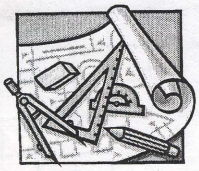


Blueprint for Tomorrow

Student Work Sample Form
(Student Choice)

Student Name: Kenny Meyer		
Student ID #: 351712	Grade Level: 9th	Date: 10/19/05
Subject: Math	Teacher' Name: McEuen	
Title of Assignment: Cordinate pair graphing		

1. Check the appropriate WWHS Exit Outcomes.

___ Effective Communicator _X_ Knowledgeable Person
_X_ Critical Thinker ___ Life Long Learner
___ Responsible and Capable Citizens

2. Check the appropriate Washington State Goal(s) demonstrated with this assignment.

___ Goal 1 _X_ Goal 2 ___ Goal 3 _X_ Goal 4

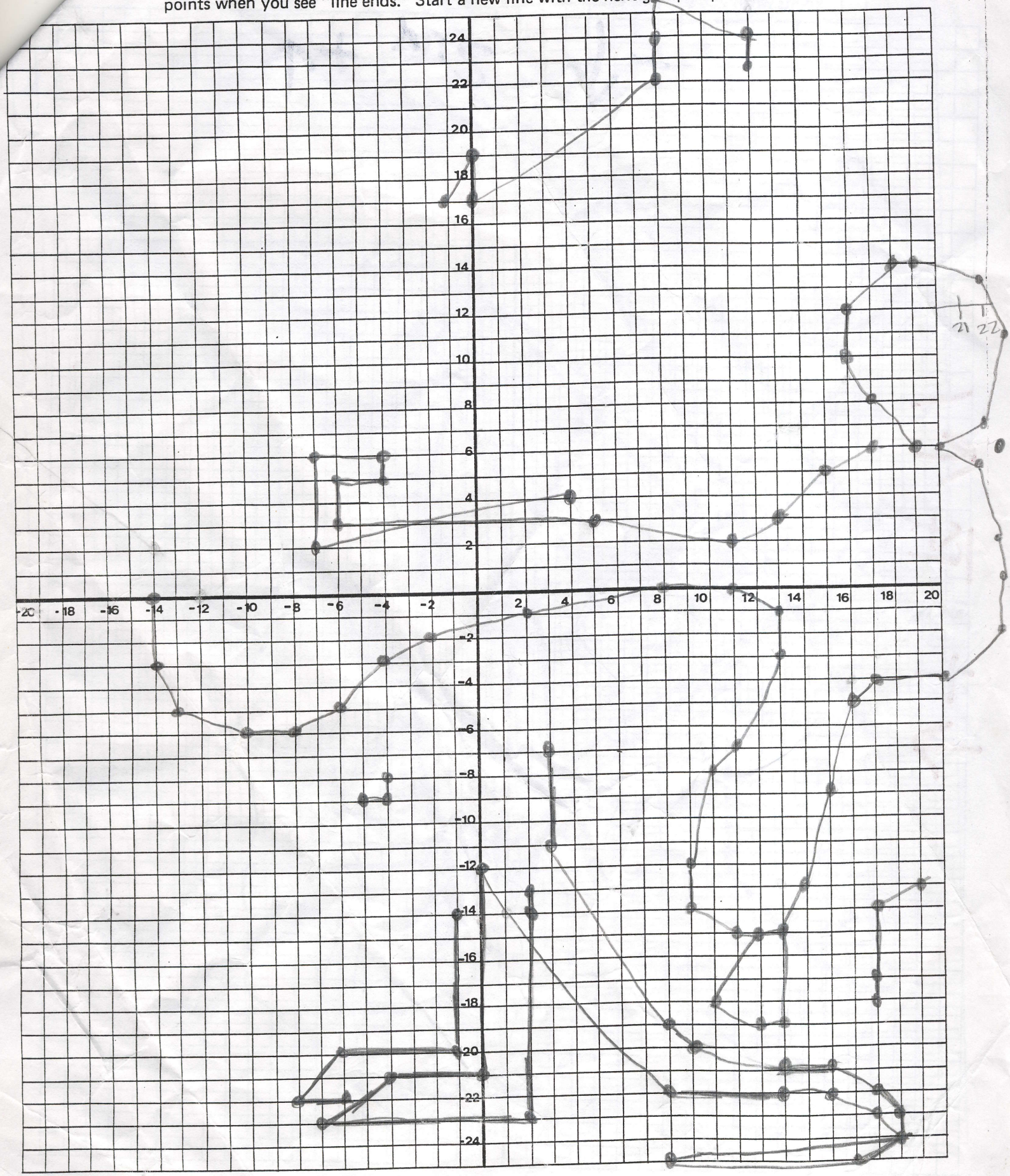
3. How will you be able to use the knowledge, skills, or experience you gained by completing this activity in the future?

It will increase my ability to do math in the future. It could also help in a job doing graphic design, computers, and construction.

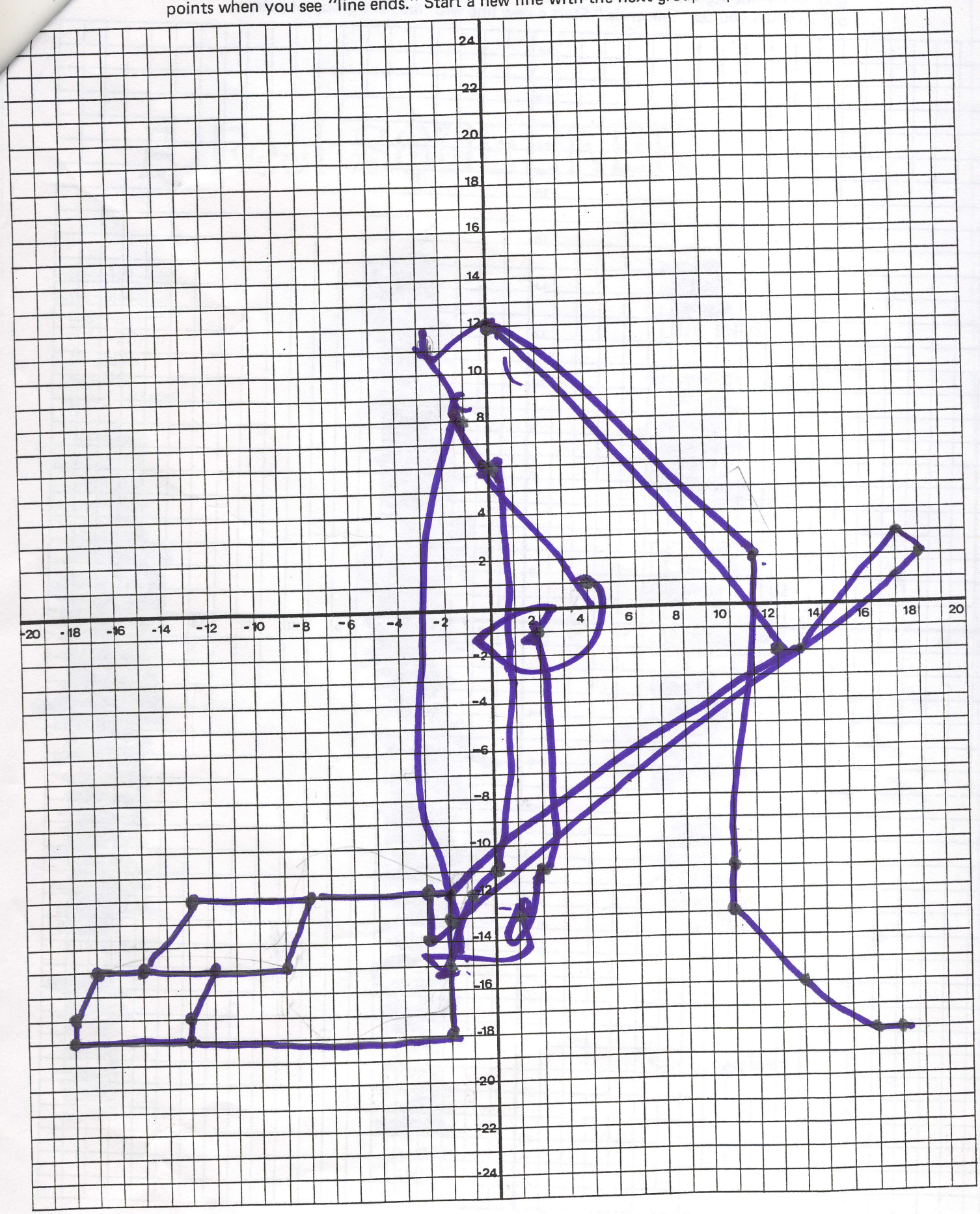
Student Signature: Kenny Meyer	Date: 10-26-05
Advisor Signature: Chad Thiry	Date: 10-26

Kenny

General directions for **Picture Graphing** puzzles: Plot each ordered pair on this grid. Draw line segments to connect the points in the order listed. Stop connecting points when you see "line ends." Start a new line with the next group of points.



General directions for **Picture Graphing** puzzles: Plot each ordered pair on this grid. Draw line segments to connect the points in the order listed. Stop connecting points when you see "line ends." Start a new line with the next group of points.



A Real SQUEEKER

(0, -12)
(0, -21)
(-5, -21)
(-7, -23)
(2, -23)
(2, -13)
LINE ENDS

(-1, -14)
(-1, -20)
(-6, -20)
(-8, -22)
(-6, -22)
LINE ENDS

(2, -14)
(9, -21)
(13, -22)
(15, -22)
(17, -23)
(16, -24)
(8, -25)
(16, -25)
(18, -24)
(18, -23)
(17, -22)
(15, -21)
(13, -21)
(9, -20)
(8, -19)
(3, -11)
(3, -7)
LINE ENDS

(2, 4)
(2, -7)
(6, -7)
(6, -4)
(5, -4)
(5, -6)
(3, -6)

(3, 5)
(2, 11)
(3, 13)
(5, 15)
(6, 17)
(6, 19)
(8, 17)
(10, 16)
(12, 16)
(14, 18)
(14, 19)
(13, 22)
(11, 23)
(7, 22)
(6, 20)
(5, 22)
(2, 23)
(1, 23)
(-2, 22)
(-4, 20)
(-5, 17)
(-5, 16)
(-9, 15)
(-13, 14)
(-15, 13)
(-15, 11)
(-14, 9)
(-12, 9)
(-8, 10)
(-7, 11)
(-3, 13)
(-1, 13)
(0, 11)
(0, 8)
(-1, 2)
(-2, -2)
(-3, -4)
(-5, -6)
(-6, -8)
(-6, -10)
(-5, -13)
(-3, -14)
(0, -14)
LINE ENDS

(-5, -9)
(-4, -9)
(-4, -8)
LINE ENDS

★
(-15, 13)
(-15, 11)
(-18, 10)
(-19, 12)
(-19, 13)
(-15, 13)
LINE ENDS

★
(-3, 19)
(-4, 17)
(-3, 17)
(-3, 19)
LINE ENDS

★
(0, 19)
(-1, 17)
(0, 17)
(0, 19)
LINE ENDS

(5, 22)
(6, 24)
(9, 25)
(12, 24)
(12, 22.5)
LINE ENDS

★Shade this area.

It Works for Peanuts

(-5, 3)
(-5, 2)
(-3, -2)
LINE ENDS

(-4, 0)
(-5, -4)
(-5, -8)
(-4, -13)
(-4, -22)
(-2, -23)
(0, -22)
(0, -12)
(1, -10)
(2, -12)
(2, -22)
(4, -23)
(6, -22)
(6, -13)
(7, -8)
(7, -4)
(6, 0)
LINE ENDS

(7, -10)
(8, -12)
(8, -18)
(9, -19)
(11, -18)
(11, -9)
(12, -7)
LINE ENDS

(6.5, -10)
(8, -10)
(10, -9)
(12, -7)
(13, -4)
(13, 2)
(12, 5)
(9, 7)
LINE ENDS

(6, 7)
(7, 6)
(9, 5)
(9, 7)
(10, 10)
(11, 12)
(13, 14)
(13, 16)
(11, 17)
(7, 17)
(3, 15)
LINE ENDS

(4, 13)
(3, 15)
(1, 17)
(-2, 17)
(-3, 16)
(-4, 14)
(-5, 15)
LINE ENDS

(-1, 9)
(-2, 8)
(-3, 8)
(-4, 10)
(-5, 15)
(-6, 19)
(-8, 22)
(-10, 22)
(-11, 21)
(-10, 20)
(-9, 20)
(-8, 18)
(-8, 10)
(-7, 6)
(-6, 4)
(-5, 3)
(-2, 2)
(-1, 2)
(1, 3)
(2, 4)
LINE ENDS

★
(1, 3)
(0, 1)
(-2, 0)
(-1, 2)
LINE ENDS

(-2, 0)
(-3, 0)
(-1, -2)
LINE ENDS

(-8, 16)
(-12, 16)
(-13, 15)
(-12, 12)
(-10, 10)
(-9, 8)
(-8, 3)
(-6.5; 4.5)
LINE ENDS

★
(-2, 11)
(-2, 10)
(-3, 10)
(-2, 11)
LINE ENDS

★
(1, 11)
(1, 10)
(2, 10)
(1, 11)
LINE ENDS

★Shade these areas.