

Pathfinder Algebra 8th

Regal Coller

Week of 2-6-17 (Q3, W2)

Date:	Classwork:	Homework:
<p>Monday/ Tuesday 2-6/2-7</p> <p>Block</p> <p><u>Visual Noise Level Indicator</u></p>	<p>Standards and success criteria for TWMM 4 & 5→ See back of agenda.</p> <p><u>TWMM Investigations 4 & 5</u></p> <p>Formative Assessment Tasks</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check and correct TWMM Additional Practice packet <input type="checkbox"/> Discuss ACE5 #16-18 <input type="checkbox"/> Complete Test Preparation Self-Assessment <p><u>Review activities (options vary by class)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Quizlet (individual)-- <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 <input type="checkbox"/> Success Criteria Jigsaw for Investigations 4 & 5 (Group of 4) <input type="checkbox"/> Kahoot (whole class using Chromebooks only) <p>Summative Assessment Task</p> <p>TWMM Investigations 4 & 5 Summative Assessment (Part I)</p>	<p>Required assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete any work from Investigations 4 & 5 you have not completed. <input type="checkbox"/> BRING YOUR CHARGED CHROMEBOOK every day! <input type="checkbox"/> Make sure you turn in your Thinking With Mathematical Models text on Wed/Thurs!
<p>Wednesday/ Thursday 2-8/2-9</p> <p>Block</p>	<p>Standards and success criteria for TWMM 4 & 5→ See back of agenda.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collect TWMM Texts <input type="checkbox"/> You will still be able to access your TWMM text online. <p><u>TWMM Investigations 4 & 5</u></p> <p>TWMM Investigations 4 & 5 Summative Assessment (Part II)</p>	<p>Required assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete any work from Investigations 4 & 5 you have not completed. <input type="checkbox"/> BRING YOUR CHARGED CHROMEBOOK every day!
<p>Friday 2-10</p> <p>Sadowski field trip</p> <p>1st-4th hours</p> <p>Citizenship Celebration</p> <p>6th & 7th hours</p>	<p>Focus Questions: (Learning Targets)</p> <p>→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></p> <p>Formative Assessment Task Menu</p> <p>Math Vocab Mini-Boggle</p> <p>Unthinkable Vocab card game</p> <p>Geometry Stations Tasks</p>	<p>Required assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> BRING YOUR CHARGED CHROMEBOOK every day!

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.

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