

## Pathfinder Algebra 8th

## Regal Coller

## Week of 10-31-16

Date:	Classwork:	Homework:
<p><b>Monday/Tuesday</b> <b>10-31/11-1</b></p> <p><b>Block Class</b></p> <p>DESMOS: Polygraph Lines <a href="http://student.desmos.com">student.desmos.com</a> Code provided in class to those who have completed their other assignments.</p>	<p><b>Focus Questions: (Learning Target)</b> How can you use the information provided in tables, graphs, words and/or equations to find the other representations?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Correct homework</li> </ul> <p><b>Performance Tasks:</b> <b>TWMM Investigation 2:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Additional Practice WS--Use a ruler/straightedge to draw your lines!</li> <li><input type="checkbox"/> TWMM Partner Quiz (formative)--complete individually then compare and discuss with your assigned partner.</li> <li><input type="checkbox"/> Graphing Lines and Killing Zombies</li> <li><input type="checkbox"/> Check your work for Additional Practice WS, Partner Quiz and Graphing Lines and Killing Zombies.</li> <li><input type="checkbox"/> Ask questions if you do not understand your mistakes!</li> <li><input type="checkbox"/> Make complete corrections for your mistakes on lined/graph paper.</li> <li><input type="checkbox"/> Staple your corrections to your assignments.</li> <li><input type="checkbox"/> <b>Turn in your work.</b></li> <li><input type="checkbox"/> Create a note sheet for your test (see homework column).</li> </ul>	<p><b>Required assignment:</b> Finish any work assigned in class today.</p> <p>Prepare a note sheet for your test.</p> <ul style="list-style-type: none"> <li>• See your vocabulary for Investigations 1 &amp; 2, reflection questions/your answers and success criteria on this agenda.</li> <li>• Your note sheet must be your own original creation in order for you to be able to use it on the test. No photocopies, cut and paste or internet downloads.</li> </ul> <p>Make sure you bring a calculator on W/Th (test day).</p> <p>Bring a book to read on W/Th (test day).</p>
<p><b>Wednesday/Thursday</b> <b>11-2/11-3</b></p> <p><b>Block Class</b></p>	<p><b>Focus Question: (Learning Target)</b> <b>Summative assessment--Students are referred to success criteria on this agenda and guided through analysis/self-assessment as part of their review (previous block).</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Turn in TWMM Investigation 1 Test corrections</li> </ul> <p><b>Performance Task:</b> <b>TWMM Investigations 1 &amp; 2 Summative Assessment (TEST)</b></p>	<p><b>Required assignment:</b> No new assignments today.</p>
<p><b>Friday</b> <b>11-4</b></p> <p><b>Official End of 1st Quarter</b></p>	<p><b>Focus Question: (Learning Target)</b> How can you best manipulate slopes and intercepts to make Marbleslides work for you?</p> <p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> End of Quarter Reflection and Self-assessment (GoogleForm link sent to you via email)</li> <li><input type="checkbox"/> DESMOS: Marbleslides Lines <a href="http://student.desmos.com">student.desmos.com</a></li> <li><input type="checkbox"/> Code provided in class.</li> </ul>	<p><b>Required assignment:</b> <b>Complete any work not completed in class. (Due Mon/Tues)</b></p> <p>Enjoy your weekend!</p>

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Mrs. RC's Website: <http://www.pinckneymich.com/>

Email: [dregal@pinckneypirates.org](mailto:dregal@pinckneypirates.org)

**Success Criteria:**

- 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 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.

**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.

**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.

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**Web Resources:**

- [https://www.mathxforschool.com/home\\_school.htm](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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