

# Math Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Entry phase</p> <p>Launch (video)</p> <p>Pre-assessment</p> <p>Entry document</p>	<p>KN2K</p> <p>Share KN2K</p> <p>Driving question</p> <p>Group contract</p>	<p>Design Phase 1</p> <p>Workshop 1:</p> <p><b>Representing Non-Linear Equations Full Body Style (part2)</b></p> <p>5 (I) write an equation in the form <math>y = mx + b</math> to model a linear relationship between two quantities using verbal, numerical, tabular, and graphical representations</p> <p><b>Formative assessments:</b></p> <p>Each group will have their graphing paper, with the corresponding slopes, tables, equations and graphs as they venture through the workshop.</p> <p><b>Assign Flipped Assignment:</b></p> <p>Workshop 1(small groups)</p>	<p>Workshop1:(Small group)</p> <p><b>Representing nonlinear equations, (more in depth)</b></p> <p><b>Design Time: Deliverable</b></p> <p>Each group will turn in an acceleration, velocity, and speed graph and find the linear equation that represents each with corresponding tables.</p>	<p>Design Time(cont.)</p> <p><b>Checkpoint:</b></p> <p>As the teacher will rotate around to each group and, each group will share written explanations of their graphs and how they relate to the project chosen</p> <p><b>Peer review</b></p> <p>Each group will exchange graphs and compare and contrast to there on set of data</p>
<p>Design Phase 2</p> <p>Workshop 2:</p> <p><b>Can you predict my prediction?</b></p> <p>6(H) solve problems using qualitative and quantitative</p>	<p>Workshop 2: (Small group)</p> <p><b>Can you predict my prediction?(In depth)</b></p> <p><b>Formative assessment:</b></p>	<p><b>Checkpoint:</b> Critical Friends</p> <p>Design Phase 3:</p> <p>Workshop 3:</p> <p><b>Scatter, Scatter Everywhere?</b></p>	<p>Workshop 3: (Small group)</p> <p><b>Scatter, Scatter Everywhere?(In depth)</b></p> <p><b>Formative assessment:</b></p> <p>Explanation of the points that have been placed on the</p>	<p><b>Design Time: Deliverable</b></p> <p>Each group will turn in a scatter plot of the test and calculated velocities with a discussion of its correlation with the time, speed, and acceleration. Also a</p>

<p>predictions and comparisons from simple experiments</p> <p><b>Formative assessment:</b></p> <p>Each student will hand in their exit ticket for the day</p> <p>Predictions worksheet</p> <p>KN2K</p>	<p>Each student will turn in an online quiz</p> <p><b>Design Time: Deliverable</b></p> <p>Each student will turn in a detail transcript of their data, predictions, and comparisons of trails from their chosen model.</p> <p><b>Assign Flipped Assignment</b></p> <p>Workshop 3</p>	<p>11(A) construct a scatterplot and describe the observed data to address questions of association such as linear, non-linear, and <del>no</del> <del>association between bivariate data</del></p> <p><b>Formative assessment:</b></p> <p>Paragraph explaining the correlations of our shoe to height graph.</p>	<p>graph, and an answer to the question is there a straight line that could be drawn that captures the connection between height and wingspan?</p>	<p>discussion association with linear or nonlinear behaviors</p>
<p><b>Checkpoint:</b></p> <p>Teacher Group Check</p> <p>KN2K</p> <p><b>Design Time(cont.)</b></p>	<p>Design Day</p> <p>Design Day</p> <p>Design Day</p> <p>KN2k</p> <p>Checkpoint: Teacher</p>	<p><b>Final Design Phase:</b></p> <p>Presentations</p>	<p>Presentations</p> <p>Post Test (Summative Asses.)</p> <p>Writing Reflection</p>	