

Biddulph High School Curriculum Intent

To deliver a broad and enriching curriculum through engaging and challenging lessons that provide a wide range of opportunities for all students to achieve their potential.

Students will all be prepared to take their next steps in a diverse and ever changing future ready to make a positive contribution to society. Through a broad programme of extracurricular activities students will have the opportunities to showcase their talents and experience new challenges.

We value individuals and all that they can offer as well as supporting each other with kindness and empathy.

Curriculum Intent for Mathematics:

Mathematics is an integral facet of everyday life. We want our learners to be curious, confident and competent in Mathematics. Our aim is to ensure that all students are numerate and are secure in its applications so they are prepared for everyday life and future employment.

All teachers will follow the schemes of work provided by the department. This will ensure that all students receive the same high-quality provision. All units of work will provide a clear outline of the knowledge and skills required and assessments will ensure that this knowledge has been retained and that skills can be evidenced.

Teachers will ensure that gaps are closed through regular monitoring within the classroom. DINT activities will allow for interleaving and recap of previous learning. Misconceptions will be identified through effective questioning and the regular inspection of student work.

| Mathematics Long Term Overview | | | | | | |
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| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 9 | High Frequency Exam Crossover Topics | Block B Number | Block B Number Block B Ratio | Block B Algebra | Block B Geometry Block B Probability and Data | Block C Number |
| 10 | Block C Ratio and Proportion Block C Algebra | Block C Geometry | Block C Probability and Data | Block D Number | Block D Ratio and Proportion | Block D Algebra |
| 11 | Block D Geometry | Block D Probability and Data Block E Number | Block E Algebra Block E Geometry | Block E Probability and Data Block E Ratio and Probability | | |
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| Mathematics: Medium Term Overview | | | |
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| Year 9 Foundation | Autumn Term 1 | Unit Title: | No of Lessons: 20 |
| Overview/Intent | This unit looks at topics that appear frequently on both tiers and potentially will need formulae applying that are not given. This is to give pupils early exposure to these topics and plenty of time to master them in preparation for their GCSE no matter what tier they sit. At every assessment point, the assessment will include these topics. | | |
| Assessment | Students will complete an assessed piece of work during lesson time which will be marked in line with STAR. | | |
| Essential Knowledge (what must students know): Students will be able to: <ul style="list-style-type: none"> Convert between standard form and ordinary number. Negative and positive powers Convert ordinary numbers to standard form Expand a bracket by a number/variable/numbered variable scalar. Expand two binomials. Express a number as a product of its prime factors. To understand how to use the prime factors of two numbers to find the HCF and LCM. To solve HCF and LCM contextual problems. To accurately use their calculator to find any percentage of any amount. To find a fraction of an amount. Use a fraction of amount given to solve problems. To add points accurately to a scatter graph. To identify the correlation and any outliers on a scatter graph. To draw a LOBF and use it to estimate outcomes. To use the formula to find the area of a circle. To use the formula to find the circumference of a circle. To use the formula, or any appropriate method, to find the area of a trapezium. How to construct the perpendicular bisector of a line, angle bisector and the region from a point. To accurately apply the constructions to solve contextual problems. | | Essential Skills (what must students be able to demonstrate): <ul style="list-style-type: none"> The difference between Standard Form and Ordinary numbers Expanding One/Two Binomials Collecting Like Terms Express a Number as a Product of its Prime Factors. Find the HCF and LCM and apply to a contextual problem. Find any % of an Amount using a calculator. Find any fraction of an amount. Use a fraction of amount given to solve problems. Complete scatter graphs, identify the correlation, identify outliers, draw and use a LOBF. Find the area of a circle. Find the circumference of a circle. Find the area of trapezium. To construct the perpendicular bisector of a line, angle bisector and the region from a point. To apply the above constructions to solve contextual problems. | |
| | | Lessons: <ul style="list-style-type: none"> Standard Form Conversions Expanding a Single Bracket Expanding Two Single Brackets and Simplifying Expanding Double Brackets Expressing a Number as a Product of its Prime Factors. Finding the HCF and LCM from Prime Factorisation HCF and LCM in Context Finding the Percentage of an Amount (Calculator) Finding and Using a Fraction of an Amount Scatter Graphs Area of a Circle Circumference of a Circle Area of a Trapezium Perpendicular Bisector, Angle Bisector and Region from a Point. Loci Probability Trees Simplify a Ratio, including different units and in the form 1:n Sharing an Amount in a Ratio Sharing in a Ratio when you are given the difference between two or one share. | |

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| <ul style="list-style-type: none"> • Understand that groups of branches on a probability tree add to 1. • You multiply the probabilities on a probability tree when you move along the branches. • To simplify a ratio as fully as possible, including when the units are different, or to find n when required. • To share any amount in a ratio provided. • To reverse engineer an amount that has been share to find the original value. | <ul style="list-style-type: none"> • To accurately complete a probability tree. • To use a completed probability tree to solve problems. • To simplify any ratio as much as possible or to find the value of n when required. • To accurately apply the method to share an amount in a given ratio. • To use the difference in the final amounts or one share to find the total that was shared or another share. <p>Terminology: Key Words: Convert, Powers, Standard Form, Expand, Like Terms, Binomials, Variable, Prime, Factor, HCF, LCM, Percentage, Decimal, Fraction, Numerator, Denominator, Scatter, Outlier, Correlation, Area, Circumference, Radius, Diameter, Parallel, Perpendicular Height, Perpendicular Bisector, Angle Bisector, Region, Loci, Constructions, Probability, Simplify, Ratio, Share.</p> | |
| <p>Careers Links: Students will look at an example of a Profit and Loss breakdown</p> | <p>Enrichment:</p> | <p>MYPB: Resilience, Self-Motivation, Communication, Motivation</p> |

| Mathematics: Medium Term Overview | | | |
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| Year 9 Foundation | Autumn Term 2 | Unit Title: Block B Number Part 1 | No of Lessons: 20 |
| Overview/Intent | This unit consolidates topics covered in KS2 and KS3 allowing students to improve their confidence applying Mathematical techniques | | |
| Assessment | Students will complete an assessed piece of work during lesson time which will be marked in line with STAR. | | |
| <p><u>Essential Knowledge (what must students know):</u> Students will be able to:</p> <ul style="list-style-type: none"> • Multiply and divide integers and decimals by multiples of 10 • Perform calculations that involve negative numbers for all operations • Find a reciprocal of a given number or fraction • Find Square/Cube/Prime numbers and roots e.g. 5th root using a calculator • List all the factors of a number e.g 30 and the first 5 multiples • Find the Highest Common Factor of 2 or 3 numbers through listing factors • Find the Lowest Common Multiple of 2 or 3 numbers by listing multiples • Round a given value to 1 or 2 significant figures e.g 3256 and 0.00464 • Add and subtract decimals e.g $3.2 + 5.36$ where each value differs in the number of decimal places • Multiply 2 values with at least 2 digits e.g 342×45 • Bus shelter division involving a 2 digit divisor e.g 3852 divided by 12 • Express a decimal as a percentage e.g $0.345 = 34.5\%$ • Express a decimal as a fraction in its simplest form e.g $0.34 = \frac{34}{100} = \frac{17}{50}$ • Express a fraction as a percentage e.g $\frac{3}{5} = 60\%$ including test scores as percentages • Find 1% of any value using Non Calculator methods | <p><u>Essential Skills (what must students be able to demonstrate):</u></p> <ul style="list-style-type: none"> • Accurately multiply and divide integers and decimals by multiples of 10. • Accurately calculate with negative numbers. • Know what a reciprocal is. • Understand the different types of number. • Be able to find factors and multiples of a number. • To find the HCF/LCM of two numbers. • Accurate round to given significant figures. • Accurately add and subtract with decimals. • Use an appropriate method to multiply and divide with integers. • Convert decimals to percentages and fractions. • Express situations as fractions and then convert to percentages. • Find a percentage of an amount • Convert with standard form. • Accurately use a method for addition and subtraction of integers. | <p>Lessons:</p> <ul style="list-style-type: none"> • Multiply and Divide numbers by multiples of 10 • Negative number calculations • Reciprocals • Types of number • Factors and Multiples • Highest common factor • Lowest common multiple • Round to 1/2 Significant Figures • Addition and Subtraction of decimals • Multiplication • Division • Write a decimal as a percentage • Write a decimal as a fraction • Write a fraction as a percentage • Find a % of an amount • Express as a fraction then convert to a % • Standard Form conversions • Addition and Subtraction • Order of operations | |

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| <ul style="list-style-type: none"> • Express differing units of measure as a fraction e.g 34g as a fraction of 2.3kg • Express values as a fractions and percentages • Convert between standard form and ordinary numbers where SF involves positive and negative powers • Apply metric conversions within a sum e.g 1.2kg + 326g • Apply order of operations involving all parts of BIDMAS | <ul style="list-style-type: none"> • Know about the hierarchy of operations and to use them accurately. <p>Terminology: Key Words: Hierarchy, order of operations, integers, decimals, reciprocal, square numbers, cube numbers, prime numbers, factors, multiples, HCF, LCM, significant figures, fraction, percentage, standard form, order of operations.</p> | |
| <p><u>Careers Links:</u></p> | <p><u>Enrichment:</u></p> | <p><u>MYPB:</u> Resilience, Self-Motivation, Communication, Motivation</p> |

| Mathematics: Medium Term Overview | | | |
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| Year 9 Foundation | Spring Term 1 Part 1 | Unit Title: Block B Number Part 2 | No of Lessons: 15 |
| Overview/Intent | This unit consolidates topics covered in KS2 and KS3 allowing students to improve their confidence applying Mathematical techniques | | |
| Assessment | Students will complete an assessed piece of work during lesson time which will be marked in line with STAR. | | |
| <u>Essential Knowledge (what must students know):</u> Students will be able to: <ul style="list-style-type: none"> • Convert standard Fractions to decimals and percentages e.g $1/2$, $1/5$, $1/10$ etc. • Convert Fractions to decimals using a calculator • Convert a % to a fraction • Express a number as a product of its prime factors • Apply the addition and subtraction laws for indices • Understand the concept that anything to the power of zero is 1 • Convert a Mixed Number fraction to an improper fraction • Compare the size of two fractions with an inequality e.g. show $2/5 > 3/11$ • Order a list of fractions and decimals by converting all values to decimals • Add Fractions with differing denominators of the form $2/5$ and $3/7$. • Find a fraction of an amount e.g. $3/5$ of 120 • Multiply two or more fractions of the form $2/5$ and $3/11$ • Express a fraction as a recurring decimal using a calculator and using bus shelter division • Find the Upper and Lower Bounds when values are rounded to the nearest $10/100/1000$ • Find the Percentage change between 2 numbers using Calculator and Non Calculator methods | | <u>Essential Skills (what must students be able to demonstrate an understanding of):</u> <ul style="list-style-type: none"> • Accurate conversion between fractions, decimals and percentages. • What a prime number is. • To express a number as a product of its prime factor. • To apply the laws of indices. • To accurately convert between mixed numbers and improper fractions. • How to accurately compare fractions. • To add and multiply fractions. • An appropriate method to compare fractions and decimals. • To find a fraction of an amount. • What is meant by Upper and Lower Bound of a number that has been rounded. • To calculate the percentage changed that has happened. Terminology: Key Words: Fraction, Decimal, Percentage, Prime, Product, Factor, Indices, Improper Fraction, Mixed Number, Denominator, Numerator, Recurring, Upper Bound, Lower Bound. | |
| | | Lessons: <ul style="list-style-type: none"> • Convert standard fractions to decimals/% • Convert fractions to decimals • Convert a % to a fraction • Prime Factor decomposition • First laws of indices • Power of zero • Convert to improper fraction • Compare Fractions • Put a list of decimals and fractions in order of size • Add fractions (Not mixed numbers) • Fraction of an amount • Multiply Fractions (No mixed numbers) • Express fractions as a recurring decimal • Introduction to Upper and Lower Bounds • Find a Percentage change | |
| <u>Careers Links:</u> | | <u>Enrichment:</u> | <u>MYPB:</u> Resilience, Self-Motivation, Communication, Motivation |

| Mathematics: Medium Term Overview | | | |
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| Year 9 Foundation | Spring Term 1 Part 2 | Unit Title: Block B Ratio | No of Lessons: 5 |
| Overview/Intent | This unit consolidates topics covered in KS2 and KS3 allowing students to improve their confidence applying Mathematical techniques | | |
| Assessment | Students will complete an assessed piece of work during lesson time which will be marked in line with STAR. | | |
| <p><u>Essential Knowledge (what must students know):</u> Students will be able to:</p> <ul style="list-style-type: none"> • Convert between standard metric units e.g. kg/g m/cm/mm litres/ml • Add or subtract values that involve conversions e.g. 1.2kg + 430grams • Apply the unitary method of proportion e.g it takes 1min to dig 2cm • Simplify a given ratio to its lowest terms and into the form 1:n • Read given measurements e.g. a petrol gauge. Apply scale measures to a map | <p><u>Essential Skills (what must students be able to demonstrate):</u></p> <ul style="list-style-type: none"> • The link between different units of measurement • Accurate conversion between different units to solve addition and subtraction problems. • What the unitary method of proportion is • How to read a scale • To understand how to use factors to fully simplify ratios. <p>Terminology: Key Words: Metric, Unitary, Proportion, Scale, Simplify, Ratio</p> | <p>Lessons:</p> <ul style="list-style-type: none"> • Conversions between standard measurements • Addition and subtraction of different measurements • Introduction to Proportion • Simplifying ratios • Interpreting Scale measures | |
| <u>Careers Links:</u> | <u>Enrichment:</u> | <u>MYPB:</u> Resilience, Self-Motivation, Communication, Motivation | |

Mathematics: Medium Term Overview

| Year 9 Foundation | Spring Term 2 | Unit Title: Block B Algebra | No of Lessons: 15 |
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| Overview/Intent | This unit consolidates topics covered in KS2 and KS3 allowing students to improve their confidence applying Mathematical techniques | | |
| Assessment | Students will complete an assessed piece of work during lesson time which will be marked in line with STAR. | | |
| <p>Essential Knowledge (what must students know): Students will be able to:</p> <ul style="list-style-type: none"> • Multiply algebraic terms together e.g $5ab \times 3a^2$ • Divide algebraic terms such $6a^2$ divided by a and $8a^3b^2$ divided by $2ab$ • Solve 1 step equations e.g $x + 3 = 10$, $2x = 10$ including negative integer solutions • Solve 2 step equation that include negative solutions e.g. $3x + 5 = 17$ • Sketch standard linear graphs e.g. $x = 3$, $y = 2$, $y = x$ • Continue a sequence involving Prime numbers, Squares, Cubes and Fibonacci values • Generate a sequence from a function machine • Expand single brackets by an integer or algebraic term e.g. $3(2x + 5)$ and $x(2x + 3)$ • Solve equations including brackets e.g. $3(2x + 5) = 27$ • Substitute values into simple expressions e.g. when $x = 3$ and $y = 2$ Find the value of $5x + 2$ and $3xy$ • Create a table of values to draw a linear graph • Factorise an expression with only 1 factor e.g $3(2x + 5)$ or $a(3a + 2)$ • Generate terms in a sequence from an nth term • State the inequality shown or draw the inequality | <p>Essential Skills (what must students be able to demonstrate):</p> <ul style="list-style-type: none"> • Simplify algebraic terms by multiplication or division. • Solve 1/2 step linear equations. • Draw lines $x = a$, $y = a$ and $y = x$. • Accurately continue a sequence using the term-to-term rule. • Generate a sequence using a function machine. • Accurately expand a single bracket. • Substitute values into expressions and formulae. • Accurately use a table of values to draw a linear graph. • Factorise an expression into a single bracket. • Generate sequences using the nth term. • State what inequality is being represented on a number line <p>Terminology: Key Words: Algebraic, Linear Equations, Inverse Operations, Term-to-Term Rule, Function Machines, Linear Sequences, Expand, Substitution, Linear Graph, Factorise, Inequality.</p> | <p>Lessons:</p> <ul style="list-style-type: none"> • Multiplying terms • Dividing algebraic terms • Solve equations (1 step) • Solve equations (2 step) • Draw standard Straight Line • Continue a sequence • Generate a sequence from a function machine • Expanding brackets(single bracket only) • Solve equations • Substitution • Use a table of values to draw linear graphs • Factorise into 1 bracket • Generate terms from a sequence using the nth term • Inequalities on a number line | |

Careers Links:

Enrichment:

MYPB: Resilience, Self-Motivation, Communication, Motivation

| Mathematics: Medium Term Overview | | | |
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| Year 9 Foundation | Summer Term 1 Part 1 | Unit Title: Block B Geometry | No of Lessons: 20 |
| Overview/Intent | This unit consolidates topics covered in KS2 and KS3 allowing students to improve their confidence applying Mathematical techniques | | |
| Assessment | Students will complete an assessed piece of work during lesson time which will be marked in line with STAR. | | |
| <p><u>Essential Knowledge (what must students know):</u> Students will be able to:</p> <ul style="list-style-type: none"> Annotate a shape using the correct notation for equivalence e.g dashes on an equilateral triangle Use correct naming conventions for the given triangle e.g Scalene, Isosceles Find missing angle involving interior and exterior angles of triangles including isosceles Understand the difference between parallel and perpendicular Identify all the properties of quadrilaterals using equivalence notation and parallel notation Find Areas of Rectangles, Triangles and Parallelograms. Use reverse calculations to find missing sides Describe the symmetry of a shape either rotational or lines of symmetry Identify parts of a circle e.g. Tangent/Chord/Sector etc. Use a compass to construct a circle Find a missing angle using the angle at a point property Apply the property of Vertically Opposite angles Explain when angles are alternate or corresponding Draw an accurate bearing using a protractor. Sketch bearings and find back bearings. Form an algebraic equation using angles e.g vertically opposite angles Understand how to write a column vector and how to draw and label a column vector Apply a Translation from a given column vector | <p><u>Essential Skills (what must students be able to demonstrate):</u></p> <ul style="list-style-type: none"> The accurately annotate a drawing. Know the different types of triangles and their properties. Know how to find the size of any missing angles of a triangle. Understand the difference between parallel and Perpendicular Understand the different properties of different quadrilaterals. To find the area of a rectangle, triangle and parallelogram The difference between rotational symmetry and reflection Know the different parts of a circle and how to use a compass. Know the relationship between the angles on a line and at a point. Understand the relationship between vertically opposite, alternate and corresponding angles. Understand the fundamentals of bearings. To use angle properties to solve equations. Know how to represent a vector in column notation. | <p>Lessons:</p> <ul style="list-style-type: none"> Use equivalence notation for equal sides on shapes (pairs of single/double dashes) Name different types of triangle Find angles in triangles Explain the definitions of Parallel and Perpendicular Quadrilaterals Area of a rectangle/ Triangle/Parallelogram Symmetry (Reflection and Rotational) Parts of a circle Construct a circle Angles on a line at a point Vertically Opposite angles Alternate angles and Corresponding angles Bearings Algebraic angles Column Vector notation Translation Reflections (must be after algebra $x = 3$ etc) Rotations Enlargement | |

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| <ul style="list-style-type: none"> • Apply a reflection in a given line e.g $x = 3$ • Apply a rotation from a given instruction • Apply an enlargement using positive integer scale factors | <ul style="list-style-type: none"> • To accurately perform one of the four transformations on a coordinate grid. <p>Terminology: Key Words: Equilateral, Scalene, Isosceles, Parallel, Perpendicular, Quadrilaterals, Symmetry, Rotational Symmetry, Diameter, Radius, Chord, Tangent, Segment, Sector, Vertically Opposite, Alternate, Corresponding, Bearings, Vector, Translation, Reflection, Rotation, Enlargement.</p> | |
| <p><u>Careers Links:</u></p> | <p><u>Enrichment:</u></p> | <p><u>MYPB:</u> Resilience, Self-Motivation, Communication, Motivation</p> |

| Mathematics: Medium Term Overview | | | |
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| Year 9 Foundation | Summer Term 1 Part 2 | Unit Title: Block B Probability and Data | No of Lessons: 10 |
| Overview/Intent | This unit consolidates topics covered in KS2 and KS3 allowing students to improve their confidence applying Mathematical techniques | | |
| Assessment | Students will complete an assessed piece of work during lesson time which will be marked in line with STAR. | | |
| <p><u>Essential Knowledge (what must students know):</u> Students will be able to:</p> <ul style="list-style-type: none"> • Find the median, mode and range from a list of unordered numbers • Use a scale from 0 to 1 to identify probabilities of an event • Draw an accurate bar chart with consistent axes and equal bar widths • Create a composite bar chart and comparative bar charts • Complete a two way table • Construct a pie chart from a table of values and from values shown in a bar chart | <p><u>Essential Skills (what must students be able to demonstrate):</u></p> <ul style="list-style-type: none"> • To find the median, mode and range from a list of numbers. • Identify where certain events would lie on a probability scale. • Accurately draw a bar chart and a composite bar chart to represent data. • To complete a two way table to show the findings of a survey. • Accurately construct a pie chart to represent a frequency table. <p>Terminology: Key Words: Median, Mode, Range, Impossible, Certain, Probability Scale, Scale, Axis, Comparative, Frequency Table, Angle Sector</p> | <p>Lessons:</p> <ul style="list-style-type: none"> • Median, Mode, Range • Probability Scale • Bar Charts - equal gaps and widths • Multiple Bar Charts • Two way tables • Pie Charts | |
| <u>Careers Links:</u> | <u>Enrichment:</u> | <u>MYPB:</u> Resilience, Self-Motivation, Communication, Motivation | |

| Mathematics: Medium Term Overview | | | |
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| Year 9 Foundation | Summer Term 2 | Unit Title: Block C Number | No of Lessons: 25 |
| Overview/Intent | This unit builds upon and consolidates topics covered in KS2/KS3 and Block B allowing students to improve their confidence applying Mathematical techniques | | |
| Assessment | Students will complete an assessed piece of work during lesson time which will be marked in line with STAR. | | |
| <p><u>Essential Knowledge (what must students know):</u> Students will be able to:</p> <ul style="list-style-type: none"> • Round any positive integer or decimal value to a given number of significant figures • Round decimals to a given number of decimal places • Find the roots of numbers without a calculator. Estimate roots e.g root 26. Find the reciprocal of a given number or fraction • Recall standard fraction conversions e.g. $\frac{1}{5}$, $\frac{3}{20}$, $\frac{3}{4}$ • Express a decimal as a fraction in its simplest form e.g $0.34 = \frac{34}{100} = \frac{17}{50}$ • Convert between Fractions/Decimals/Percentages to put a list in order. • Simplify a fraction including converting an improper fraction to a mixed number • Use non calculator methods to convert a fraction to a decimal • Use non calculator methods to convert a fraction to a decimal • Convert between standard form and ordinary number. Negative and positive powers • Multiply integers and decimals • Divide a decimal by an integer or decimal • Use order of operations involving decimal calculations • Use the addition, subtraction and multiplication laws of indices e.g $(x^3)^5$ • Evaluate values raised to a negative power e.g $5^{-2} = \frac{1}{25}$ | <p><u>Essential Skills (what must students be able to demonstrate):</u></p> <ul style="list-style-type: none"> • Round to a given number of decimal places or significant figures. • Understand what is meant by a root and reciprocal. • To accurately convert between fractions, decimals and percentages. • To convert with standard form. • Accurately multiply with integers and decimals. • Accurately divide a decimal by an integer or decimal. • Apply the order of operations. • Apply the laws of indices • Understand negative indices • To calculate with standard form. • To accurately apply the four arithmetic operations with fractions. • To find a fraction of an amount. • Find the midpoint of 2 fractions. • To find the percentage change that has occurred. • To increase/decrease an amount by a percentage. • To find the percentage of an amount. • Understand how to use error intervals for values that have been rounded. | <p>Lessons:</p> <ul style="list-style-type: none"> • Round to given Significant Figures • Round to Decimal places • Roots and Reciprocals • Recall standard Fraction conversions • Write a decimal as a fraction • Put a list of decimals/fractions/percentages in order • Simplifying Fractions • Convert a fraction to a decimal • Convert to improper fraction and to a decimal • Standard Form conversions • Multiplication • Division • Order of Operations • Laws of indices • Negative Indices • Standard Form calculations • Multiply/Divide Fractions • Fraction of an amount • Add/Subtract fractions (No mixed numbers) • Find midpoint of 2 fractions • Find a Percentage change • Increase/Decrease by a % • % of an amount • Error Intervals | |

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| <ul style="list-style-type: none"> • Use Non Calculator methods to add and subtract values using standard form. • Multiply and divide proper fractions including $3 \times \frac{2}{5}$ etc. • Find a fraction of an amount. Find an amount given $\frac{2}{3} = 36$ • Add and Subtract fraction with different denominators • Find the midpoint of two fractions using a common denominator • Review of Non Calculator methods for Percentage Change. Use a calculator to find a percentage change • Increase/Decrease a value by a given % using both Calculator and Non Calculator methods • Find a % of an amount using a multiplier and the % key on the calculator • Express a rounding value using an error interval. | <p>Terminology: Key Words: Significant Figures, Root, Reciprocal, Integer, Order of Operations, Evaluate, Denominator, Numerator, Simplify, Percentage Change, Error Interval</p> | |
| <p>Careers Links:</p> | <p>Enrichment:</p> | <p>MYPB: Resilience, Self-Motivation, Communication, Motivation</p> |