

AGI	Regal Coller	Week of 1-30-17 (Q3, W1)
Date:	Classwork:	Homework:
<p>Tuesday 1-31</p> <p>Block</p>	<p style="text-align: center;"><u>Summative Assessment Task</u></p> <p style="text-align: center;">AGI Midterm Exam</p>	<p>Reflect on your experiences of preparing for and completing the midterm exam.</p> <ul style="list-style-type: none"> <input type="checkbox"/> What worked well for you? Why? <input type="checkbox"/> What did not work well for you? Why? <input type="checkbox"/> How can you improve your preparation and exam completion processes in the future? Be specific.
<p>Thursday 2-2</p> <p>Block</p>	<p>Focus Questions: (Learning Targets) → What does a two-way table show you about preferences among groups? → How and why do we use relative frequencies (as percents) to analyze categorical data?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss results of Data About Us Summative Assessment Project <p><u>TWMM Investigation 5</u> Formative Assessment Tasks</p> <ul style="list-style-type: none"> <input type="checkbox"/> Launch video--Organizing and Analyzing Data <input type="checkbox"/> Problem 5.1 A-C, pages 113-115 <input type="checkbox"/> Frequency and relative frequency--Launch <input type="checkbox"/> Problem 5.2 A-C on pages 115-116. <input type="checkbox"/> Summarize 5.2 (C2) <input type="checkbox"/> Vocabulary (term, definition, example): <ul style="list-style-type: none"> <input type="checkbox"/> categorical data <input type="checkbox"/> two-way table <input type="checkbox"/> frequency <input type="checkbox"/> relative frequency 	<p>Required assignment:</p> <p>Complete any work not completed in class.</p> <p>ACE 5 begins on page 119. Complete #1–17, 19–27, 31, 34.</p> <p>Assignments are due on Friday.</p> <p>Data About Us Summative Assessment Project corrections--Due Tuesday.</p>
<p>Friday 2-3</p> <p>Both math and science</p>	<p>Focus Question: (Learning Target) → How and why should you distinguish the difference between correlation and causation?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check and correct ACE 5 #1–17, 19–27, 31, 34. <p><u>TWMM Investigation 5:</u> Formative Assessment Task</p> <ul style="list-style-type: none"> <input type="checkbox"/> Problem 5.3 A-D on pages 117-118 	<p>Required assignment:</p> <p>Complete any work not completed in class.</p> <p>ACE 5 begins on page 121. Complete #18, 28–30, 32–33.</p> <p>Assignments are due on Tuesday.</p>

Math Standards:

8.SP.A.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. (TWMM Inv. 5 Problems 1, 2, and 3)

Essential for 8.EE.C.7 Solve linear equations in one variable. (TWMM Inv. 5 Problem 1)

S-ID.B.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. (TWMM Inv. 5 Problems 1, 2, and 3)

S-ID.C.9 Distinguish between correlation and causation. (TWMM Inv. 5 Problem 3)

Math Practices:

- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Attend to precision.

Success Criteria:

- Students can distinguish between categorical and numerical variables
- Students can use two-way tables and analysis of cell frequencies and relative frequencies to decide whether two variables are related.
- Students can interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies).
- Students can recognize possible associations and trends in the data.
- Students can distinguish between correlation and causation.

Additional Web Resource:

- Two-way Tables and Relative Frequencies
<http://stattrek.com/statistics/two-way-table.aspx?Tutorial=AP>
- Ice Cream Kills! Correlation vs Causation
<https://www.youtube.com/watch?v=VMUQSMFGBDo>

Online Textbook Link: <http://mymathuniverse.com/cmp3>

Click "Log in to Student Place"

Enter Username: lasfir21 & Password: D2001_ _ _ _

Mrs. RC's Website: <http://www.pinckneymich.com/> Email: dregal@pinckneypirates.org