

Pathfinder Algebra 8th

Regal Coller

Week of 2-20-17 (Q3, W4)

Date:	Classwork:	Homework:
<p>Monday/ Tuesday 2-20/2-21</p> <p>Block</p>	<p>Focus Questions: (Learning Intentions) → Which strategies are effective for finding the areas of irregular figures on grids or dot paper?</p> <p>Formative Assessment Tasks <u>Geometry Through Flatland</u> In LFP Investigation 1, the City of Euclid was named after a famous geometer. In Euclidean geometry, the terms <i>point</i>, <i>line</i> and <i>plane</i> are considered undefined. Think about this as you view the movie.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Take brief notes during the movie. <input type="checkbox"/> Complete the <i>Geometry Through Flatland</i> packet. Include illustrations and explanations where appropriate. <p><u>Looking for Pythagoras (LFP) Problem 1.3</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> LFP Problem 1.3 Page 13 A-C with worksheet 	<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 Wed/Thurs) <input type="checkbox"/> LFP ACE1 #1-14, #15-25, #26-34 (Due Wed/Thurs)
<p>Wednesday/ Thursday 2-22/2-23</p> <p>Block</p>	<p>Focus Questions: (Learning Intentions) → Why are some square areas not possible to represent on your dot grids? → What does \sqrt{x} mean and how does it relate to x^2? → How can you estimate square roots using perfect squares?</p> <p>Formative Assessment Tasks</p> <ul style="list-style-type: none"> <input type="checkbox"/> TWMM Inv. 4 & 5 Test Corrections: Connections to Success Criteria & Evidence of Test Preparation <p><u>Looking for Pythagoras (LFP)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Success Criteria Check--Problem 1.3 <input type="checkbox"/> Check & correct LFP ACE1 #1-14, #15-25, #26-34 <p><u>Looking for Pythagoras (LFP) Problems 2.1& 2.2</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> LFP Problem 2.1, Pages 22-23 A & B <input type="checkbox"/> LFP Problem 2.2, Pages 23-25 A-E 	<p>Required assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Finish any work not completed in class. (Due Fri) <p><u>LFP ACE 2 (Due Mon/Tues)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Pages 29-30 #1-37 <input type="checkbox"/> Pages 33-34 #65-68 <p>TWMM Investigation 4 & 5 Test Corrections--Directions on back of score report. (Due Mon/Tues)</p>
<p>Friday 2-24</p>	<p>Focus Question: (Learning Intention) → Where are you in relation to this week's Learning Success Criteria and formative assessment completion?</p> <p>Formative Assessment Tasks</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Flatland</i>--Design share via posters <input type="checkbox"/> Formative assessments--What do you still need to do? What help do you need? 	<p>Required assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Finish any work not completed in class. (Due Mon/Tues)

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

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Learning Success Criteria:

--Students are able to accurately describe the relationship between the area of a square and the length of one side using multiple representations: pictures with labels, math symbols and precise mathematical language.

--Students have developed new strategies for finding the distance between two points on a coordinate grid using the areas of squares.

--Students are efficient using perfect squares to estimate the square roots of non-perfect squares without calculators.

Standards

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

8.NS.A.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line and estimate the value of expressions.

8.EE.A.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number.

Standards for Mathematical Practice

Make sense of problems and persevere in solving them.

Use appropriate tools strategically.

Look for and express regularity in repeated reasoning.

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