Percent Unit Plan

Unit Author	
First and Last Name	XXX XXXXXX
School District	
School Name	Notre Dame University
School City, State	Cotabato City

Unit Overview

Unit Title

Percent

Unit Summary

This unit will cover the percentage. The students will learn more about the percentage, in dealing with percent problems there are three involved: the whole, the part and the percent. The students will also learn how to convert percent to decimal; percent to fraction and vice versa.

Subject Area

Mathematics

Grade Level

1st year High School

Approximate Time Needed

55 minutes: 4 days (or more)

Unit Foundation

Targeted Content Standards and Benchmarks

Student Objectives/Learning Outcomes

Students will be able to:

- Define percentage, rate and base.
- Convert percent to decimal; percent to fraction and vice versa.
- Solve problems involving percentage.

Curriculum-Framing Questions

Essential Question	Is it important to be a part of a whole?
Unit Questions	• Is there any connection of knowing percent in real life situation?
Content Questions	• What are Percentage, Rate and Base? • What are the three quantities involving in percent problem? • How to change percent to decimal? Percent to fraction?

Assessment Plan

Assessment Timeline

Before project work begins	Students work on projects and complete tasks	After project work is completed
• Inquiry approach through question and answer • Recalling the previous knowledge about the unit	• Exercises	• Evaluation

Assessment Summary

Before the project work begins, an inquiry approach will use through question and answer portion and the teacher will ask some student about their previous knowledge in the unit title. During the project making, the teacher will know the student's capacity that are really good in their topic at hand to assist and to monitor their works. By this, their difficulties or special needs will be given importance and action. After the work has been accomplished, an evaluation will be given to check their development in the learning. This will also check if the learning objective have been attain.

Unit Details: Students have already knowledge about the operation numbers; the computation, conversion and problem solving. The students must also background knowledge about using computer.

Prerequisite Skills

- Basic knowledge about operation numbers (computation)
- Basic knowledge about computer skills

Instructional Procedures

Implementation Plan: Preliminaries

The teacher must prepare the PowerPoint presentation about the lesson.

Day 1

1. The teacher will introduce the unit using inquiry approach to develop the previous knowledge of the students related to Percent.
2. The teacher will give the meaning of Percent.
3. As an assignment, the students must read in advance the topic about another way of writing in percent (fraction and decimal).

Day 2

1. The teacher will ask the students about what they tackled last meeting.
2. The teacher will ask some students about another way of writing percent (changing percent to decimal and changing percent to fraction).
3. The teacher will give an example of converting percent to decimal and percent to fraction which lead into the discussion of percent.

Day 3

1. The teacher will give exercises involving the percent.
2. The teacher will introduce the three quantities involving percentage problem.
3. As an assignment, the teacher will give problem involving percentage problem and solve these using the proportion (Rate, Base and Percent).

Day 4

1. The teacher will ask the students if how percent used in the business.
2. The teacher will give an example about business problem that involve percent.
3. The teacher will give a quiz involving percent problems.

Accommodations for Differentiated Instruction	
Special Needs Students	Special or extra time and more effort will be given to support students with special needs or learning difficulty. It should be given extra time to study and assistance for the slow learners; it can also help those who are fast learner to facilitate their classmates or co-student.
Nonnative Speakers	*Describe language support, such as English Language Learner (ELL) instruction and tutoring from more able bilingual students or community volunteers. Describe adaptive materials, such as first-language texts, graphic organizers, illustrated texts, dual-language dictionaries, and translation tools. List specific resources you will use. Describe modifications in how students express their learning, such as first language rather than English or an oral interview instead of a written test.*
Gifted/Talented Students	From the students who are facilitators to their co-students, it is also given an extra time to help others, by group or tutorial class. To exist their knowledge or to share what they have learned.

Materials and Resources Required For Unit

Technology – Hardware (Click boxes of all equipment needed)

☐ Camera	☐ Laser Disk	☐ VCR
☒ Computer(s)	☐ Printer	☐ Video Camera
☐ Digital Camera	☒ Projection System	☐ Video Conferencing Equip.
☐ DVD Player	☐ Scanner	☐ Other
☐ Internet Connection	☐ Television	

Technology – Software (Click boxes of all software needed.)		
☐ Database/Spreadsheet	☐ Image Processing	☐ Web Page Development
☐ Desktop Publishing	☐ Internet Web Browser	☐ Word Processing
☐ E-mail Software	☐ Multimedia	☐ Other
☐ Encyclopedia on CD-ROM		
Printed Materials	Mathematics in Everyday Use Textbook and Basic Mathematics for College Students	
Supplies	PowerPoint Presentation, Computers	
Internet Resources	*Web addresses (URLs) that support the implementation of your unit*	
Other Resources	*Field trips, experiments, guest speakers, mentors, other students/classrooms, community members, parents, and so forth*	