

Unit Title	Objectives/ Content (students will...)	Time Guide	Materials/ Media	Activities	Evaluation/ Assessment
<p>Number Sense Data Measurement</p>	<p>Students will write and evaluate numerical and variable expressions. 8.D.3a Students will use a variety of strategies to predict, find, and check results. 6.B.3a Students will select computational procedures and solve practical problems using whole numbers. 6.C.3a Students will find and use lengths, perimeters, and areas in real-world situations. 7.A.3b and 7C.3b and 7.B.3 Students will measure and use metric and customary units of length, mass, and capacity. 7.A.3b and 7.A.3a Students will use tables, graphs, and averages to collect, organize, display, analyze, and communicate about data. 10.A.3a Students will discuss and test reasonableness of arguments based on data. 10.A.3c Students will compute and compare mean/median/mode range. 10.A.3b Students will create and solve problems using proportions and formulas. 8.D.3b Students will formulate questions, gather data, make conclusions, and communicate results. 10.B.3</p>	<p>24-26 Class Periods</p>	<p>Teacher Materials: Math Course 1 Textbook Daily Warm-Ups, Review ½ sheets Landscaping Project Information Statistics Project information Problem Solving Plan Notes</p> <p>Student Materials: Math Course I Textbook Individual Whiteboards Notes Rulers CM grid paper Graph Papers Markers for various graphs</p> <p>Biblical Integration</p> <p>God’s order and reliability is reflected in arithmetic.</p> <p>God is truth is reflected when we are accurate in measurement and in data.</p>	<p>Working with partners to use problem solving strategies and communicate to class about process.</p> <p>Collecting data, organizing and displaying data using appropriate graphs, analyzing data and communicating results (written and oral) to class.</p> <p>Using rulers and meter sticks to measure lengths, perimeters, areas using customary and metric measurement systems.</p> <p>Creating and presenting a landscaping proposal using knowledge of perimeter and area.</p> <p>Daily warm-ups and review.</p> <p>Daily textbook homework practice.</p>	<p>Observational Assessment (individual whiteboards)</p> <p>Daily warm-ups/ review ½ sheets</p> <p>Partner problem solving and communicating results to class</p> <p>Weekly quizzes</p> <p>Chapter tests that include writing section to explain math concepts and how they can be used in real-life.</p> <p>Statistics Project</p> <p>Landscaping Proposal</p> <p>Daily homework practice</p>

Unit Title	Objectives/ Content (students will...)	Time Guide	Materials/ Media	Activities	Evaluation/ Assessment
<p>Decimal Numbers</p>	<p>Students will name, write, order, and round decimals. 6.A.3</p> <p>Students will select and perform computational procedures (+,-,x,/) using decimal numbers. 6.B.3a</p> <p>Students will show evidence that results using decimal numbers are correct or that estimates with decimal numbers are reasonable. 6.C.3a</p> <p>Students will solve practical problems using decimal numbers. 6.C.3a</p>	<p>24-26 Class Periods</p>	<p>Teacher Materials: Math Course I textbook Daily Warm Ups, ½ Review sheets Index cards for decimals Vocabulary Word Bank</p> <p>Student Materials: Math Course I Textbook Individual Whiteboards Notes Rulers CM grid paper</p> <p>Place Value Charts Number Lines Base 10 Blocks</p> <p>Biblical Integration Decimal numbers reflect God’s attention to details and God’s reliability.</p> <p>Decimal numbers reflect how parts and wholes work together—just as we are parts of Christ’s church.</p>	<p>Working with partners to solve practical problems using decimal numbers and communicate to class about process.</p> <p>Daily warm-ups and review.</p> <p>Daily textbook homework practice.</p> <p>Working with decimals numbers using Base 10 Blocks, grid paper, place value charts, number lines.</p>	<p>Observational Assessment (individual whiteboards and Base 10 blocks)</p> <p>Daily warm-ups/ review ½ sheets</p> <p>Partner problem solving and communicating results to class</p> <p>Weekly quizzes</p> <p>Chapter tests that include writing section to explain math concepts and how they can be used in real-life.</p> <p>Daily homework practice</p>

Unit Title	Objectives/ Content (students will...)	Time Guide	Materials/ Media	Activities	Evaluation/ Assessment
Fractions	<p>Students will use divisibility rules to find common factors and common multiples. 6.B.3b</p> <p>Students will explore the relationships between fractions and decimals. 6.A.3</p> <p>Students will select and perform computational procedures (+,-,x,/) using fractions. 6.C.3a</p> <p>Students will show evidence that results using fractions are correct or that estimates with fractions are reasonable. 6.C.3b</p> <p>Students will solve practical problems using fractions. 6.C.3b</p> <p>Students will add or subtract measures of time. 7.A.3b</p>	34-36 Class Periods	<p>Teacher Materials:</p> <p>Math Course I textbook Daily Warm Ups, ½ Review sheets Notes Vocabulary Word Bank Fraction Strips</p> <p>Student Materials: Math Course I Textbook Individual Whiteboards Notes Rulers CM grid paper Fraction Strips Number Lines Hexagons Time Lines Hamburger Graphic Organizer (p. 310)</p> <p>Biblical Integration</p> <p>Whole and parts fitting together to reflect the Trinity.</p>	<p>Working with partners solve practical problems using fractions and communicate to class about process.</p> <p>Daily warm-ups and review.</p> <p>Daily textbook homework practice.</p> <p>Creating own fraction strips for denominators of 2,3,4,5,6,8,10.</p> <p>Adding/subtracting/multiplying/dividing with fractions using fraction strips, grid paper, algorithms</p>	<p>Observational Assessment (individual whiteboards and Fraction strips)</p> <p>Daily warm-ups/ review ½ sheets</p> <p>Partner problem solving and communicating results to class</p> <p>Weekly quizzes</p> <p>Chapter tests that include writing section to explain math concepts and how they can be used in real-life.</p> <p>Daily homework practice</p>

Unit Title	Objectives/ Content (students will...)	Time Guide	Materials/ Media	Activities	Evaluation/ Assessment
<p>Ratios, Proportions, Percents</p>	<p>Students will use ratios, rates, proportions, and percents to solve practical problems. 6.D.3</p> <p>Students will explore and use the relationships between fractions, decimals, and percents. 6.A.3</p> <p>Students will construct scale drawings using ratios. 7.C.3a</p> <p>Students will create and solve problems using ratios, proportions, and formulas. 8.D.3b</p>	<p>14-16 Class Periods</p>	<p>Teacher Materials: Math Course I textbook Daily Warm Ups, ½ Review sheets Fraction/Decimal/% Charts</p> <p>Student Materials: Math Course I Textbook Individual Whiteboards Notes Number Lines Fraction/Decimal/% Charts</p> <p>Biblical Integration</p> <p>One number can be named in different ways—God has many names (explore names/meanings).</p>	<p>Working with partners to solve practical problems using proportions and percents and communicate to class about process.</p> <p>Daily warm-ups and review.</p> <p>Daily textbook homework practice.</p> <p>Writing numbers in fraction, decimal, percent format.</p> <p>Using percents to solve discount, sales tax, interest problems.</p> <p>Creating scale model drawings using ratios.</p>	<p>Observational Assessment (individual whiteboards and F/D% Charts)</p> <p>Daily warm-ups/ review ½ sheets</p> <p>Partner problem solving and communicating results to class</p> <p>Weekly quizzes</p> <p>Chapter tests that include writing section to explain math concepts and how they can be used in real-life.</p> <p>Daily homework practice</p>

Unit Title	Objectives/ Content (students will...)	Time Guide	Materials/ Media	Activities	Evaluation/ Assessment
Geometry	<p>Students will construct, draw, classify, measure, describe and compare angles and geometric figures (2D and 3D). 9.A.3a and 7.A.3a</p> <p>Students will use concrete and graphic models and appropriate formulas to find surface area and volume for 2D and 3D figures. 7.C.3b</p> <p>Students will draw and compare transformation images of figures. 9.A.3b</p> <p>Students will analyze shapes using symmetry, similarity, congruence, scale, and angles. 9.B.3 and 9.A.3c</p> <p>Students will solve problems using geometric patterns and models. 9.C.3b</p> <p>Students will construct and communicate about geometric figures and patterns. 9.C.3a</p>	26-28 Class Periods	<p>Teacher Materials:</p> <p>Math Course I textbook Daily Warm Ups, ½ Review sheets Vocabulary Word Bank 2D and 3D models Area models</p> <p>Student Materials: Math Course I Textbook Individual Whiteboards Notes Rulers, protractors CM grid paper Marshmallows/toothpicks Straws/newspaper Triangles Cm cubes Tangrams</p> <p>Biblical Integration</p> <p>Patterns in nature were created by God.</p> <p>God’s creativity and reliability.</p>	<p>Working with partners to solve geometrical problems and communicate to class about process.</p> <p>Daily warm-ups and review.</p> <p>Daily textbook homework practice.</p> <p>Angle golfing using protractors and rulers.</p> <p>Investigating areas and deriving useful patterns with grid paper.</p> <p>Finding pi as a ratio comparing circumference and diameter.</p> <p>Creating and comparing 3D solids.</p> <p>Exploring surface area and volume using cm cubes.</p>	<p>Observational Assessment (individual whiteboards, drawings on grid paper, 3D solid creations)</p> <p>Daily warm-ups/ review ½ sheets</p> <p>Partner problem solving and communicating results to class</p> <p>Weekly quizzes</p> <p>Chapter tests that include writing section to explain math concepts and how they can be used in real-life.</p> <p>Daily homework practice</p> <p>Cm cubes work</p>

Unit Title	Objectives/ Content (students will...)	Time Guide	Materials/ Media	Activities	Evaluation/ Assessment
Integers	<p>Students will add, subtract, multiply, and divide integers. 6.B.3a</p> <p>Students will identify and graph points in a coordinate plane. 8.B.3</p> <p>Students will solve practical computational problems using integers. 6.B.3a</p> <p>Students will select computational procedures and solve problems using integers. 6.C.3a</p> <p>Students will show evidence that computational results using integers are correct. 6.C.3b</p>	14 Class Periods	<p>Teacher Materials:</p> <p>Math Course I textbook Daily Warm Ups, ½ Review sheets Giant Number Lines Notes Integer chips</p> <p>Student Materials:</p> <p>Math Course I Textbook Individual Whiteboards Notes Number Lines Checking System</p> <p>Biblical Integration</p> <p>Infinity Order Debating notion that a good act can cancel out a sinful act just as a positive number cancels out a negative number.</p>	<p>Working with partners to use problem solving strategies and communicate to class about process.</p> <p>Daily warm-ups and review.</p> <p>Daily textbook homework practice.</p> <p>Playing Battleship using coordinate plane.</p> <p>Walking giant number line to show adding/subtracting integers.</p> <p>Checking accounts to use integers.</p>	<p>Observational Assessment (individual whiteboards and number lines)</p> <p>Daily warm-ups/ review ½ sheets</p> <p>Partner problem solving and communicating results to class</p> <p>Weekly quizzes</p> <p>Chapter tests that include writing section to explain math concepts and how they can be used in real-life.</p> <p>Daily homework practice</p>