UNIT OF STUDY

<table>
<tr><td colspan="2">Title: Unit 8 Subject/Course: SC Math Length: 2 weeks<br><br>Topic: Measurement Grade: 9-12 Designer: D. Rye</td></tr>
<tr><td colspan="2">UNIT GOALS AND EXPECTATIONS</td></tr>
<tr><td>IMPORTANT CONCEPTS/UNDERSTANDINGS<br>• Apply formulas for solving volume, area, and perimeter.<br>• Understand and describe the different formulas.<br>• Define perimeter.<br>• Evaluate geometry formulas.</td><td>ESSENTIAL QUESTIONS:<br>• What is perimeter?<br>• How do you find the volume box?<br>• What is formula for area?</td></tr>
<tr><td>STUDENT LEARNING EXPECTATIONS:<br><br>M.3.G.2 Apply, by using appropriate units, appropriate formulas to solve applications problems involving polygons, prisms, pyramids, cones, cylinders, spheres as well as composite figures, expressing solutions in both exact and approximate forms.</td><td></td></tr>
<tr><td>SPECIFIC DECLARATIVE KNOWLEDGE – What I know<br><br>• Vocabulary words: triangle, perimeter, area, prism, volume, sphere, cylinder, cone, pyramid, polygon, formula.<br>• Distinguish between area, volume and perimeter.<br>• Define formula.<br>• Identify the different geometry formulas.</td><td>SPECIFIC PROCEDURAL KNOWLEDGE – What I need to do<br><br>• Determine the formula for the volume, area, and perimeter.<br>• Write the formula to find the volume of a box.<br>• Apply concepts and skills to find perimeter, area and volume of an object.</td></tr>
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| UNIT ASSESSMENTS<br>(Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy) | |
|---|---|
| Unit 8 Open Response (application) | |
| Traditional Assessments:<br>• Unit 8 Test<br>• Unit 8 Quiz | Other Evidence of Learning:<br>• Classroom<br>• Teacher Observation |

| ACTIVITIES AND LEARNING EXPERIENCES | Resources |
|---|---|
| • 4 Step Vocabulary<br>• Model formulas on board.<br>• Games www.mathplaygroud.com .<br>• Guided practice.<br>• Student lead board work. | • Calculator<br>• Activity worksheets<br>• Portfolio workbook |
| Career Connections | |
| Builder, Architect | |