

Unit Topic: _____

Franklin-Simpson Middle School

Date: _____

| D A Y I N U N I T | *Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core | Vocabulary/ Vocab Activity Activities Activities II | Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhlenberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples) | Literacy/Reading in the Content Literacy Ideas | Formative/ Summative Assessment F –Formative S-Summative www.act.org/standard/guides/explore/ Strategies More Ideas | Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccsso.org/Ideas 9 Types Big Explanation Tool | Technology 50 Ideas |
|---|---|--|--|--|--|---|---|
| 1 | 8.ee.1 I CAN use the properties of integer exponents to simplify expressions. | Exponent Base Power | | PowerPoint Discussion Foldable | Worksheet | | PowerPoint Lesson Interwrite Pad |
| 2 | 8.ee.1 I CAN use the properties of integer exponents to simplify expressions. How do you evaluate expressions involving exponents that are negative and zero? | | Marker Boards | PowerPoint | | | PowerPoint Interwrite |
| 3 | 8.ee.1 I CAN determine the properties of integer exponents by exploring patterns and applying my understanding of properties of whole number exponents. How do I apply the properties of exponents to solve problems? | | | PowerPoint | Foldable Worksheet | | |
| 4 | 8.ee.1 Review/Quiz | | | | | | |
| D A Y I | *Content Strand *Learning Target -I Can | Vocabulary/ Vocab Activity Activities | Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhlenberg.kyschools.us/?q=node/61 | Literacy/Reading in the Content Literacy Ideas | Formative/ Summative Assessment | Differentiation T-Task S-Special Needs | Technology 50 Ideas |

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|----------|--|--|--|---|---|--|--|
| UNIT | <p>*Essential Questions -WHY?? -How do you know? Curriculum document Common Core</p> | Activities II | Engagement Cube Cube II (examples) | | <p>F –Formative S-Summative www.act.org/standard/guides/explore/Strategies More Ideas</p> | <p>G-Gifted/Accel. http://serge.ccsso.org/Ideas 9 Types Big Explanation Tool</p> | |
| 5 | <p>8.ee.3 I CAN write and estimation of a large quantity by expressing it as the product of a single –digit number and a positive power of ten. I CAN write an estimation of a very small quantity by expressing it as a product of a single-digit number and a negative product of ten.</p> | Scientific Notation | Foldable Notes | PowerPoint | Worksheet | | |
| 6 | <p>8.ee.3 I CAN write and estimation of a large quantity by expressing it as the product of a single –digit number and a positive power of ten. I CAN write an estimation of a very small quantity by expressing it as a product of a single-digit number and a negative product of ten.</p> | | Marker Board Review | | | | |
| 7 | <p>8.ee.3 I CAN compare quantities written as the product of a single-digit number and a power of ten by stating their multiplicative relationships.</p> | | Marker Boards | PowerPoint | | | |
| 8 | <p>8.ee.3 Review/Quiz</p> | | TurningPoint | | | | |
| DAY IN U | <p>*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know?</p> | <p>Vocabulary/ Vocab Activity Activities Activities II</p> | <p>Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhlenberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)</p> | <p>Literacy/Reading in the Content Literacy Ideas</p> | <p>Formative/ Summative Assessment F –Formative S-Summative www.act.org/standard/guides/explore/</p> | <p>Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccsso.org/Ideas</p> | <p>Technology 50 Ideas</p> |

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| N I T | Curriculum document Common Core | | | | Strategies More Ideas | 9 Types Big Explanation Tool | |
|-------------|---|-------------------|---|--|--|---|-----|
| 9 | 8.ee.4 I CAN add and subtract two numbers written in scientific notation. I CAN multiply and divide two numbers written in scientific notation. | | | | Worksheet | | PPT |
| 1 0 | 8.ee.4 I CAN select the appropriate units for measuring derived measurements when comparing quantities written in scientific notation. I CAN identify and interpret various ways scientific notation is displayed on calculators and through computer software. | | Highlighter Activity to determine which way the decimal needs to be moved in the number | | Worksheet | | |
| 1 1 | 8.ee.4 Review/Quiz | | | | | | |
| 1 2 | 8.ee.2 I CAN recognize taking a cube root as the inverse of cubing a number. I CAN evaluate the cube root of a perfect cube. | Cube Cube Root | Flash Cards of Perfect Cubes | | Worksheet | | |
| 1 3 | 8.ee.2 I CAN recognize taking a cube root as the inverse of cubing a number. I CAN evaluate the cube root of a perfect cube. | | | | Worksheet | | |
| 1 4 | Study Guide | | | | Study Guide | | |
| 1 5 | Test | | | | TEST | | |