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| Grade Level 9th Accelerated Coordinate Alg | **Teacher/Room**: L. Payne/Room 181 Week of: August 25 – August 29, 2014 |
| **Unit Vocabulary:** coefficient, constraint, domain, equation, expression, factor, inequality, ordered pair, Pythagorean Theorem, range, substitution, term, variable |
| **Instructional Strategies Used:** direct instruction, independent study, interactive instruction, partners |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:**MCC9‐12.A.CED.1** Create equations and inequalities in one variable and use them to solve problems.  **L9-10RST7** . | **Common Core Standard(s)**:**MCC 9-12.S.ID.2** Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. **MCC 9-12.S.ID.3** Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). **MCC 9-12.S.ID.1** Represent data with plots on the real number line (dot plots, histograms, and box plots). | **Common Core Standard(s)**:MCC9-12.S.ID.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. Standards for Mathematical Practice.**L9-10RST7**. | **Common Core Standard(s)**:**MCC9-12.S.ID. 1 Represent data with plots on the real number line (dot plots,** **histograms, and box plots).** **MCC9-12.S.ID. 2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, mean absolute deviation) of two or more different data sets.****MCC9-12.S.ID. 3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points** **(outliers). MCC9-12.S.ID. 6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related****L9-10RST7**  | **Common Core Standard(s)**:**MCC9-12. S.ID. 1** **MCC9-12. S.ID. 2** **MCC9-12. S.ID. 3** **MCC9-12. S.ID. 6**  |
| **EQ Question**: How do you solve multi-step equations?Essential question: How can you characterize and compare the center and spread of data sets? | **EQ Question**: How can you characterize and compare the center and spread of data sets? (from homework)(lesson) How do you interpret relative frequencies in the context of a two-way frequency table? | **EQ Question**: How can you characterize and compare the center and spread of data sets?  | **EQ Question**: How do I summarize, represent, and interpret data on two categorical and quantitative Variables? | **EQ Question**: How can you characterize and compare the center and spread of data sets? How do I summarize, represent, and interpret data on two categorical and quantitative Variables? |
| **Mini Lesson:** review**Test: Solving equations****Resource/Materials:** Test 1Lesson: Review statistics (mean, median, mode, box and whisker plot, MAD) | **Mini Lesson**: Checking WS**Activating Strategies:** Working with graphing calculators to draw scatter plots and box and whisker plots**Lesson: Public Opinions and Leisure Time (Homework Task)**1. PowerPoint two way tables
2. Classwork- task
3. Complete task for HW

**Resource/Materials:**  Task, calculators | **Mini Lesson:** Solving Equations**Activating Strategies:** Checking task **Lesson: 14.4-** Data Distribution1. Notes – PowerPoint
2. Classwork – Practice Problems
3. Assignment - Textbook

**Resource/Materials:** Powerpoint, Text | **Mini Lesson:** Solving Equations**Activating Strategies:** Checking HW (text)**Lesson:** Learning Task: 1. If the Shoe Fits!

**Resource/Materials:** Powerpoint, Task, graph paper, calculator | **Mini Lesson:** Review**TEST: Statistics**1. Measures of center,
2. Measures of spread,
3. IQR
4. MAD
5. Two way tables
6. Data Distribution

**Resource/Materials:** Test |
| **Differentiation:***Content/Process/Product:* *Grouping Strategy:* *Assessment:* informal | **Differentiation:***Content/Process/Product* :*Students can research actual data about this topic (or another controversial topic) in* *their community.:* ***Grouping Strategy****: Students may need remediation in determining percentages. Since the total number of* *respondents is 200, students can fairly easily use proportional reasoning to determine* *the equivalent ratio of people out of 100 (“per cent”)**Assessment:* informal | **Differentiation:***Content/Process/Product:* Modified Worksheet*Grouping Strategy:**Assessment:* informal | **Differentiation:***Content/Process/Product:* ***Extension****:**• Have students compare their own shoe size / height to the predicted value based on the* *line of best fit. Students can also research famous people’s data (tallest man in the* *world, shortest woman in the world, etc.) to see how they compare to the prediction.****Intervention:****• Plotting men’s and women’s data on separate scatterplots (rather than plotting them on* *the same graph with different colors) may help students more easily identify the* *differences between their lines of best fit.**• Students might work with smaller data sets to simplify calculations. Interpretation / comparison of statistics can still be the central purpose of this task.**Grouping Strategy:**Assessment:* informal | **Differentiation:***Content/Process/Product:* *Grouping StrategyAssessment:* informal |
| **Assessment :***Formative:* thumbs up/down*Summative: TEST* | **Assessment :***Formative: What is the difference between relative frequency and percentage?**• What are joint, marginal, and conditional relative frequencies?**• Why should the relative frequencies sum to 1?**Summative:*  | **Assessment :***Formative:* thumbs up/down*Summative:*  | **Assessment :***Formative* :*How did you determine what to label the horizontal and vertical axes of the scatterplot?**• Give another example of a situation where a random sample could be used to represent a* *population. Explain why a random sample is the best choice.**Summative:*  | **Assessment :***Formative:* *Summative: TEST* |
| **Homework:** Statistic Review Worksheet  | **Homework:** Task | **Homework: 14.4** Advanced: 14–62 even | **Homework:** Complete task,Review WS.  | **Homework:** none |