

Pathfinder Algebra 8th

Regal Coller

Week of 1-30-17 (Q3, W1)

| Date: | Classwork: | Homework: |
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| <p>Monday/ Tuesday 1-30/1-31</p> <p>Block</p> | <p>Focus Question: (Learning Target) → What does a two-way table show you about preferences among groups?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check and correct TWMM Inv. 4 Additional Practice packet <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"/> TWMM 5.1 A-C, pages 113-115 <input type="checkbox"/> Consider the following question as you work through the problem with your partner: <ul style="list-style-type: none"> <input type="checkbox"/> How is it possible that more younger riders prefer both wood- and steel-frame coasters than older people? <input type="checkbox"/> Write your answer to this question using complete sentences and clear reasoning. <input type="checkbox"/> Vocabulary (term, definition, example): <ul style="list-style-type: none"> <input type="checkbox"/> categorical data <input type="checkbox"/> two-way table | <p>Required assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete any work not completed in class. <input type="checkbox"/> ACE5 begins on page 119. Complete #1-14, 16. For #11-14 list at least FIVE categories for each problems. <input type="checkbox"/> <u>Optional extensions</u> #19-24. <p>Assignments due on Wednesday/Thursday.</p> <p>TWMM Investigations 4 & 5 TEST (summative)-- Mon. 2-6/Tues. 2-7</p> |
| <p>Wednesday/ Thursday 2-1/2-2</p> <p>Block</p> <p>TWMM Investigations 4 & 5 TEST (summative) Mon. 2-6/ Tues. 2-7</p> | <p>Focus Questions: (Learning Targets) → How and why do we use relative frequencies (as percents) to analyze categorical data?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check and correct ACE 5 #1-14 & 16 (optional #19-24) <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"/> 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"/> Problem 5.3 A-D on pages 117-118. <input type="checkbox"/> Summarize 5.3 (C1&2) <input type="checkbox"/> Compile list for D (chart paper) | <p>Required assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete any work not completed in class. <input type="checkbox"/> ACE5 starts on page 121. Complete #17 & 18. <input type="checkbox"/> <u>Optional extensions</u> #25-30, 32-33 <input type="checkbox"/> Data About Us Summative Assessment Project corrections. <p>Assignments due on Friday.</p> |

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

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| <p>Friday 2-3</p> <p>See all classes</p> | <p>Focus Questions: (Learning Targets) →How can you use two-way tables and relative frequencies to organize and analyze categorical data?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collect Data About Us Summative Assessment Project corrections <input type="checkbox"/> Check & correct ACE5 #17-18 (optional #25-30, 32-33) <p><u>TWMM Investigation 5:</u> Formative Assessment Task</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Inv.5 Additional Practice packet. <input type="checkbox"/> Complete TWMM “Looking Back” (begins on page 129--complete all problems.) | <p>TWMM Investigations 4 & 5 TEST (summative)-- Mon. 2-6/Tues. 2-7</p> <p>Complete any work not completed in class--Due MON/TUES.</p> <p>Make a note sheet for your test.</p> |
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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)

Math Practices:

- Reason abstractly and quantitatively.
- 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 recognize possible associations and trends in the data.

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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