MRS. GAWLIK/MRS. CACHIA December 8-12, 2014

**Monday, December 8, 2014**

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| **Content Standard:**  **Understand the connections between proportional relationships, lines, and linear equations.**   * 8.SP.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. | **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 (example of two-way tables). * Real world examples to reinforce bivariate data vocabulary (positive, negative, and no relationship graphs). |
| **Content Objective:**  I can demonstrate analysis of association or lack of association between two sets of categorical data by analyzing two way tables. | **Language Objective:**  I can write to draw conclusions of the association or lack of association between two sets of categorical data by analyzing two way tables. |
| * TARGET STATEMENT:   **I CAN** determine if having an after-school job affects completing homework on time. | |
| **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, categorical variables | **Goals**   * Distinguish between categorical and numerical variables * Use two way tables and analysis of cell frequencies and relative frequencies to decide whether two variables are related |
| **Visuals, Materials, & Text**  **TEXT:** Thinking with Mathematical Models  **VISUALS:** Show Launch  **MATERIALS:** Text, Problem 5.3 pages 117-118 | **Accommodations**  **Partners, small groups, master copy of lab sheets** |
| **Wrap up/Ticket Out**   * Today I learned that having an after school job… | |

**Tuesday, December 9, 2014**

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| I CAN edit my Type 3 writing over scatterplots and Positive/Negative correlations using Type 4 strategies with my teacher and partner. |

**Wednesday, December 10, 2014**

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| I CAN use comprehension to complete the TWMM common assessment with 80% accuracy. |

**Thursday, December 11 and Friday, December 12, 2014**

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| **Content Standard:**  **Understand the connections between proportional relationships, lines, and linear equations.**   * 8.GB.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate grid. | **ELP Standard:**  English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. |
| **Content Objective:**  I can demonstrate application of the Pythagorean Theorem by finding the distance between two points using a coordinate grid. | **Language Objective:**  I can read pages 10 and 11, and orally discuss with my classmates the relationship between driving and flying using the coordinate grid on page10 to answer questions on page11 |
| * TARGET STATEMENT:   **I CAN** use strategies for finding the distance between two points using the coordinate grid on page 10.  **I CAN** anwser questions using the coordiante grid on page 10 to answer questions A-D on page 11. | |
| **Key Vocabulary:** | **Goals** |
| **Visuals, Materials, & Text**  **TEXT:** Thinking with Mathematical Models  **VISUALS:** Show Launch  **MATERIALS:** Text, Problem 5.3 pages 117-118 | **Accommodations**  **Partners, small groups, master copy of lab sheets** |
| **Wrap up/Ticket Out**   * Today I learned that having an after school job… | |