

AGI	Regal Coller	Week of 2-6-17 (Q3, W2)
Date:	Classwork:	Homework:
<p>Tuesday 2-7</p> <p>Block</p> <p>Agenda is posted in GClassroom.</p>	<p>Standards and success criteria for TWMM 4 & 5--see back of agenda.</p> <p><u>TWMM Investigations 4 & 5</u> Formative Assessment Tasks</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check and correct TWMM 4 & 5 ACE <input type="checkbox"/> Discuss ACE5 #16-18 <p><u>Review activities</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Success Criteria Jigsaw for Investigations 4 & 5</u> (Groups of 4) <input type="checkbox"/> Kahoot (whole class) <input type="checkbox"/> <u>Quizlet (individual)--</u> <ul style="list-style-type: none"> <input type="checkbox"/> Inv. 5 Two-Way Tables <input type="checkbox"/> Inv. 4A Lines of Best Fit, Residuals, Interpolation, Extrapolation, <input type="checkbox"/> Inv. 4B Correlation Coefficients 	<p>Required assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete any work not completed in class. <input type="checkbox"/> Prepare a note sheet for your test. <input type="checkbox"/> Bring your book to turn in on THURSDAY or FRIDAY. <input type="checkbox"/> Reminder: BRING YOUR CHARGED CHROMEBOOK every day!
<p>Thursday 2-9</p> <p>Block</p>	<p>Standards and success criteria for TWMM 4 & 5--see back of agenda.</p> <p><u>TWMM Investigations 4 & 5</u> Summative Assessment Tasks TWMM Investigations 4 & 5 Summative Assessment</p>	<p>Required assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bring your book to turn in on FRIDAY.
<p>Friday 2-10 See all classes</p> <p>Sadowski field trip to HS 1st-4th hours</p> <p>Citizenship Celebration 6th & 7th hours</p>	<p>Focus Question: (Learning Target) →How can you use different methods to learn, review and practice math vocabulary?</p> <p><u>Transition from TWMM to Looking for Pythagoras (LFP):</u> Formative Assessment Task Menu</p> <ul style="list-style-type: none"> <input type="checkbox"/> Math Vocab Mini-Boggle <input type="checkbox"/> Unthinkable Vocab card game <input type="checkbox"/> Geometry Stations Tasks 	<p>Required assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Enjoy your break!

[Visual Noise Level Indicator](#)

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

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Success Criteria:

- Students can distinguish between categorical and numerical variables
- Students can identify positive, negative, or no correlation given a set of data.
- Students can use two-way tables and analysis of cell frequencies and relative frequencies to decide whether two variables are related.
- Students can recognize possible associations and trends in bivariate data.
- Students can identify and explain a correlation coefficient of -1, 0, or 1.
- Students can fit a linear model to a set of bivariate data.
- Students can find and interpret the meanings of slope and y-intercept for a line of best fit in context.
- Students can construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects.
- Students can use relative frequencies calculated for rows or columns to describe possible association between the two variables.
- Students can construct viable arguments and critique the reasoning of others using the Claim-Evidence-Reasoning (CER) format.

Math Standards:

6.SP.A.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. Although it is not explicitly mentioned in this standard, students should know that there are two basic types of data: numerical and categorical.

8.SP.A.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. (Estimation of correlation coefficients based on visual inspection.)

8.SP.A.4 Understand that patterns of association can 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.

8.F.B.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or two from two values. Interpret the rate of change and initial value of a linear function in terms of the situation it models.

Standard for Mathematical Practice 3

Students can construct viable arguments and critique the reasoning of others.

Additional Web Resources:

- Two-way Tables and Relative Frequencies
<http://stattrek.com/statistics/two-way-table.aspx?Tutorial=AP>
- Khan Academy Two-Way Tables and Relative Frequencies--tutorial, definitions and practice
<https://www.khanacademy.org/math/probability/two-way-tables-categorical-data-a1/two-way-relative-frequency-tables/v/two-way-relative-frequency-tables>

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Mrs. RC's Website: <http://www.pinckneymich.com/>

Email: dregal@pinckneypirates.org

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