

Monday 11/27/2023	Tuesday 11/28/2023	Wednesday 11/29/2023	Thursday 11/30/2023	Friday 12/01/2023
<p><b>7th Grade</b></p> <p><b>2.3 - The Percent Proportion</b></p> <p><b>Learning Target</b> <i>Students will be able to solve problems involving percentages by using the percent proportion.</i></p> <p><b>Standards</b> <b>7.RP.3</b> Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</p> <p><b>Instruction</b> <b>Warm Up: #49</b> <b>Vocab: percent proportion</b> - work through real-world examples using the Problem Solver WS - Percent Proportion Bingo Game (found in Ch. 2 folder)</p> <p><b>Assessment</b> <i>None</i></p>	<p><b>7th Grade</b></p> <p><b>2.4 - The Percent Equation</b></p> <p><b>Learning Target</b> <i>Students will be able to solve problems involving percentages using the percent equation.</i></p> <p><b>Standards</b> <b>7.EE.3</b> Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</p>	<p><b>7th Grade</b></p> <p><b>MAP Testing</b></p> <p><b>Instruction</b> <b>Warm Up: NWEA Goal Sheet</b> <b>Vocab: None</b> - take the winter check MAP testing - Level 3 cut score for 7th grade is 230 - chart the students progress from Fall to Winter</p> <p><b>Assessment</b> <i>Finish 2.4 Extra Practice</i></p>	<p><b>7th Grade</b></p> <p><b>MAP Testing</b></p> <p><b>Instruction</b> <b>Warm Up: None</b> <b>Vocab: None</b> - finish the winter check MAP testing - Level 3 cut score for 7th grade is 230 - chart the students progress from Fall to Winter</p> <p><b>Assessment</b> <i>None</i></p>	<p><b>No School Day</b></p> <p><b>No School Day</b></p>
<p><b>8th Grade</b></p> <p><b>MAP Testing</b></p> <p><b>Instruction</b> <b>Warm Up: NWEA Goal Sheet</b> <b>Vocab: None</b></p>		<p><b>8th Grade</b></p> <p><b>3.7 - Solving Systems by Graphing</b></p> <p><b>Learning Target</b> <i>Using graphs, students will be understand when a pair of linear equations will produce one solution, no solutions, or infinitely many solutions.</i></p> <p><b>Standards</b> <b>8.EE.8a</b> Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.</p>	<p><b>8th Grade</b></p> <p><b>3.7 - Solving Systems by Graphing</b></p> <p><b>Learning Target</b> <i>Students will be able to write and solve a system of equations for a real-world scenario.</i></p> <p><b>Standards</b> <b>8.EE.8</b> Analyze and solve pairs of simultaneous linear equations. <b>8.EE.8b</b> Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, <math>3x + 2y = 5</math> and <math>3x + 2y = 6</math> have no solution because <math>3x + 2y</math> cannot simultaneously be 5 and 6.</p>	

- take the winter check MAP testing
- Level 3 cut score for 8th grade is 237
- chart the students progress from Fall to Winter
- students also need to finish the 3.7 Inquiry Lab from last Wednesday

#### Assessment

*Finish 3.7 Inquiry Lab*

**7.RP.2** Recognize and represent proportional relationships between quantities.

**7.RP.3** Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

#### Instruction

**Warm Up: #50**

**Vocab: percent equation ( $a = pw$ )**

- Think, Pair, Share: Vocab Start Up (p. 129)
- show how the percent equation is like the percent proportion (solving for the part and solving for  $x$ )
- walk through examples 1 - 4 (p. 130 - 132)
- have students do Guided Practice with partner
- start on Extra Practice p. 135

#### Assessment

*Extra Practice (ALL - due Thursday)*

8th Grade

**MAP Testing**

#### Instruction

**Warm Up: None**

**Vocab: None**

**8.EE.8** Analyze and solve pairs of simultaneous linear equations.

#### Instruction

**Warm Up: #51**

**Vocab: system of equations**

Use Desmos Lesson to teach:

1. When given a line, students will type an ordered pair that would be on the line.
2. When given an expression, students can find an ordered pair that would be a solution to the expression.
3. When given a graph of two linear expressions, students can find the solution point.
4. Students will given two linear expressions and asked to graph them to find the solution point.
5. Students will be given expressions in standard form and will be asked to convert them to slope-intercept form before graphing and find the solution point.
6. Students will then be given pairs of linear expressions and discover/ discuss what happens where there is no solution or infinitely many solutions to a system (*same slope*,

**8.EE.8a** Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.

#### Instruction

**Warm Up: #52**

**Vocab: System of Equations**

**- discuss Practice Problems 1 - 3 from yesterday**

- First, we will talk through a real-world scenario (Gregory's Motorsports example: slides 17 - 19). We will create a system for the example, use the system to graph, find the solution point, and then explain what that point means about the given scenario.
- They Do: Students will then Think, Pair, Share and complete Practice Problem #4: Scrapbooking. I will call students up one at a time to discuss how they solved the problem.
- After we have discussed Practice Problem #4, students will then have the remaining time to work on the 3.7 Extra Practice (p. 241 - 242). Students will be ask to complete problems #15 - 22

<p>- finish winter check MAP testing - Level 3 cut score for 8th grade is 237</p> <p><b>Assessment</b> <i>None</i></p>	<p><i>matching expressions, etc.)</i></p> <p><b>Assessment</b> <i>Practice Problems 1 - 3</i></p> <p><b>Closure</b> Have students try/attempt Practice Problems 1 - 6</p> <p>Demos Lesson Link: <a href="http://teacher.desmos.com/activitybuilder/custom/6383e2776547514389ae7b7c">http://teacher.desmos.com/activitybuilder/custom/6383e2776547514389ae7b7c</a> Dan Meyer's 3 Act Math: <a href="http://threeacts.mrmeyer.com/ditchdiggers/">http://threeacts.mrmeyer.com/ditchdiggers/</a></p>	<p>with the Spiral Review being offered as extra credit. - I will also offer another extra credit opportunity in having the students complete the Quizizz that has students practice converting equations into slope-intercept form. Students must hand in their work to receive credit.</p> <p><b>Assessment</b> <i>Extra Practice (p. 241 - 242: 15 - 22; Spiral Review as extra credit) Quizizz as Extra Credit (converting linear equations into slope-intercept form)</i></p> <p>Desmos Lesson Link: <a href="http://teacher.desmos.com/activitybuilder/custom/6383e2776547514389ae7b7c">http://teacher.desmos.com/activitybuilder/custom/6383e2776547514389ae7b7c</a></p>
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