MRS. GAWLIK/MRS. CACHIA November 3-7, 2014

**Monday November 3/Thursday November 6, 2014**

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| **Content Standard:**  **Understand the connections between proportional relationships, lines, and linear equations.**   * 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. | **ELP Standard:**  English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.   * Explicit instruction of bivariate data vocabulary using tactile and virtual tools (ex: software tools, example of scatter plots). * Real world examples to reinforce bivariate data vocabulary (positive, negative, and no relationship graphs). |
| **Content Objective:**  I can demonstrate comprehension of the relationship between two variables to develop an understanding of negative correlation by examining the closeness of the data points to the line. | **Language Objective:**  I can write to draw conclusions about the model of fit using mathematical models. |
| * TARGET STATEMENT:   **I CAN**   1. I can determine whether a linear model is a good fit based on given data. | |
| **Key Vocabulary:**  Independent and Dependent variable, linear relationship, nonlinear relationship, x-axis, y-axis, variables, function, mathematical model, residual, slope, additive inverse, multiplicative inverse, inverse variation, correlation coefficient, outlier, residual, scatter plot, standard deviation, variance  **HOTS (Questions):**  **Essential Questions:**   * What relationships can be seen in bivariate data? * What conclusions can be drawn from data displayed on a graph? * What do the slope and -intercept of a line of best fit signify on a graph? * How can graphs, tables, or equations be used to predict data? | **Content Specific:**   * Do you think the data support the claim that arm span and height are about equal? * What equation would relate, the two variables if each student in the class had arm span equal to height?   **General Terms:**   * What is a scatter plot? * What does it compare? * Why is it useful in this scenario? * How can you use slope to find two data points? (y2-y1/x2-x1) * Can you use this strategy to find slope of the line through data?(Plug in the data points and solve) |
| **Visuals, Materials, & Text**  **TEXT:** Thinking with Mathematical Models  **VISUALS:** Show Launch  **MATERIALS:** Lab sheet 4.2A-B, graph paper | **Accommodations**  **Partners, small groups, master copy of lab sheets** |
| **Wrap up/Ticket Out**   * Today I learned….. | |

**Tuesday, November 4, 2014**

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| No School |

**Wednesday, November 5, 2014**

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| Guest Teacher |

**Friday, November 7, 2014**

**(Technology)**

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| * TARGET STATEMENT * I can use technology as a tool to assist me with math concepts. |