

6Richmond Public Schools
Department of Curriculum and Instruction
Curriculum Pacing And Resource Guide – Unit Plan



Course Title/ Course #: Pre-Algebra Math 8

Unit Title/ Marking Period # (MP): Scatterplots and Graphs/ MP 3

Start day: 69

Meetings (Length of Unit): 10 Days

<i>Desired Results ~ What will students be learning?</i>		
<u>Standards of Learning/ Standards</u>		
8.13 The student will		
<ul style="list-style-type: none"> a) Make comparisons, predictions, and inference, using information displayed in graphs; and b) Construct and analyze scatterplots 		
<u>Essential Understandings/ Big Ideas</u>		
<ul style="list-style-type: none"> • Why do we estimate a line of best fit for a scatterplot? • What are inferences that can be drawn from sets of data points having a positive relationship, a negative relationship, and no relationship? 		
<u>Key Essential Skills and Knowledge</u>		
<ul style="list-style-type: none"> • Collect, organize, and interpret a data set of no more than 20 items using scatterplots. Predict from the trend an estimate of the line of best fit with a drawing. • Interpret a set of data points in a scatterplot as having a positive relationship, a negative relationship or no relationship. 		
<u>Vocabulary</u>		
Scatterplot Correlation Negative correlation Positive correlation	No correlation Bar graph Histogram Stem and leaf plt Line graph	Line of best fit

Assessment Evidence ~ What is evidence of mastery? What did the students master & what are they missing?

Assessment/ Evidence

Mulligan Checkpoint 8.13
Mulligan Checkpoint 8.13
Interactive Achievement
HCPS Mini Quizzes

Learning Plan ~ What are the strategies and activities you plan to use?

Learning Experiences/ Best Practice

- Create three stations for students to gather data for. There should be a station for each type of correlation for a scatterplot. Have the students input data onto a data table. Help them create a graph for each data set including title and names of axis. Ask students questions about their data and derive the types of relationships that are shown.
- Create a foldable for each type of relationship and the definitions with examples.
- Engage students in the gizmo's to look at other graphs.
- Have students create their own examples for the different types of correlations.

Technology Integrations

Gizmo
Educational Games-under resources
Compass Learning
Allen Teachers
Brain Pop
Khan Academy

Resources

Text

Glencoe Pre-Algebra pages:
40-48 (Scatterplots)
781-788 (Stem and Leaf Plots, Circle Graphs)
805-808 (Histograms)

Mulligan Math in Minutes 8.13

SOL Coach Book Va Edition: pages 133-155

Technology

Compass Learning-<https://www.thelearningodyssey.com> - M8243, M8246, 8094, 8095, 8096, 8097

Gizmo-[Graphing Skills](#)-Interactive Instructional Resource

Gizmo-[Histograms](#)-Interactive Instructional Resource

Gizmo-[Trends in Scatterplots](#)-Interactive Instructional Resource

Gizmo-[Stem and Leaf Plot](#)-Interactive Instructional Resource

Thatquiz.org-[Graphs](#)-Interactive Skills Practice

Virginia Department of Education

VDOE-[Graphs](#)-Lesson Plan

VDOE-[Scatterplots](#)-Lesson Plan

Other Sites

HCPS - [Graphs](#) - Instructional materials, practice page, assessments

Illuminations-[What Are My Chances?](#)-Lesson Plan

Scholastic.Com-[Shake It Up with Scatterplots](#)-Lesson Plan

Cross Curricular Connection