



ALGEBRA 1 EXAMPLE

Unit: Proportionally

Aim: Find the percent of change

KNOWLEDGE	<p>Increase from 40 to 50. Is this an increase or decrease? <u>Plug into the formula</u> to find the percent of change:</p> $(\text{new \#} - \text{original \#}) / \text{original \#} = \text{percent of change} / 100$
COMPREHEND	<p><u>Estimate</u> the percent of change as a value changes from 40 to 50.</p> <p>What is the percent of change from 40 to 50? <u>Explain</u> how you came to this solution.</p>
APPLY	<p><u>Solve</u> the problem. The Giants had 40 points at the end of the 3rd quarter. By the end of the game they had 50 points. At what percent of change did their point total change in the 4th quarter?</p>
ANALYSIS	<p><u>Group</u> the following problems by “percent of change” problems or proportion (what percent is...) problems.</p>
SYNTHESIS	<p><u>Create</u> a word problem situation where you must find the percent of change and a problem where you must find the original price.</p>
EVALUATE	<p><u>Compare</u> which is the better deal and <u>Justify</u> your choice. Johnny can buy a \$50 pair of shoes that now costs \$40, or he can buy a \$200 pair of shoes that now costs \$180.</p> <p>Or:</p> <p>Joe says that the better deal is the \$200 pair of shoes because the sale is for \$20 rather than just \$10. Is he correct? Why or why not?</p> <p>Explain why it is necessary to use the formula $(\text{new \#} - \text{original \#}) / \text{original \#} = \text{percent of change} / 100$ in order to evaluate the percent.</p>