

AGI Day	Regal Coller In Class	Week of: 10-3-16 Assignments
<p>Tuesday 10-4</p>	<p>Focus Question: How can tables, graphs, words and equations help you see patterns and make predictions?</p> <p>Assessment FOR Learning: TWMM Investigation 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> ACE Correction and Revision--Make corrections and revisions for ALL errors. You must show your thinking path and explain your reasoning. <input type="checkbox"/> Work in a group of three (assigned) to complete ACE #34. <input type="checkbox"/> Calculators are permissible, but NO PHONES or computers. <input type="checkbox"/> Your final product will be a CER poster. <input type="checkbox"/> You need to work the table for each pattern, create scatterplots and do your best to find equations to model the patterns in the table. These will form your evidence for your CER poster. <input type="checkbox"/> Gallery walk as friendly critics. <p>Reflection Questions:</p> <ol style="list-style-type: none"> 1. How do you identify patterns of change within a table? Be specific. 2. How do these patterns of change help you determine appropriate model equations? 3. How do graphs help you support or refute your predictions? 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete any work not completed in class. (Due Th) <input type="checkbox"/> Prepare ONE 8.5"x11" sheet of notes for use during your test. You may use both sides of the paper. RULE: You must personally create your own note sheet. <input type="checkbox"/> Optional after school review session on Wednesday, Oct. 5 from 2:55-3:45 in Mrs. RC's classroom. Bring your questions since this is YOUR time to have them answered! <p>Summative Assessment TEST is Th October 6. Test will include TWMM Problems 1.1, 1.2 and 1.3 including correct construction of graphs, vocabulary, focus questions and reflection questions. Expectations include quality CER format responses.</p>
<p>Thursday 10-6</p>	<p>Focus Questions: See back of agenda!</p> <p>Thinking With Mathematical Models Investigation 1 Summative Assessment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Enjoy your evening!
<p>Friday 10-7</p>	<p>Focus Question: How do your reflections over TWMM Investigation 1 show your learning ?</p> <p>TWMM Investigation 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete the Googleform sent to you via link in your email. You may use your spiral notebook. 	<ul style="list-style-type: none"> <input type="checkbox"/> Have a great weekend!

To access digital resources (after your data has been uploaded by Mrs. RC):

<http://MyMathUniverse/CMP3>

Video resources do not require login.

ACTIVEBook digital text requires login to "Student Place."

For most students this is your usual username; password is D followed by your lunch account number (no space between the uppercase D and the number)

Vocabulary from Investigation 1::

Term + Definition + Example

- Claim-Evidence-Reasoning (CER)**
- Statistics (as a discipline)
- Noise in data
- Signals in data
- Independent variable
- Dependent variable
- Axis (Axes plural)
- Ordered pair
- Coordinate plane
- Quadrants (in the coordinate plane)
- Origin
- Scatterplot
- Discrete data
- Continuous data**
- Outlier
- Collinear**
- Linear relationship
- Non-linear relationship
- Mathematical model**

Focus questions:

- **How would you describe the relationship between bridge strength and bridge thickness?**
- **How would you describe the relationship between bridge strength and bridge length?**
- **How can you predict if a pattern between variables will be linear or nonlinear?**
- **How can exploring visual patterns build your understanding of number relationships, algebraic expressions and their multiple representations?**
- **How can tables, graphs, words and equations help you see patterns and make predictions?**

Math Content Standards:

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.

8.F.B.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Math Practice Standards:

2. Reason abstractly and quantitatively.
4. Model with mathematics.
6. Attend to precision.
7. Look for a make use of structure.