

AGI

Regal Coller

Week of 10-31-16

Date:	Classwork:	Homework:
<p>Tuesday 11-1</p> <p>Block Class</p>	<p>Focus Questions: (Learning Target) What strategies do you use to assess the fit of a model to data?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Correct homework <p>Performance Tasks: TWMM Investigation 2: Review and Practice--Residual Plots http://stattrek.com/statistics/dictionary.aspx?definition=Residual%20plot</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practice creating a residual plot with your model from TWMM ACE 2 Exercise #4 (Chihuahuas). <input type="checkbox"/> Partner--Group of 4--Compare and share. <p style="text-align: center;">TWMM Investigations 1 & 2 Summative Assessment (TEST)</p>	<p>No New Assignments</p>
<p>Thursday 11-3</p> <p>Block Class</p>	<p>Focus Questions: (Learning Targets) Summative assessment--Students are referred to success criteria on this agenda.</p> <p>Performance Tasks: TWMM Investigations 1 & 2 Summative Assessment (TEST)</p> <ul style="list-style-type: none"> <input type="checkbox"/> End of Quarter Reflection and Self-assessment (GoogleForm) <input type="checkbox"/> DESMOS: Marbleslides Lines student.desmos.com <input type="checkbox"/> Code provided in class. 	<p>Required assignment:</p> <p>Finish your End of Quarter Reflection and Self-assessment if you have not yet done so. (Due Fri)</p>
<p>Friday 11-4</p> <p>Official End of 1st Quarter</p>	<p>Focus Question: (Learning Target) How do you use first differences and scatterplots to determine the types of relationships that exist between a single set of independent variable and multiple sets of dependent variables?</p> <p>Performance Task(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> CER #34 Gallery Walk <input type="checkbox"/> Silence--Note your questions. <input type="checkbox"/> confusion/wondering, and feedback in your notebook. <input type="checkbox"/> Share as a class 	<p>No New Assignments</p> <p>Enjoy your weekend!</p>

Success Criteria:

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- Students can write a linear equation in slope-intercept form given two points.
- Students can write a linear equation in slope-intercept form given the graph of a line.
- Students can write a linear equation in slope-intercept form given a table of values.
- Students can determine whether a data set is most appropriately fit with a linear or nonlinear model by informal visual inspection of a scatterplot.
- Students can determine whether a data set is most appropriately fit with a linear or nonlinear model by calculating rate of change.
- Students can fit a linear model to data.
- Students can generate a slope-intercept equation for a linear model.
- Students can calculate residual values.
- Students can plot residuals with the independent variable on the x-axis and residual values on the y-axis.
- Students can use residual values as one means of explaining how well a linear model fits a given set of data.
- Students can use visual inspection as one means of explaining how well a linear model fits a given set of data.
- Students can accurately determine which linear model is a better fit for its data set.
- Students can compare first differences to show how these illustrate the types of relationship shown in a table of values.

Math Standards:

8.F.A.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

8.F.A.3 Interpret the equation $y=mx+b$ as defining a linear function whose graph is a straight line.

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 from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

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.

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.SP.A.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.

8.SP.A.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.

F-IF.C.7a Graph linear functions and show intercepts.

F-BF.A.1 Write a function that describes a relationship between two quantities.

F-BF.A.1a Determine an explicit expression, a recursive process, or steps for calculation from a context.

F-LE.A.1b Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.

F-LE.A.2 Construct linear functions given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

F-LE.B.5 Interpret the parameters in a linear or exponential function in terms of a context.

S-ID.B.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. *P*

S-ID.B.6a Fit a function to the data; use functions fitted to data to solve problems in the context of the data.

S-ID.B.6b Informally assess the fit of a function by plotting and analyzing residuals.

S-ID.B.6c Fit a linear function for a scatter plot that suggests a linear association.

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Math Practices:

Make sense of problems and persevere in solving them.

Reason abstractly and quantitatively.

Construct viable arguments and critique the reasoning of others.

Model with mathematics.

Use appropriate tools strategically.

Attend to precision.

Look for structure and regularity in repeated reasoning.

Web Resources:

- https://www.mathxforschool.com/home_school.htm

Username: lasfir2021

Password: XL2001_ _ _ _

- Online textbook: <http://mymathuniverse.com/cmp3>

Click "Log in to Student Place"

Enter Username: lasfir21

Password: D2001_ _ _ _

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