standard Assessed w/Class Average

Teacher Reports

12 Student(s) Submitted					
View		Low To High Score		Legend	
Granger, Amelia	73.9%	Cooper, Myles	82.6%	Maeve, Scarlett	91.3%
Xavier, Zac	78.3%	Levi, Juniper	87.0%	Harper, Bentley	95.7%
Ambrose, Wyatt	78.3%	Welsh, Maeve	87.0%	Ezra, Noah	100.0%
				Germain, Haisley	100.0%
				Whistleton, Emily	100.0%
				James, Luna	100.0%

Standards Assessed			
Standards	Average Score	Questions in Activity	Action
CCSS.Math.Content.7.RP.A.2	83.3%	Q3	View Details >
CCSS.Math.Content.7.RP.A.2.c	88.9%	Q1, Q21, Q3	View Details >
CCSS.Math.Content.7.RP	88.9%	Q1, Q10, Q11, Q12, Q13, Q14, Q16, Q17, Q18, Q19, Q2, Q20, Q21, Q22, Q23, Q3, Q5, Q6, Q7, Q8, Q9	View Details >

Type: Assessment Total Questions: 25 Last result: 07/20/24

Average Score

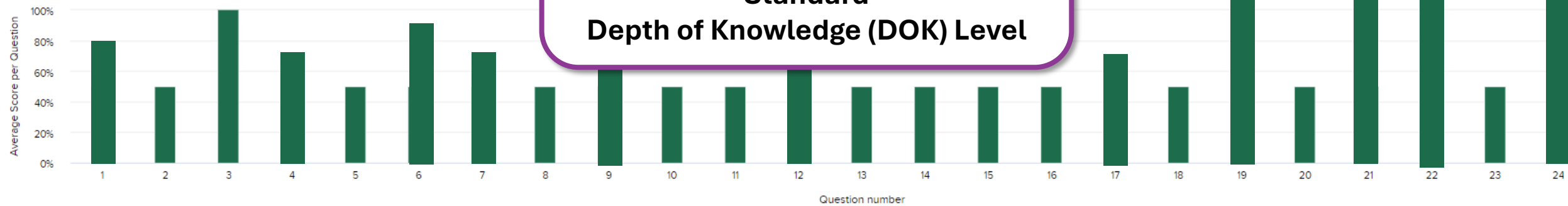
81.56%

Question Analysis

Detailed Item Analysis:
Groups Students by Response
Includes Question Type
Standard
Depth of Knowledge (DOK) Level

Teacher Reports

Average Score per Question



Question Details

< Question 1 >

Choose the answer.

Jacob sorts buttons into 2 groups of 9. How many buttons does Jacob have?

Student Responses

Responses	Number Of Students	Student Names
incorrect	1 Student	Student1, IM
correct	9 Students	Student8, IM Student12, IM Student5, IM Student18, IM Student, IM Student2, IM Student6, IM Student9, IM Student3, IM

Additional Information

Question Type	Average Score	Cognitive Levels	Standards Covered
Multiple Choice	50.0%	Webb's DOK Level 3: Short-term Strategic Thinking	



- Multiple Data Sources Pulled Into One Location – Including Interim Assessment Data
- Standards **& Skills** Graph
- Clear Picture of Class & Student Learning
 - In the Moment
 - Over Time
 - Year to Year





- Targeted Recommendations:
 - Available up to 5 Levels:
 - Prerequisite – 2+ Years Below Grade Level
 - Reinforce
 - On Level
 - Extension
 - Post-requisite – Beyond Grade Level

Reinforce

Pearson, Robin **Robbins, Scott** **Snyder, Thomas** **Watters, Sharri**

Skill: Generate equivalent fractions by using a model



Take Another Look: Equivalent Fractions Using Number Lines

Assign ...

Collier, Claton **Hailey, Felicity** **Hernandez, Winifred** **Walton, Leigh**

Skill: Know that two fractions are equivalent if they are the same size



Take Another Look: Equivalent Fractions with Models

Assign ...

A man with dark hair, wearing a blue V-neck sweater over a checkered shirt, is looking down at a tablet computer he is holding with both hands. He is standing in front of a whiteboard that has some faint writing on it. The background is slightly blurred, showing a classroom environment.

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Reveal
MATH[®]

Program Implementation Support

Quick Start Course

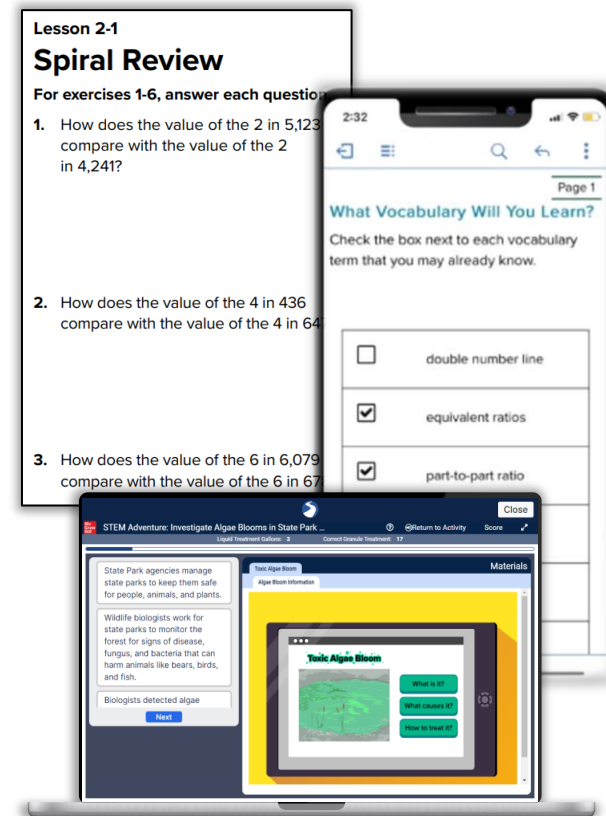
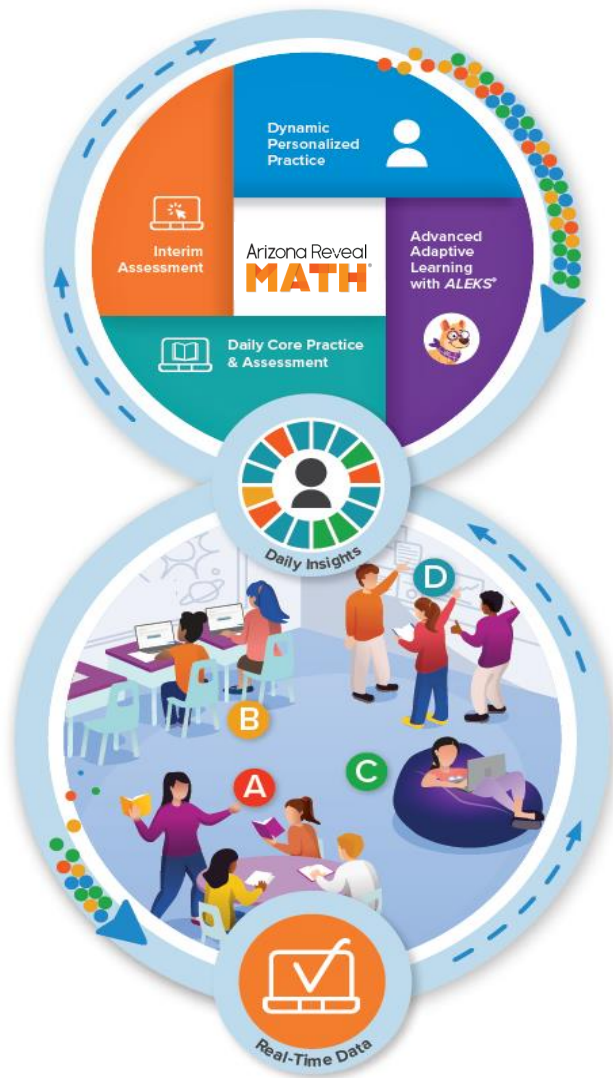
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Comprehensive Learning Solution

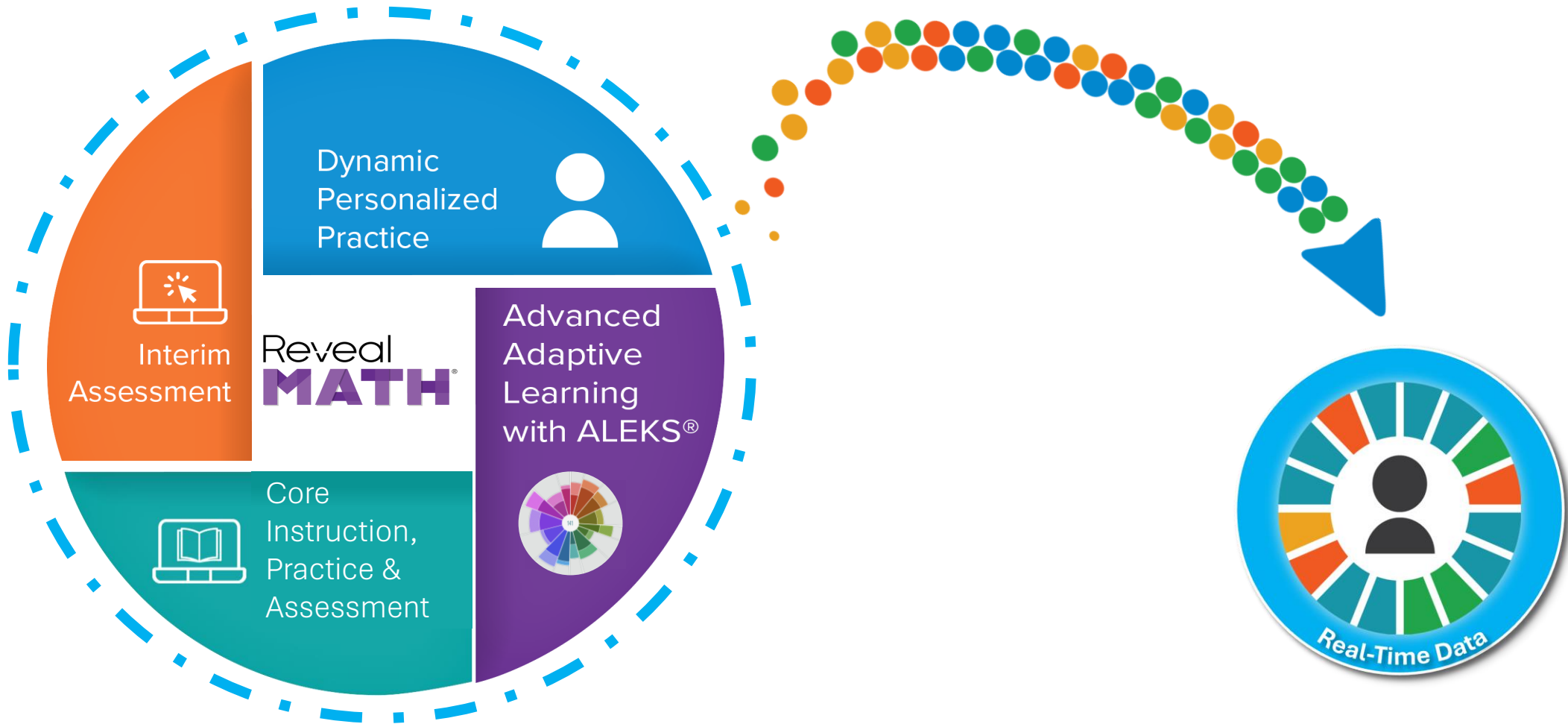


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Arizona Reveal
MATH®





Overall Proficiency



Projected State Assessment Proficiency