

AGI	Regal Collier	Week of 3-6-17 (Q3, W6)
Date:	Classwork:	Homework:
<p>Tuesday 3-7</p> <p>Block</p> <p style="text-align: center;">↓</p> <p>Required ALGEBRAIC Formula steps:</p> <ol style="list-style-type: none"> 1. Formula 2. Givens 3. Substitution 4. Answer with units 	<p>Focus Questions: (Learning Intentions)</p> <p>→ How can you tell from the squares of its side lengths whether a triangle is right, acute or obtuse?</p> <p>→ How can you use puzzle pieces to verify a geometric proof of the Pythagorean Theorem?</p> <p>Formative Assessment Tasks</p> <p>Looking for Pythagoras (LFP) Investigations 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check & correct LFP ACE 2 Pages 29-30 #1-46 & Pages 33-34 #65-68 <p>Looking for Pythagoras (LFP) Problems 3.1 & 3.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> LFP Problem 3.1, Pages 38-40 A & B <input type="checkbox"/> LFP Problem 3.2 Pages 41-43 A-D <input type="checkbox"/> Instead of the paper puzzle proof, you will use foam puzzle frames and pieces. <input type="checkbox"/> Draw and labeled your assembled puzzles. <input type="checkbox"/> Summarize C & D with your partner then share in a group of 4. <p>ACE 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> #29 Review areas of circles <input type="checkbox"/> #31--How do you find the areas of regular polygons? 	<p>Required assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete any work from today you did not finish in class. (Due Thursday) <input type="checkbox"/> LFP ACE 3 starts on page 49. Do # 1-6, #17, 27, 29-31. (Due Thursday) <input type="checkbox"/> TWMM Investigation 4 & 5 Test Corrections--See directions on back of score report. (Due Friday)
<p>Wednesday 3-8</p> <p>Both math and science</p>	<p>Focus Question: (Learning Intention)</p> <p>→ What are the procedures for working with numbers expressed in radical form?</p> <p>Formative Assessment Tasks</p> <p>Radicals Practice Packet--</p> <ol style="list-style-type: none"> 1. Read the directions and follow the examples at the top of each page. 2. Complete all problems. 3. Show all work. 4. NO CALCULATORS allowed. 5. Express your answers in simplified radical form. 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete any work not completed in class. (Due Friday) <input type="checkbox"/> Looking for Pythagoras TEST is Tuesday 3-21.
<p>Thursday 3-9</p> <p>Both math and science</p>	<p>Focus Question: (Learning Intention)</p> <p>→ How can you find the distance between any two points on a plane?</p> <p>Formative Assessment Tasks</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check & correct ACE 3 # 1-6, #17, 27, 29-31 <p>Looking for Pythagoras (LFP) Problem 3.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> LFP Problem 3.3, Pages 44-45 A-E 	<p>Required assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Finish any work not completed in class (Due Friday) <input type="checkbox"/> LFP ACE 3 #7-13, #25-26 & p.56 #32-39 (Due Monday) <p>Make drawings for all problems involving Pythagorean Theorem in context, such as ACE #25 & 26.</p>

Online Textbook Link: <http://mymathuniverse.com/cmp3>

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Friday 3-10	<p>Focus Question: (Learning Intention) → How can you use the Pythagorean Theorem to find the area of a circle with its center at (0,0) in the coordinate plane?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collect TWMM Inv. 4 & 5 Test Corrections <input type="checkbox"/> Check & correct Radicals Packet <p><u>Looking for Pythagoras (LFP) Investigation 3</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete any work assigned this week that you have not yet completed. <input type="checkbox"/> ACE 3 #28--Use CER with algebraic steps & geometric representations used for your evidence. 	<p>Required assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Finish any work not completed in class. (Due Monday) <p>Math/science schedule for next week: Monday & Tuesday-- -Both math and science -HS counselor in math on Tues. Wednesday/Thursday -BLOCKS Friday -Both math & science</p>
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Learning Success Criteria:

- Students have developed two strategies for finding the distance between two points on a grid using the areas of squares AND the Pythagorean Theorem.
- Students can simplify and perform operations with numbers expressed in radical form.
- Students can describe how to use on the side lengths to determine whether or not a triangle is a right triangle.
- Students can explain a geometric proof of the Pythagorean Theorem using squares of the side lengths of a right triangle.
- Students can explain geometric proofs of the Pythagorean Theorem using hexagons, triangles and circles formed on the a, b and c in right triangles.
- Students can use the Pythagorean Theorem to find unknown side lengths in right triangles.

Standards

8.G.B.6 Explain a proof of the Pythagorean Theorem and its converse.

8.G.B.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two dimensions.

8.G.B.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Standards for Mathematical Practice

- Make sense of problems and persevere in solving them.**
- Model with mathematics.**
- Use appropriate tools strategically.**
- Look for and express regularity in repeated reasoning.**

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Mrs. RC's Website: <http://www.pinckneymich.com/>

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