

AGI

Regal Coller

Week of 12-5-16(Q2, W5)

Date:	Classwork:	Homework:
<p>Monday 12-5 Block Class</p>	<p>Focus Questions: (Learning Target) Is the relationship shown between two variables a direct or an inverse variation? What evidence do you have to support your answer?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Correct Direct & Inverse Variation Packet <input type="checkbox"/> Job Shadow form--sent to you via email during class (Due Th) <p>Performance Tasks: ASSESSMENT FOR LEARNING:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quick Review Notes--Summary of TWMM Investigation 3 <input type="checkbox"/> CER TWMM 1 #34--Post & Gallery walk with focus on the shapes of the patterns in the graphs/visual representations (of functions) <p>ASSESSMENT OF LEARNING:</p> <ul style="list-style-type: none"> <input type="checkbox"/> TWMM Investigation 3 Summative Assessment (TEST) <input type="checkbox"/> Can You Feel the Power? <ol style="list-style-type: none"> 1. Review class graphs 2. Complete Can You Feel the Power? Summative Assessment independently 	<ul style="list-style-type: none"> <input type="checkbox"/> Can You Feel the Power? does not leave the classroom. <p>Required assignment (Due Th):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Catch up on missing assignments. <input type="checkbox"/> Students who Job Shadowed-- Complete the GoogleForm (GF) about your Job Shadow. The link is in your email.
<p>Thursday 12-8 Block Classes</p>	<p>Focus Question: (Learning Target) How can you show your perseverance with problem-solving using the structure of the code tutorial(s) you have chosen?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss Job Shadow reports <input type="checkbox"/> Enroll in Google Classroom for AGI (enrollment code/key given in class) <p>Performance Tasks: ASSESSMENT FOR LEARNING: <u>Hour of Code:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> What are "code" and "coding"? <input type="checkbox"/> Why is there an "Hour of Code"? <input type="checkbox"/> How is coding related to math and science? <input type="checkbox"/> Which options do you have for Hour of Code? <input type="checkbox"/> What are the expectations for navigating and completing your tasks? <input type="checkbox"/> See Google Classroom "Hour of Code" section for your class for links. <input type="checkbox"/> Complete your exit ticket about your code experience today. (GF in classroom) 	<p>Homework due Tues.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete any work not completed in class. <p>Required assignment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> If you have missing work or have not submitted your form after your job shadow, either/both is/are homework.

<p>Friday 12-9</p> <p>See All Classes</p>	<p>(Learning target) Focus for today: What did you learn from your preparation and completion of the TWMM Investigation 3 Summative Assessments?</p> <p>Performance Tasks: ASSESSMENT FOR LEARNING:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Test corrections--TWMM 3 TEST <input type="checkbox"/> Corrections--Can You Feel the Power? <input type="checkbox"/> Reflection on TWMM 3: test preparation, level of achievement and your personal goals for Quarter 2--(GF in classroom) <input type="checkbox"/> Complete another Hour of Code tutorial of your choice 	<p>Required assignment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete any work not completed in class. <input type="checkbox"/> Have a good weekend!
-------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Math Standards:

8.F.A.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

8.F.B.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph. Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

8.EE.B.5 Graph proportional relationships, interpreting the unit rate as the slope of a graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.

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 associations, linear association, and nonlinear association.

Math Practices:

1. Make sense of problems and persevere in solving them.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Success Criteria:

- Students can identify a inverse variation.
- Students can find the constant (k) in an inverse variation.
- Students can write an equation for an inverse variation.
- Students can identify a direct variation.
- Students can find the constant (k) in a direct variation.
- Students can write an equation for a direct variation.
- Students can write code to complete the objectives in the activities they have chosen.
- Students can debug code when their activities do not perform as they expect they should.