

MATHEMATICS CURRICULUM

GRADE 6

2001

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| <p>1 The teacher will: Math</p> <p>1.1 Discuss methods of organizing data and identify sources of data.</p> <p>1.2 Ask students to think of a situation in which they might need to organize information in a logical way.</p> <p>1.3 Ask students to give examples of when they have seen averages.</p> <p>1.4 Use a spreadsheet to help students understand cells and columns.</p> <p>1.5 Demonstrate with an overhead projector the important features of a bar, line and circle graph.</p> <p>1.6 Sketch a horizontal bar and line graph.</p> <p>1.7 Ask students to share any advertisements that they thought were misleading.</p> | <p>1 The student will:</p> <p>1.1 Collect data about favorite colors and organize it in a frequency table and line plot.</p> <p>1.2 Make a table to solve a word problem.</p> <p>1.3 Find the mean, median and mode of the letters in student's names in their class.</p> <p>1.4 Make a sample spreadsheet in their journals and identify cells, rows and columns.</p> <p>1.5 Describe 2 situations that would best be displayed by a line, bar, and circle graph.</p> <p>1.6 Use the population of the 5 most populated states to construct a bar and line graph.</p> <p>1.7 Redraw a graph to correct any misleading impressions.</p> | <p>1. Required Project</p> <p>Conduct a Survey</p> <ul style="list-style-type: none"> - Choose a topic - Collect data - Find the mean, median and mode of the data - Display the data in 3 different graphs. - Students present their projects to the class. <p>Students must maintain an up to date notebook and complete assignments to be evaluated daily and/or weekly.</p> <p>The following options are available for all activities:</p> <ol style="list-style-type: none"> 1. Formal Assessment <ol style="list-style-type: none"> a. Teacher made tests b. Standardized tests c. Quizzes 2. Informal Assessment <ol style="list-style-type: none"> a. Cooperative group projects b. Portfolios c. Oral Presentations d. Student work e. Discussion f. Rubric evaluation g. Teacher observation |
| <p>2 The teacher will:</p> <p>2.1 Discuss common number patterns such as even and odd.</p> | <p>2 The student will:</p> <p>2.1 Write a rule to describe a pattern and find the next 3 terms in the pattern.</p> | <p>2. Required Project</p> <p>Building a Fort</p> <p>-Determine the size of the</p> |

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| <p>2.2 Ask the students for examples of patterns in their lives (traffic lights, wearing a winter coat, etc.)</p> <p>2.3 Discuss how different countries and cultures have rules different from the USA, such as driving on the left.</p> <p>2.4 Use a magic square to give examples of the use of variables and expressions to represent an unknown number.</p> <p>2.5 Make a table of words or phrases to describe operations.</p> <p>2.6 Demonstrate with a balance scale and algebra tiles how to solve addition and subtraction equations.</p> <p>2.7 Use algebra tiles and an overhead calculator to demonstrate how to solve multiplication and division equations.</p> <p>3 The teacher will:</p> <p>3.1 Demonstrate tenths and hundredths models and name the decimals represented.</p> <p>3.2 Use a place value chart to teach students how to read</p> | <p>2.2 Solve problems looking for a pattern.</p> <p>2.3 Enter a numerical expression in a scientific and basic calculator and compare their results.</p> <p>2.4 Complete a table by evaluating an expression for a given variable.</p> <p>2.5 Write down as many word phrases for variable expressions as they can and share them with the class.</p> <p>2.6 Trade equations with a partner to solve using algebra tiles and compare their results.</p> <p>2.7 Choose a property and write one example using addition and multiplication and have each student explain the property</p> <p>3 The student will:</p> <p>3.1 Draw tenth and hundredth models for decimals.</p> <p>3.2 With a partner, exchange decimal numbers and read</p> | <p>foundation in blocks. –Make a table and write a numerical expression for the number of blocks. –Use an equation to find the number of blocks in the foundation. –Make a visual presentation of the fort.</p> <p>Students must maintain an up to date notebook and complete assignments to be evaluated daily and/or weekly.</p> <p>The following options are available for all activities:</p> <ol style="list-style-type: none"> 1. Formal Assessment <ol style="list-style-type: none"> a. Teacher made tests b. Standardized tests c. Quizzes 2. Informal Assessment <ol style="list-style-type: none"> a. Cooperative group projects b. Portfolios c. Oral Presentations d. Student work e. Discussion f. Rubric evaluation g. Teacher observation <p>3. Required Project</p> <p>Name that Tune</p> <p>–Calculate the average price of CD’s in the area. –Round and estimate the cost of 8 CD’s. –Find the cost of shipping and handling per CD</p> |
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| and write whole numbers and decimals. | and write their names. | – Write a report showing whether you should join the CD club or not. |
| 3.3 Use a number line to review how to compare whole numbers and then relate it to decimals. | 3.3 Graph decimal numbers on a number line then compare and order them. | Students must maintain an up to date notebook and complete assignments to be evaluated daily and/or weekly. |
| 3.4 Ask students to think of times they tried to solve problems or obtain answers by making reasonable guesses. | 3.4 Solve problems using the guess and test method. | The following options are available for all activities: |
| 3.5 Demonstrate on the overhead using tenths and hundredths boxes how decimals can be added and subtracted. | 3.5 Write subtraction problems which require them to rename a decimal. | 1. Formal Assessment a. Teacher made tests b. Standardized tests c. Quizzes |
| 3.6 Discuss the differences between rounding whole numbers and decimals. | 3.6 Round a decimal and a partner will decide what place the student rounded to and if the answer is correct. | 2. Informal Assessment a. Cooperative group projects b. Portfolios c. Oral Presentations d. Student work e. Discussion f. Rubric evaluation g. Teacher observation |
| 3.7 Ask students why they line up the decimal points when adding and subtracting decimals. | 3.7 Do calculations with weights in decimal form. | |
| 3.8 Have students estimate the length of a meter, centimeter, and a millimeter using their hands. | 3.8 Use metric units to measure common linear objects. | |
| 3.9 Have students explain why differently sized packages may be labeled with the same measurements. | 3.9 Think of a 3 dimensional object and the partner will name the unit of measure of the object's mass and explain. | |
| 3.10 Demonstrate how to read analog clocks and to determine elapsed time using the clock. | 3.10 Construct a clock using a paper plate, prong fastener, and 2 strips of paper and then demonstrate elapsed time. | |

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| <p>4 The teacher will:</p> <p>4.1 Have students give examples when they estimated a product, then describe why they estimated instead of calculated the exact amount.</p> <p>4.2 Describe to the students the meaning of the terms exponent, base, and power.</p> <p>4.3 Relate finding the sum of two areas compared to finding the complete area, demonstrating the distributive property.</p> | <p>4 The student will:</p> <p>4.1 With a partner, estimate the quotient and product of decimals and compare the estimates.</p> <p>4.2 Simplify expressions containing exponents.</p> <p>4.3 Use the distributive property to rewrite the formula for the perimeter of a rectangle.</p> | <p>4. Required Project</p> <p>Plan a Celebration</p> <ul style="list-style-type: none">-Estimate the cost of the celebration.-List items and their actual costs.-Find actual cost of the event.-Determine how much each student has to raise.-Convince the class that your plan should be adopted. <p>Students must maintain an up to date notebook and</p> |
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| <p>4.4 Model multiplying decimals using tenths and hundredths squares.</p> <p>4.5 Demonstrate how to multiply decimals by a whole number and multiplying decimals.</p> <p>4.6 Model division of decimals using tenths and hundredths squares.</p> <p>4.7 Use a pattern to develop how to divide a decimal by a whole number.</p> <p>4.8 Relate how dividing by a decimal is different than dividing by a whole number.</p> <p>4.9 Present a very long word problem to the students and they will decide what information is necessary.</p> <p>4.10 Formulate a chart with the students to correctly change from one metric measure to another.</p> | <p>4.4 Construct models to demonstrate the multiplication of decimals.</p> <p>4.5 Find the product of decimals and exchange with a partner to check answers.</p> <p>4.6 Write a division problem from a model and find the solution.</p> <p>4.7 Describe a method for finding the thickness of a page in a book.</p> <p>4.8 Write steps describing the process of dividing a decimal by a decimal.</p> <p>4.9 Determine if too much or too little information is given in a problem and then solve it, if possible..</p> <p>4.10 Use the chart to find the conversions of metric units.</p> | <p>complete assignments to be evaluated daily and/or weekly.</p> <p>The following options are available for all activities:</p> <ol style="list-style-type: none"> 1. Formal Assessment <ol style="list-style-type: none"> a. Teacher made tests b. Standardized tests c. Quizzes 2. Informal Assessment <ol style="list-style-type: none"> a. Cooperative group projects b. Portfolios c. Oral Presentations d. Student work e. Discussion f. Rubric evaluation g. Teacher observation |
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| <p>5 The teacher will:</p> <p>5.1 Draw models for point, line, plane, segment, and ray and ask students to give the geometric names for each.</p> <p>5.2 Draw 3 angles on the board, and have students give as many names as possible for the angles.</p> <p>5.3 Discuss various pairs of angles.</p> <p>5.4 Present a variety of triangular models and ask students to identify them by their angles or sides.</p> <p>5.5 Have students graph various road signs that they have seen and describe their shapes.</p> | <p>5 The student will:</p> <p>5.1 Sketch the shapes of dwellings such as tents, teepees, hogans, and A-frame houses and identify points, lines, and planes.</p> <p>5.2 Use a protractor to measure angles and name them.</p> <p>5.3 Name all the pairs of angles created by parallel lines and a transversal.</p> <p>5.4 Draw the 6 types of triangles on dot paper and name their properties.</p> <p>5.5 Construct various polygons on dot paper and have their partner name and describe them.</p> | <p>5. Required Project</p> <p>Puzzling Pictures</p> <p>-List the geometric shapes in a tangram. -Using 8-12 of the shapes, make a rectangular puzzle. -Paste a page from a magazine to one side of the puzzle and cut it out. -Exchange with a classmate to put together as quickly as possible.</p> <p>Students must maintain an up to date notebook and complete assignments to be evaluated daily and/or weekly.</p> <p>The following options are available for all activities:</p> <ol style="list-style-type: none"> 1. Formal Assessment <ol style="list-style-type: none"> a. Teacher made tests b. Standardized tests c. Quizzes |
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| <p>5.6 Compare the characteristics of various quadrilaterals and see how many the students can name.</p> | <p>5.6 Have students make index cards with the names of special quadrilaterals on one side and their diagrams on the other.</p> | <p>2. Informal Assessment a. Cooperative group projects b. Portfolios c. Oral Presentations d. Student work e. Discussion f. Rubric evaluation g. Teacher observation</p> |
| <p>5.7 Demonstrate a Venn diagram as a strategy to solve a word problem by logical reasoning.</p> | <p>5.7 Construct Venn diagrams to solve logical reasoning problems.</p> | |
| <p>5.8 Ask students to find 2 items in the class that are identical and how they could verify their opinion.</p> | <p>5.8 Form a pair of congruent triangles on a geoboard and a partner will change one so that they both are similar.</p> | |
| <p>5.9 Ask students if the human face is symmetrical and if so, where is the line of symmetry.</p> | <p>5.9 Decide which letters of the alphabet have a line of symmetry.</p> | |
| <p>5.10 Use a diagram to identify various parts of a circle.</p> | <p>5.10 Use a compass to construct a circle and a straightedge to construct the parts.</p> | |
| <p>5.11 Use the program "Tesselmania" to demonstrate types of transformations.</p> | <p>5.11 In a group of 3, choose one term, defining the term in their own word and creating a drawing to illustrate the word.</p> | |

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| <p>6 The teacher will:</p> <p>6.1 Ask students to name the units of measure they would use to describe the area of a book cover, classroom or football field.</p> <p>6.2 Review the meanings of perimeter and area and show students how to find the perimeter and area of a square on cm grid paper.</p> <p>6.3 Demonstrate the relationship between the areas of rectangles to parallelograms and triangles.</p> <p>6.4 Have students measure various circular objects and their diameters and find the relationship between the circumference and diameter.</p> <p>6.5 Divide a circle into 8 congruent wedges and relate the area to the area of a parallelogram to develop the formula for area of a circle.</p> <p>6.6 Have students name examples of 3 dimensional figures they have seen and discuss their properties.</p> | <p>6 The student will:</p> <p>6.1 Draw figures on grid paper and exchange with a partner and estimate the areas.</p> <p>6.2 Use a geoboard to find different rectangles with different dimensions and the same area.</p> <p>6.3 Use a tangram to find the areas of different combinations of the shapes.</p> <p>6.4 Find the distance traveled on a bicycle using the circumference of the tire.</p> <p>6.5 Work with a partner to write a description of the difference between the circumference and area of a circle.</p> <p>6.6 Make their own drawings of 3 dimensional figures and post them in the classroom.</p> | <p>6. Required Project</p> <p>Design a Home Page on the Web</p> <p>-Diagram 2 Web Pages -Calculate the measurements of the areas for text and graphics. -Sketch your own Web Page. -Exchange Home Pages with other students.</p> <p>Students must maintain an up to date notebook and complete assignments to be evaluated daily and/or weekly.</p> <p>The following options are available for all activities:</p> <ol style="list-style-type: none"> 1. Formal Assessment <ol style="list-style-type: none"> a. Teacher made tests b. Standardized tests c. Quizzes 2. Informal Assessment <ol style="list-style-type: none"> a. Cooperative group projects b. Portfolios c. Oral Presentations d. Student work e. Discussion f. Rubric evaluation g. Teacher observation |

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| <p>6.7 Demonstrate how to find the areas of various sides of a box and develop the formula for surface area.</p> <p>6.8 Find the number of cubes that fit inside an empty box.</p> <p>6.9 Discuss with students that words are sometimes not enough to help visualize a problem.</p> | <p>6.7 Work with a partner and find the surface areas of various sized rectangular prism boxes.</p> <p>6.8 Find missing measurements for the volumes of rectangular prisms.</p> <p>6.9 Write a volume problem in which they use a model to find the solution.</p> | |
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| <p>7 The teacher will:</p> <p>7.1 Make a chart with students for divisibility with 2,3,5,9 and 10.</p> <p>7.2 Demonstrate with a prime and composite number of squares to discover how many different rectangles are formed.</p> <p>7.3 List factors of 2 numbers and find the largest factor they have in common.</p> <p>7.4 Use students to demonstrate the numerators and denominators of fractions and their meanings.</p> <p>7.5 Show equal fraction models on the overhead to demonstrate equivalent fractions.</p> <p>7.6 Use circle fraction models to demonstrate the meaning of mixed numbers and improper fractions.</p> <p>7.7 Demonstrate how to find the least common multiple using multiples of 2 or more numbers or prime factorization.</p> <p>7.8 Use a number line to compare and order fractions.</p> | <p>7 The student will:</p> <p>7.1 Write a 100 chart and use divisibility rules to identify numbers divisible by 2,3,5,9 and 10.</p> <p>7.2 Construct factor trees for various numbers and find the prime factorization for those numbers using exponents.</p> <p>7.3 Write in their journals various methods to find the greatest common factor.</p> <p>7.4 Construct their own fraction model kits.</p> <p>7.5 Use their fraction model kits to find equivalent fractions.</p> <p>7.6 Find the heights of several friends and record the heights in feet using mixed numbers.</p> <p>7.7 Write in their journals the comparison between methods to find the LCM and GCF.</p> <p>7.8 Order fractions from musical notes from greatest to least and show a pattern as to how their symbols change.</p> | <p>7. Required Project</p> <p>Home Court Advantage</p> <p>-Construct a table with foul-shooting records of basketball players. -Rank records in order as fractions. -Rank records in order as decimals. -Make a poster to present your table and rankings.</p> <p>Students must maintain an up to date notebook and complete assignments to be evaluated daily and/or weekly.</p> <p>The following options are available for all activities:</p> <ol style="list-style-type: none"> 1. Formal Assessment <ol style="list-style-type: none"> a. Teacher made tests b. Standardized tests c. Quizzes 2. Informal Assessment <ol style="list-style-type: none"> a. Cooperative group projects b. Portfolios c. Oral Presentations d. Student work e. Discussion f. Rubric evaluation g. Teacher observation |
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| <p>7.9 Relate fractions to money.</p> <p>7.10 Present the students with the solution to a problem and have them work backwards to find the original number.</p> | <p>7.9 Use decimal models and fractions models to show the decimal equivalents of two fractions.</p> <p>7.10 Work in groups to write a word problem that they can solve working backwards. Groups will trade and solve problems.</p> | |
| <p>8 The teacher will:</p> <p>8.1 Use a number line to estimate sums and differences of fractions.</p> | <p>8 The student will:</p> <p>8.1 With a partner, measure the hand span of each student and estimate their sum and difference</p> | <p>8. Required Project</p> <p>Seeing is Believing</p> |

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| <p>8.2 Demonstrate with fraction circles and fraction bars adding and subtracting with like denominators.</p> | <p>8.2 Use addition and subtraction equations to find solutions with fractions.</p> | <p>-Make a list of items used to demonstrate fractions. -Create a demonstration showing the addition of these fractions. -Make a summary table comparing calculated and measured sums -Present your proofs to your classmates.</p> |
| <p>8.3 Using equivalent fractions, demonstrate how to add and subtract fractions with unlike denominators.</p> | <p>8.3 Describe in their journals the steps to add and subtract fractions with unlike denominators.</p> | <p>Students must maintain an up to date notebook and complete assignments to be evaluated daily and/or weekly.</p> |
| <p>8.4 Demonstrate how to add mixed numbers by renaming.</p> | <p>8.4 Add mixed numbers with or without renaming.</p> | <p>The following options are available for all activities: 1. Formal Assessment a. Teacher made tests b. Standardized tests c. Quizzes</p> |
| <p>8.5 Use equations to demonstrate subtracting mixed numbers.</p> | <p>8.5 Write in their journals various methods to subtract mixed numbers.</p> | <p>2. Informal Assessment a. Cooperative group projects b. Portfolios c. Oral Presentations d. Student work e. Discussion f. Rubric evaluation g. Teacher observation</p> |
| <p>8.6 Discuss how drawing a diagram helps students see a problem and its solution more clearly.</p> | <p>8.6 Explain how to and when to draw a diagram to solve a problem.</p> | |
| <p>8.7 Demonstrate how modeling can show multiplication of fractions.</p> | <p>8.7 Work in pairs and model products of 2 fractions and multiply the fractions to check their work.</p> | |
| <p>8.8 Use areas of rectangles to model multiplying mixed numbers.</p> | <p>8.8 Find the areas of rectangles whose sides are mixed numbers.</p> | |
| <p>8.9 Demonstrate the process of dividing fractions and mixed numbers.</p> | <p>8.9 Divide fractions and mixed numbers and check their work.</p> | |
| <p>8.10 Present students with a chart of customary conversions and discuss when to multiply or divide units.</p> | <p>8.10 Describe a situation from daily life in which you need to change from one unit of measure to another.</p> | |

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| <p>9 The teacher will:</p> <p>9.1 Explain to the students that a fraction expresses the ratio of parts to a whole.</p> <p>9.2 Discuss monetary rates for currency exchange between the United States and other countries.</p> <p>9.3 Introduce cross products to solve proportions.</p> | <p>9 The student will:</p> <p>9.1 Write ratios for various objects in the classroom and explain the relationship.</p> <p>9.2 Write how a unit rate helps to compare prices in a grocery store, and give examples.</p> <p>9.3 Use a proportion to enlarge a drawing to 2 and 3 times its</p> | <p>9. Required Project</p> <p>Planet of the Stars</p> <p>-Pick 2 planets and find the ratio of the 2 planets' diameters to the real diameter of Pluto -Construct a 2 dimensional drawing of the 2 planets. -Scale distances from the sun to your 2 planets. -Present your scale model and all of your calculations</p> |
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| <p>9.4 Explain to students that they can solve problems by first solving a simpler problem and use a sample problem to demonstrate.</p> <p>9.5 Use a photocopier or overhead projector to enlarge an original drawing and discuss how that changes the size of an image.</p> <p>9.6 Use hundredth grids to demonstrate percents visually.</p> <p>9.7 Use an overhead calculator to convert fractions to decimals and then percents.</p> <p>9.8 Explain to students that you often estimate percents when you shop or leave a tip in a restaurant.</p> <p>9.9 Use equations to demonstrate how to solve percent problems.</p> <p>9.10 Use a percent ring to display data using a circle graph.</p> | <p>original size.</p> <p>9.4 Summarize different strategies to solve a simpler problem.</p> <p>9.5 Enlarge cartoons using the scale drawing method.</p> <p>9.6 Draw their own designs using at least 3 patterns. Decide how many squares they should begin with.</p> <p>9.7 Complete tables to convert fractions to decimals to percents.</p> <p>9.8 Estimate sales tax and final cost of items for various states.</p> <p>9.9 Write equations to find percents of numbers.</p> <p>9.10 Sketch estimated circle graphs.</p> | <p>to your class.</p> <p>Students must maintain an up to date notebook and complete assignments to be evaluated daily and/or weekly.</p> <p>The following options are available for all activities:</p> <ol style="list-style-type: none"> 1. Formal Assessment <ol style="list-style-type: none"> a. Teacher made tests b. Standardized tests c. Quizzes 2. Informal Assessment <ol style="list-style-type: none"> a. Cooperative group projects b. Portfolios c. Oral Presentations d. Student work e. Discussion f. Rubric evaluation g. Teacher observation |
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| <p>10 The teacher will:</p> <p>10.1 Demonstrate positive and negative numbers on a number line and compare them.</p> <p>10.2 Use algebra tiles to model integers.</p> <p>10.3 Use a student's steps to model addition of integers on a floor number line.</p> <p>10.4 Using algebra tiles, assist the students in discovering the process of subtracting integers.</p> <p>10.5 Review various strategies that have been presented previously to solve word problems.</p> | <p>10 The student will:</p> <p>10.1 Graph integers and their opposites on a number line.</p> <p>10.2 Draw models of algebra tiles to represent integers.</p> <p>10.3 Complete a magic square involving addition of integers.</p> <p>10.4 In pairs, write 4 expressions subtracting negative integers and model the expressions with tiles.</p> <p>10.5 In their journals, write which problem solving strategies they have found most useful and give</p> | <p>10. Required Project</p> <p>The Time of Your Life</p> <p>-Plan a time line about 3 feet long to show a lifetime of 80 years. -Label with integers to show past, present and future. -Include major events in your life; past, present, and future. -Explain why you chose the events that you did.</p> <p>Students must maintain an up to date notebook and complete assignments to be evaluated daily and/or weekly.</p> |
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| <p>10.6 Draw input and output tables and place points on a coordinate graph to introduce functions.</p> <p>10.7 Name the parts of the coordinate plane and introduce how to graph points on the coordinate plane.</p> <p>10.8 Discuss profit and loss and relate them to various types of graphs.</p> <p>11 The teacher will:</p> <p>11.1 Ask the students if they have played any games that they thought were unfair and why.</p> <p>11.2 Discuss the terms: outcome, likely, favorable, certain and impossible.</p> <p>11.3 Show the students a tree diagram of all the possibilities if they roll a number cube twice.</p> <p>11.4 Use colored tiles in a bag to list some events that are independent and some that are not.</p> <p>11.5 Help students predict how many different ways they can arrange group members in a line.</p> <p>11.6 Discuss the terms: population, sample, random</p> | <p>examples to explain.</p> <p>10.6 Draw function graphs of input and output tables provided by the teacher.</p> <p>10.7 Identify and graph points on a coordinate plane.</p> <p>10.8 Use a spreadsheet to find a graph's weekly profit and loss and calculate the weekly balance.</p> <p>11 The student will:</p> <p>11.1 Be challenged to change unfair games into fair games.</p> <p>11.2 Calculate theoretical probability of an event.</p> <p>11.3 Construct tree diagrams for more than one event.</p> <p>11.4 Describe independent events and explain how to determine the probability of 2 independent events both happening.</p> <p>11.5 Determine the number of permutations in their first name and explain the method they used to find their solution.</p> <p>11.6 Find a newspaper article that includes a survey. Send</p> | <p>The following options are available for all activities:</p> <ol style="list-style-type: none"> 1. Formal Assessment <ol style="list-style-type: none"> a. Teacher made tests b. Standardized tests c. Quizzes 2. Informal Assessment <ol style="list-style-type: none"> a. Cooperative group projects b. Portfolios c. Oral Presentations d. Student work e. Discussion f. Rubric evaluation g. Teacher observation <p>11. Required Project</p> <p>Now Playing</p> <ul style="list-style-type: none"> -Choose a method to find the experimental probability for choosing 1 of 3 different movies. -Design a 3 dimensional object that would result in 3 equally likely outcomes. -Compare the experimental probabilities for each event. -Prepare a presentation that demonstrates your 3 outcome system. <p>Students must maintain an up to date notebook and complete assignments to be evaluated daily and/or weekly.</p> <p>The following options are available for all activities:</p> <ol style="list-style-type: none"> 1. Formal Assessment |
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| <p>sample, and biased to introduce making predictions from data.</p> | <p>a letter to the editor asking about the sample, population and survey methods.</p> | <ul style="list-style-type: none">a. Teacher made testsb. Standardized testsc. Quizzes <p>2. Informal Assessment</p> <ul style="list-style-type: none">a. Cooperative group projectsb. Portfoliosc. Oral Presentationsd. Student worke. Discussionf. Rubric evaluationg. Teacher observation |
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