

Mathematics Curriculum

Subject Area: Modified Math III					
CCSS Domain Measurement and Data (MD)					
Show-Me Standards					
CCSS Cluster	Common Core Standard (D)=District Standard	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
	<i>The students will:</i>				
Work with time and money	<p>solve problems involving addition and subtraction of time (hours and minutes). (D)</p> <p>solve problems involving elapsed time (hours and minutes). (D)</p>	<p>MA 5 3.1</p>	<p>Skill/Concept</p>	<p>When given time clock in and out data, students will be able to rename minutes and rename hours to find total daily hours worked.</p> <p>When given time clock in and out data, students will be able to compute daily and weekly hours worked.</p>	<p>classwork, quizzes and/or tests</p>
Convert like measurement units within a given measurement system	<p>identify equivalent area and volume measures within a system of measurement. (D)</p>	<p>MA 2 1.6</p>	<p>Recall</p>	<p>When given total area, students will be able to convert area in an equivalent measurement.</p>	<p>classwork, quizzes and/or tests</p>

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Show-Me Standards					
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	<i>The students will:</i>				
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition	identify and justify the unit of measure for area. (D)	MA 2 3.1	Strategic Thinking	When given total area needed, students will be able to calculate the width and length.	classwork, quizzes and/or tests

Mathematics Curriculum

Subject Area: Modified Math III					
CCSS Conceptual Category: Number and Quantity					
CCSS Domain: Quantities (N-Q)					
Show-Me Standards					
CCSS Cluster	Common Core Standard (D)=District Standard	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
<i>The students will:</i>					
Reason quantitatively and use units to solve problems	reason quantitatively and use units to solve problems.	MA 5 3.5	Skill/Concept	Given decimals, percent, and real numbers, students will calculate the amount of commission earned by each person.	demonstrate understanding using individual whiteboards

Mathematics Curriculum

Subject Area: Modified Math III					
CCSS Conceptual Category: Number and Quantity					
CCSS Domain: The Complex Number System (N-CN)					
Show-Me Standards					
CCSS Cluster	Common Core Standard (D)=District Standard	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
<i>The students will:</i>					
Perform arithmetic operations with complex numbers	apply operations to complex numbers.	MA 5 1.6	Skill/Concept	Given various problems, student will use calculators to perform computations on complex numbers.	class assignments, quizzes and/or tests

Mathematics Curriculum

Subject Area: Modified Math III					
CCSS Conceptual Category: Algebra					
CCSS Domain: Seeing Structure in Expressions (A-SSE)					
Show-Me Standards					
CCSS Cluster	Common Core Standard (D)=District Standard	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
	<i>The students will:</i>				
Interpret the structure of expressions	interpret expressions that represent a quantity in terms of its context.	MA 4 3.6	Skill/Concept	When presented with expressions, students will make sense of the problems and solve them.	classwork, quizzes and/or tests
Write expressions in equivalent forms to solve problems	write parts of an expression that represent a quantity in terms of its context.	MA 4 3.1	Skill/Concept	When given an algebraic expression, students will be able to identify and interpret their meaning.	classwork, quizzes and/or tests

Mathematics Curriculum

Subject Area: Modified Math III					
CCSS Conceptual Category: Algebra					
CCSS Domain: Arithmetic with Polynomials and Rational Expressions (A-APR)					
Show-Me Standards					
CCSS Cluster	Common Core Standard (D)=District Standard	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
<i>The students will:</i>					
Perform arithmetic operations on polynomials	use properties to generate equivalent forms for simple algebra expressions that include polynomials. (D)	MA 4 3.3	Strategic Thinking	When given algebraic expressions, students will look for regularity in repeated reasoning.	teacher observation while students independently use classroom whiteboard

Mathematics Curriculum

Subject Area: Modified Math III					
CCSS Conceptual Category: Algebra					
CCSS Domain: Reasoning with Equations and Inequalities (A-REI)					
Show-Me Standards					
CCSS Cluster	Common Core Standard (D)=District Standard	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
	<i>The students will:</i>				
Solve equations and inequalities in one variable	solve equivalent forms of equations and inequalities.	MA 4 3.2	Skill/Concept	When given equations and inequalities, students will solve them.	group work and teacher observation

Mathematics Curriculum

Subject Area: Modified Math III					
CCSS Conceptual Category: Functions					
CCSS Domain: Linear, Quadratic, and Exponential Models (F-LE)					
Show-Me Standards					
CCSS Cluster	Common Core Standard (D)=District Standard	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
	<i>The students will:</i>				
Construct and compare linear, quadratic, and exponential models and solve problems	construct and compare models and solve problems. (D)	MA 4 1.6	Strategic Thinking	Given linear models, students will construct and compare various models and solve problems.	complete individual classroom assignments

Mathematics Curriculum

Subject Area: Modified Math III					
CCSS Conceptual Category: Geometry					
CCSS Domain: Expressing Geometric Properties with Equations (G-GPE)					
Show-Me Standards					
CCSS Cluster	Common Core Standard (D)=District Standard	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
	<i>The students will:</i>				
Use coordinates to prove simple geometric theorems algebraically	prove or disprove that a figure defined by four given points on the coordinate plane is a rectangle.	MA 2 3.2	Extended Thinking	Given geometric model figure, students will prove using geometric theorems.	visual representations

Mathematics Curriculum

Subject Area: Modified Math III					
CCSS Conceptual Category: Geometry					
CCSS Domain: Geometric Measurement and Dimension (G-GMD)					
Show-Me Standards					
CCSS Cluster	Common Core Standard (D)=District Standard	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
	<i>The students will:</i>				
Visualize relationships between two-dimensional and three-dimensional objects	understand problems involving angle relationships and Pythagorean Theorem.	MA 2 1.6	Skill/Concept	Given a problem that involves algebraic relationships and Pythagorean Theorem, students will be able to describe a sequence that exhibits the relationships.	visual representation

Mathematics Curriculum

Subject Area: Modified Math III					
CCSS Conceptual Category: Geometry					
CCSS Domain: Modeling with Geometry (G-MG)					
Show-Me Standards					
CCSS Cluster	Common Core Standard (D)=District Standard	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
	<i>The students will:</i>				
Apply geometric concepts in modeling situations	draw and use models to represent problems.	MA 2 3.3	Strategic Thinking	Draw geometric shapes involving real world and math problems and solve.	classwork, quizzes and/or tests

Mathematics Curriculum

Subject Area: Modified Math III					
CCSS Conceptual Category: Statistics and Probability					
CCSS Domain: Interpreting Categorical and Quantitative Data (S-ID)					
Show-Me Standards					
CCSS Cluster	Common Core Standard (D)=District Standard	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
	<i>The students will:</i>				
Summarize, represent, and interpret data on a single count or measurement variable	represent data with plots on the real number line.	MA 3 1.8	Skill/Concept	Given a set of data, students will plot the data on a number line, including dot plots, histograms, and box plots.	think, pair, share

Mathematics Curriculum

Subject Area: Modified Math III					
CCSS Conceptual Category: Statistics and Probability					
CCSS Domain: Making Inferences and Justifying Conclusions (S-IC)					
Show-Me Standards					
CCSS Cluster	Common Core Standard (D)=District Standard	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
	<i>The students will:</i>				
Understand and evaluate random processes underlying statistical experiments	use random process to understand statistical expressions.	MA 3 1.6	Skill/Concept	Estimate the mean word length in a book by randomly sampling works from the book.	group work

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Subject Area: Modified Math III					
CCSS Conceptual Category: Statistics and Probability					
CCSS Domain: Making Inferences and Justifying Conclusions (S-IC)					
Show-Me Standards					
CCSS Cluster	Common Core Standard (D)=District Standard	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
	<i>The students will:</i>				
Make inferences and justify conclusions from sample surveys, experiments, and observational studies	make inferences and justify conclusions from sampling survey.	MA 3 1.2	strategic thinking	<p>Students will conduct a survey of their classmates asking each of them to estimate the number of minutes they studied last week. Ask them to decide their study activities (i.e. taking notes, reading notes from class, writing/calculating answers, etc.) and the amount of total study time they spend on each activity for each subject.</p> <p>Compile data.</p>	projects, illustrations, surveyed information, inferences and justifications.

Mathematics Curriculum

Subject Area: Modified Math III					
CCSS Conceptual Category: Statistics and Probability					
CCSS Domain: Using Probability to Make Decisions (S-MD)					
Show-Me Standards					
CCSS Cluster	Common Core Standard (D)=District Standard	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
<i>The students will:</i>					
Use probability to evaluate outcomes of decisions	use models to compute the probability of an event and evaluate outcomes.	MA 3 1.2	Strategic Thinking	In a probability experiment, a painted cube is rolled once. One side of the cube is painted green, 2 sides are blue, 3 sides are orange. Express the probability of each outcome as a fraction in simplest form.	teacher observation