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Title: Problem Solving Using the Pythagorean Theorem

Subject/Course: 7th grade GPS

Topic: Linear Equations

Grade(s): 7th

Designer(s): Dottie Mitcham

Stage 1 – Desired Results

Established Goals:

M7A3. Students will understand relationships between two variables.

- Plot points on a coordinate plane.
- Represent, describe, and analyze relations from tables, graphs, and formulas.
- Describe how change in one variable affects the other variable.

Understandings:

Students will understand...

- relationships can be linear.
- characteristics of linear equations such slope, independent and dependent variable

Essential Questions:

- Is the relationship linear?
- How do you identify linear relationships?
- How do you represent linear relationships in tables, graphs, and equations?
- How do you interpret linear relationships in tables, graphs, and equations?

Students will know...

- the connection between linear equations and patterns
- How to make decisions about linear relationships using information given in tables and graphs to solve problems
- Recognize problem situations in which two or more variables have a linear

Students will be able to...

- Construct tables, graphs, and equations to express linear relationships.
- Translate information about linear relations given in a table, a graph, or an equation to one of the other forms

Stage 2 – Assessment Evidence

Performance Tasks:

Theater Seating

The Mathematics Theater has twenty-five seats in the first row, twenty-seven seats in the second row, twenty-nine seats in the third row, and so on. How many seats are in the theater if there are fifteen rows in all?

Other Evidence:

- Teacher observation
- Quizzes
- Journal entries
- Performance task rubric

Stage 3 – Learning Plan

Learning Activities: from intermath

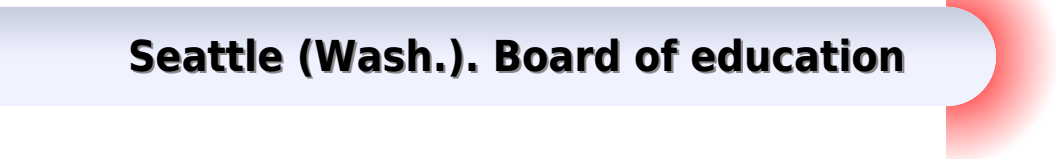
Arranging Toothpicks

Toothpicks are used to build a rectangular grid that is 20 toothpicks long and 10 toothpicks wide. The grid is filled with squares that have 1 toothpick on each side. What is the total number of toothpicks used?

If a represents the number of toothpicks in the length of a grid and b represents the number of toothpicks in the width of a grid (again, the grid is filled with squares that have 1 toothpick on each side), write an expression representing the total number of toothpicks in any

Understanding By Design Unit Plans First Grade

Seattle (Wash.). Board of education



Understanding By Design Unit Plans First Grade:

Using Understanding by Design in the Culturally and Linguistically Diverse Classroom Amy J. Heineke, Jay McTighe, 2018-07-11 How can today's teachers whose classrooms are more culturally and linguistically diverse than ever before ensure that their students achieve at high levels How can they design units and lessons that support English learners in language development and content learning simultaneously Authors Amy Heineke and Jay McTighe provide the answers by adding a lens on language to the widely used Understanding by Design framework UbD framework for curriculum design which emphasizes teaching for understanding not rote memorization Readers will learn the components of the UbD framework the fundamentals of language and language development how to use diversity as a valuable resource for instruction by gathering information about students background knowledge from home community and school how to design units and lessons that integrate language development with content learning in the form of essential knowledge and skills and how to assess in ways that enable language learners to reveal their academic knowledge Student profiles real life classroom scenarios and sample units and lessons provide compelling examples of how teachers in all grade levels and content areas use the UbD framework in their culturally and linguistically diverse classrooms Combining these practical examples with findings from an extensive research base the authors deliver a useful and authoritative guide for reaching the overarching goal ensuring that all students have equitable access to high quality curriculum and instruction *Teaching Children Dance* Susan M. Flynn, Emily Enloe, Theresa Purcell Cone, Stephen L. Cone, 2023-11-16 *Teaching Children Dance* is back and better than ever The fourth edition of this text retains everything dance educators have loved in previous editions while providing significant updates and new material What's New in This Edition New material in the text which contains learning experiences for physical education dance and classroom settings and is geared toward K 12 students of all ability levels includes the following Two new chapters that feature 32 new learning experiences for popular fitness and social dances as well as for folk and cultural dances based on traditional movements and songs from around the globe Instructional videos of teaching techniques movements and dances from the two new chapters Online resources accessed through HKPropel that include PowerPoint presentations gradable assessments and forms that can be used as is or adapted Other new material includes suggested answers to chapter ending reflection questions updates to discussions on dance and the whole child education initiative new material on how 21st century skills promote creative thinking collaboration communication global awareness and self direction and a description of the link between dance and the 2018 Physical Activity Guidelines for Americans Dance an Inherent Component of Education This latest edition of *Teaching Children Dance* brings a new perspective focused on dance as an inherent component of a child's education says coauthor Susan Flynn Since our last edition educational issues have refocused on students gaining knowledge and skills that can be applied to all aspects of their lives Dance is one mode for learning that involves using the body and the senses to gather information communicate

and demonstrate conceptual understandings

Book Organization The text is organized into two parts with part I's seven chapters providing the foundation for developing dance learning experiences and offering ideas for planning a yearlong program a unit or a single lesson Part II contains two chapters of creative dance learning experiences and two chapters on choreographed learning experiences Each learning experience includes learning outcomes ideas for the introduction and warm up development and culminating dance variations and adaptations and assessment suggestions that are directly linked to each outcome

Fun Learning for All Ability Levels Teaching Children Dance offers dance instructors insight into designing lessons for students of all skill levels including those with disabilities and provides a variety of teaching strategies assessment tools and instruction on effective demonstrations all to make the learning experience fun and motivating for the dancers We've developed learning experiences that encourage creativity positive social interaction and motor skill development says Flynn Students view dance as a way to have fun This opens the door for dance to be a welcomed activity in the school curriculum

Note A code for accessing HKPropel is not included with this ebook but may be purchased separately

Middle School Today Holly Henderson Pinter, Kim K. Winter, Kayleigh Kassel, 2025-02-18 Middle School Today is clustered into major themes adolescent development and identity the adolescent learner curriculum and instruction and the contemporary middle school The book describes the components related to adolescent development starting with simple principles from psychology regarding the physical cognitive and social development of adolescents The book then explores current trends in research regarding contemporary topics such as trauma informed practices social emotional learning and social justice A large section of the book is devoted to curriculum and instruction This section will reach both broadly and deeply to the ins and outs of designing instruction implementing instruction and assessment across all content areas Readers will have access to resources for teacher candidates and teacher educators to utilize in practice Finally the book explores the historical grounding of middle level education relying on foundational principles from the Association of Middle Level Education AMLE and address how teachers can connect best practices to school settings where implementing best practice may be absent

K-12 School Wellness Education Hannah Holl, Randy Nichols, 2025-08-22 The text provides strategies to promote wellness in schools with the focus on why physical activity matters Unit and lesson plans demonstrate how to combine physical activities with the Living Well components nutrition social and emotional wellness the body's responses to activity health related fitness and safety

The School Journal, 1903 *Effective Strategies for Teaching in K-8 Classrooms* Kenneth D. Moore, Jacqueline Hansen, 2011-01-28 Featuring a wealth of reflection activities and connections to standards this concise easy to read teaching methods text equips students with the content knowledge and skills they need to become effective K-8 teachers The book maximizes instructional flexibility reflects current educational issues highlights recent research and models best pedagogical practices Current and realistic examples a section in each chapter on using technology in the classroom and material on differentiating instruction for diverse learners including students with special needs and

English language learners make this a must have resource for any K 8 teacher *CliffsNotes Praxis II: Principles of Learning and Teaching, Second Edition* Diane E Kern, 2012-05-30 A new edition of the bestselling test prep guide Covers early childhood grades K 6 grades 5 9 and grades 7 12 Each test area includes a self assessment test subject reviews and two practice tests for a total of twelve tests in this test prep guide The only test prep product that includes all Principles of Learning and Teaching tests **Teaching Writing to English Language Learners in the Elementary Classroom** Subrata Bhowmik, Marcia Kim, 2025-10-29 This book focuses on research informed approaches and techniques for teaching writing to elementary English Language Learners ELLs The book highlights strategies for enriching writing literacy education for elementary ELLs With contributions from prominent scholars in the field of elementary ELL writing from around the world the chapters in this book focus on a wide range of topics including curriculum design metalanguage and translanguaging integrating playfulness into a genre based approach to writing instruction metacognitive instruction teaching the genre of school identity texts multimodal writing using mentor texts teaching science writing and interrogating raciolinguistic ideologies in assessment practices Together they highlight both the challenges and possibilities of writing instruction for elementary ELLs in diverse educational contexts This is a foundational text for students in TESOL programs focusing on writing instruction for ELLs as well as for pre and in service teachers who want to upgrade their teaching abilities and knowledge bases **Kindergarten and First Grade** ,1925 **The Wisconsin Environmental Education Board ... Grant Recipients** Wisconsin Environmental Education Board, 2007 *New York School Journal* ,1903 **Artworks for Elementary Teachers** Donald W. Herberholz, Barbara J. Herberholz, 2002 *Re:Vision* ,2002 *Kindergarten and First Grade Magazine* ,1924 *Learning and Leading with Technology* ,2005 **Teaching in K-12 Schools** Judy W. Eby, Adrienne L. Herrell, Michael Jordan, 2006 Well known for its emphasis on reflection this very accessible K 12 general methods book has updated its model for reflective planning in teaching to better illustrate the connection between planning and professional standards In addition to reflective teaching this edition explores classroom management diversity standards curriculum and lesson planning active and authentic learning technology in education assessment and working in the school community Features for this fourth edition include NEW Updated model of reflective action in teaching Takes into account the need to plan with standards in mind including INTASC NBPTS curriculum standards and Praxis II providing readers with confidence as they begin a new career in teaching NEW Chapter on standards How to use them to guide curriculum planning NEW Additional teachers stories Provide more examples of using the Reflective Model to create school curricula and programs Reflective Actions for Your Professional Portfolio At the end of each chapter this section provides simulated experiences and reflective essays that are drawn from the NBTS requirements Culturally responsive planning teaching and evaluation strategies Considers the unique needs of ESL and culturally diverse learners *House documents* ,1890 **Elementary Classroom Management** C. M. Charles, Gail W. Senter, 2005 This text offers teachers a

concise and applied guide to successfully managing the elementary school classroom within the context of new No Child Left Behind and standards driven concerns Mindful of NCLB legislation this teacher friendly standards driven new edition examines issues and models of management concerns in 21st century elementary classrooms Well conceived classroom management helps establish positive environments and programs where communication cooperation and dedication to learning prevail This book is designed to assist teachers both novice and experienced in developing and refining management skills that lead to learning and enjoyment of the classroom New to this Edition New chapter correlations to the Interstate New Teacher Assessment and Support Consortium INTASC the Praxis Series the National Board for Professional Teaching Standards NBPTS and the National Council for Accreditation of Teacher Education NCATE are included to provide easy reference for students A new section in Chapter 13 presents ways to deal with the emotions of stress that result from unexpected or disastrous events Discussion of No Child Left Behind legislation which asks for best practice and research supported practice is infused into all chapters Updated technology including technology to assist teachers and students with special needs is included Ch 6 with a clear distinction between students learning from technology versus students learning with technology New to the chapter on Managing Special Groups Ch 8 are references to specific assistive technologies for the student and teacher Chapter 9 discusses extreme behaviors including the bully the bullied and the bystander that are all too common in today s schools Related Titles Building Classroom Discipline 8 e Carol M Charles Collaboration by Gail W Senter ISBN 0 205 41257 2 Introduction to Educational Research with Research Navigator 5 e Craig A Mertler Carol M Charles ISBN 0 205 41412 5 Classroom Management for Middle Grades Teachers 1 e C M Charles Emeritus Marilyn G Charles ISBN 0 205 36128 5 The School Arts Magazine ,1921 **Course of Study in Fine and Industrial Arts, Grades One to Six** Seattle (Wash.). Board of education,1926

This book delves into Understanding By Design Unit Plans First Grade. Understanding By Design Unit Plans First Grade is an essential topic that must be grasped by everyone, ranging from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Understanding By Design Unit Plans First Grade, encompassing both the fundamentals and more intricate discussions.

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