Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 8* / Grade 8 (Math Regional Curriculum)

Wednesday, October 31, 2012, 1:40PM

Standard/Module: Proficiency with Equations: 8.EE.3 (Week 5, 5 Weeks)

Stage 1: Desired Results

Standards Focus

- Major (70%) 8.EE.2
  8.EE.4
  8.EE.1

Grade 8 Map

Standards

NYS: CCLS:Mathematics, NYS: 8th Grade , Expressions & Equations
8.EE Work with radicals and integer exponents.

- 3. Use numbers expressed in the form of a single digit times a whole-number power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.

Enduring Understandings	Essential Questions
1. Compare very large or very small quantities using expression in powers of 10.	1. How would you use expressions in powers of 10 in real-life situations (population, national debt, science)? 2. When do you use positive exponents? Negative exponents?

Critical Content

Integer power of 10

Skills	Vocabulary
1. Multiply and divide by powers of 10. 2. Use large and small real-life numbers (e.g. national debt). 3. Estimate very large or very small quantities. 4. Express small and large quantities in the form of a product of a single digit and a power of 10. 5. Compare numbers expressed as a product of a single digit and a power of ten by a scale factor (2 times, 3 times).	Tier 2: compare, estimate, quantities Tier 3: integer, power of 10

Stage 2: Assessment Evidence

Assessments

Scientific Notation
Formative: Test: Written

Students go between scientific notation and expanded notation and justify their answers. Students justify whether the result is very large or very small and why they claim that statement.

Stage 3: Learning Plan

Learning Activities	Resources
Have students find real-world examples of where scientific notation is used (science periodicals, journals, magazines, etc.). Experiment with moving the decimal point in an expanded notation given a scientific notation representation and talking about whether the resulting value is very large or very small and justifying whether the answer is reasonable.	www.illuminations.nctm.org www.illustrativemathematics.org

Differentiation Opportunities

Provide graphic organizers to help students rationalize whether a decimal value is very large or very small.

<< Previous Year

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