

**MATHEMATICS PACING GUIDES <<COMMON CORE ACHIEVE, MCGRAW-HILL EDUCATION>>**

TEXT AND STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p><b>TEXT(S):</b>  <b>COMMON CORE ACHIEVE- MATHEMATICS</b></p> <p><b>TEXT UNIT:</b> CHAPTER 1, (pages 10-61)</p> <p><b>TOPIC:</b> - NUMBER SENSE AND OPERATIONS</p> <p><b>SUGGESTED INTEGRATION OF ADDITIONAL TEXT:</b></p> <p><i>Achieving 1AB® Success in Mathematics, Level 4 Workbook, pages 13-17, 32-34, 40-41, 48, 51, 58, 59, 69-71, 73</i></p> <p><i>Common Core Achieve- Mathematics Essential Book, Lessons 1.1-1.4</i></p> <p><i>Number Power: Transitions Math, pages 1-14</i></p> <p><i>Number Power: Fractions, Decimals, and Percents, pages 17-18, 19, 44-45, 70-71</i></p> <p><i>Number Power: Pre-Algebra, pages 18-19, 24-25, 144-145</i></p> <p><i>Number Power: Algebra, pages 10-17, 22-23, 26-28, 152-153</i></p> <p><i>Workplace Skills: Applied Mathematics, Lessons 1.4, 20, 1.1, 16, 20</i></p> <p><b>DIGITAL RESOURCES:</b>  <i>Instruction Targeted for 1AB® Success, Level 4, Mathematics, Lessons 1.1-1.2, 1.3, 4.1-4.2, 7.1, 11.2</i></p> <p><i>LearnSmart Achieve Adaptive, Mathematics, Lessons 1.1, 1.2, 1.3, 1.4</i></p> <p><i>Mathspace-Online, Mathematics, Lessons 1.1-1.4</i></p> <p><i>Workforce Connects Applied Mathematics, Lessons 1.1, 1.4, 4.6, 4.7, 5.7, 6.7</i></p>	<p><b>WITH 1</b></p> <p><b>UNIT TITLE:</b> 1- NUMBER SENSE AND OPERATIONS</p> <p><b>LESSON(S) TITLE:</b> 1.1- Order Rational Numbers on a Number Line; 1.2- Apply Number Properties; 1.3- Compute with Exponents; 1.4- Compute with Roots</p> <p><b>TEXT LESSON OBJECTIVES:</b></p> <p>1.1-Identify rational numbers; Order fractions and decimals on a number line; Calculate absolute value</p> <p>1.2-Determine LCM and GCF of two positive numbers (not necessarily different); Apply number properties (Distributive, Commutative, and Associative Properties) to rewrite numerical expressions; Determine when a numerical expression is undefined</p> <p>1.3-Apply rules of exponents to expressions; Perform operations on numbers written in scientific notation; Solve real-world problems involving squares and cubes</p> <p>1.4-Perform computations with square and cube roots; Solve real-world problems involving square and cube roots; Simplify expressions involving roots using the properties of rational exponents</p> <p><b>BEFORE, DURING &amp; AFTER MATH STRATEGIES:</b></p> <p><b>Apply Number Sense-</b> convert fractions to decimals when comparing mixed fractions and decimals, since decimals are an easier way to compare numbers- page 13</p> <p><b>Use Math Tools Appropriately-</b> use a number line to determine the order of numbers from least to greatest, reading from the left to the right, discuss the similarity of a thermometer scale to the number line- page 16</p> <p><b>Apply Number Sense Concepts-</b> Use GCF to reduce fractions, and LCM when adding or subtracting fractions- Decide which to use to solve a problem- page 21, (pg 4)</p> <p><b>Perform Operations-</b> the addition of parentheses changes the value of an expression when using the order of operations- page 24, (pg 4)</p> <p><b>Represent Real World Problems-</b> Challenge students to explain why any problem about the area of squares or square units can be modeled with an exponential expression- (pg 9, page 26, consider the unit of measure when solving problems involving measurements to determine the type of root needed (cubic/cube, square/square)- page 37</p> <p><b>Make Use of Structure-</b> use the properties of exponents to understand why any number raised to a power of 0 is 1, then explain negative exponents using the reciprocal of the positive exponent- page 30</p> <p><b>Attend to Precision-</b> means to ensure that the correct property is used with radicals, which numbers to use to solve a problem and approximating to a given place value- use these guidelines to solve problem on page 40</p> <p><b>ADDITIONAL STRATEGIES:</b></p> <p><b>Workplace Skill-</b> calculate dollar amount in situations that involve money- page 13</p> <p><b>Calculator Skills- on the TI-30XS MultiView™:</b> convert numbers between fractions and decimals- page 14; division by zero (undefined expression) will give an error message (Divide by 0) on the calculator- what other expression is undefined and will give an error message?&gt; page 25, use the calculator to figure squares and other positive and negative exponents- page 31; use the calculator to calculate square roots and cube roots- page 38</p> <p><b>HOME LEARNING:</b> Skill Builder Activity (pg) 1-4, 7-8, 11-12, 15-16</p>	<p><b>ELL STRATEGIES:</b></p> <p>1.1- rational numbers (around) in- list the ones you used today, e.g. price of gas, street numbers, house numbers- (pg 1)</p> <p>1.2- ask students if they use grouping numbers (associative property) or rearranging numbers (commutative property) when they add or multiply - (pg 5)</p> <p>1.3-ask students for examples of the use of exponents or scientific notation (compound interest on a savings account)- (pg 9)</p> <p>1.4- have students list perfect squares and perfect cubes of roots from 0 to 15- (pg 11)</p> <p><b>VOCABULARY:</b></p> <p>1.1- absolute value, integers, rational number, denominator, numerator, order</p> <p>1.2-greatest common factor (GCF), least common multiple (LCM), order of operations, addend, factor, undefined</p> <p>1.3- rules, scientific notation, square, order of operations, reciprocal, standard notation</p> <p>1.4- cube root, rational exponent, square root, index, irrational numbers, prime factorization</p> <p><b>STUDENT PRODUCT/PROJECTS:</b></p> <p><b>21<sup>st</sup> Century Skills</b> (Environmental Literacy)- determine the acceptable pH levels of pool water using absolute value- page 17, (Business Literacy)- determine a company's total profit (subtract operating costs from revenues)- page 21; (Health Literacy)- determine the length of all the red blood cells laid end to end using a length of 7x10<sup>12</sup> meters and an amount of 2.5x10<sup>12</sup>- page 31</p> <p><b>EXTENSION/ENRICHMENT ACTIVITY:</b></p> <p><b>1A, Instruction:</b> Invite volunteers to label the number line and use it to explain the absolute value of numbers on the line in their own words (pg 2); Have students break apart the word <i>undefined</i> into its word parts—un- and define and give possible definitions (pg 42); Review the pronunciation of the first ten ordinal numbers, and have students repeat (pg 10); volunteers explain the relationships among the vocabulary words (pg 14)</p> <p><b>Extension Activity:</b> Challenge students to work in pairs or independently to learn how scientists use scientific data to map the seafloor (pg 2); Ask the students to calculate the GCF and LCM of 48 and 72 then calculate 48 ÷ 72 and 72 ÷ 144 (pg 4); write common metric units of length as powers of 10 then measure lengths in the classroom written in scientific notation (pg 10); find the whole-number roots of the numbers 16, 25, 27, 36, 49, 50, 64, 81, and 100 (pg 14)</p> <p><b>COT TALK:</b>  <b>Think About Math,</b> pages 14, 16, 17, 21, 23, 25, 29, 31, 33, 41</p> <p><b>EVALUATION/ASSESSMENT:</b>  Vocabulary Review, Skill Review, Skill Practice, pages 18-19, 26-27, 34-35, 42-43  Chapter Review- pages 44-45</p>
<p><b>CCSS STANDARDS EMBEDDED IN TEXT:</b>  NPA, MP1, MP6, MP7, N RN 2, 4, 5&amp; 1a</p>	<p><b>1AB CORRELATION TO TEXT:</b> Math Computation: Integers: Addition, Subtraction, Order of Operations, Algebraic Operations: Computation with Roots &amp; Radicals, Computation with Exponents</p> <p><b>Applied Mathematics:</b> Number and Number Operations: Equivalent Forms, Factors/multiples/divisibility, Exponents &amp; Scientific Notation</p>	

# Mcgraw My Math 2013 Pacing Guide

**Edward B. Burger, Juli K.  
Dixon, Timothy D. Kanold, Robert  
Kaplinsky, Matthew R. Larson, Steve  
Leinwand**

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