Algebra 1 Unit 3: Two-variable Statistics
Lessons 1-6: Two-way Tables and Scatter Plots

Explore, Play, and Discuss

- I can describe what the values in a two-way table mean in everyday language.
- I can draw a linear model that fits the data well and use the linear model to estimate values I want to find.

Activity Suggestions:

- ➢ Lesson 1 Activities 1 and 2: Students complete in an online or paper journal. Activity 2 benefits from a worked example.
- ➢ Lesson 4 Activities 1 and 2: Students complete in an online or paper journal.

Assessment Suggestions:

- ➢ Check Your Readiness assessment: Administer all 6 items within the first day or two of this section. Use the guidance provided with each problem to adjust instruction so that students can access the math in the unit.
- ➢ Lesson 1 cool-down

Deep Dive

- I can look for patterns in two-way tables and relative frequency tables to see if there is a possible association between two variables.
- I can describe the rate of change and *y*-intercept for a linear model in everyday language.

Activity Suggestions:

- ➢ Activity 2.2: Sync discussion
- ➢ Activities 3.1 and 3.2: Sync discussion
- ➢ Activities 4.3 and 4.4: Sync discussion

Assessment Suggestions:

- ➢ Lesson 3 cool-down

Synthesize and Apply

- I can calculate values in a relative frequency table and describe what the values mean in everyday language.
- I can use technology to find the line of best fit.

Activity Suggestions:

- ➢ Activity 2.3: Students can complete in an online or paper journal.
- ➢ Lesson 5: Students can complete in an online or paper journal. Activity 2 includes a virtual card sort.

Assessment Suggestions:

- ➢ Lesson 2 cool-down
- ➢ Lesson 5 cool-down
- ➢ End-of-Unit Assessment items 5 and 6.

Ongoing Practice	
	• Assign one or more of the distributed practice problem sets from Lessons 1–6 to be completed over the time period that the section is being worked on. • These could also be lagging, so that students are working on practice problems from the previous section or unit during this section or unit. • Specify which problems students should submit, or let them choose. • Note: Several existing platforms already have IM's practice problems loaded so that students can complete and submit them online. Some can be autoscored.

Anytime Resources	
	• Activity 1.3: Info Gap • 3.2 Are you ready for more • Lesson 6 • Unit 1 Lesson 16 Activity 2 (Modeling Activity). • Unit 2 Lesson 26 Activity 3 (Modeling Activity). • Teach and encourage students to study the lesson summaries (at the end of every lesson) and refer back to them.

Lessons 7–10: Correlation Coefficients

Explore

- I can reason about linear models and scatter plots.

Activity Suggestions:	Assessment Suggestions:
➢ Activity 7.1: Students can complete in an online or paper journal. ➢ Activity 7.2: Virtual Card Sort	➢ Journal entry: What do you think the *r*-value in the card sort activity meant?

Dive Deep

- I can match the correlation coefficient with a scatter plot and linear model.
- I can describe the goodness of fit of a linear model using the correlation coefficient.
- I can look for connections between two variables to analyze whether or not there is a causal relationship.

Activity Suggestions:	Assessment Suggestions:
➢ Synthesize Activity 7.2, introduce "*r*-value." ➢ Activity 7.3: Sync discussion ➢ Activities 9.1 and 9.2: Sync discussion	➢ Lesson 7 cool-down

Synthesize and Apply

- I can describe the strength of a relationship between two variables.
- I can use technology to find the correlation coefficient and explain what the value tells me about a linear model in everyday language.

Activity Suggestions:	Assessment Suggestions:
➢ Lesson 8: Can be completed in an online or paper journal. Benefits from a worked example on using technology. ➢ Activity 9.3: Can be completed in an online or paper journal.	➢ Lesson 8 cool-down ➢ Lesson 9 cool-down ➢ End of Unit Assessment Items 2, 3 and 4.

Ongoing Practice	
	• Assign one or more of the distributed practice problem sets from Lessons 1–6 to be completed over the time period that the section is being worked on. • These could also be lagging, so that students are working on practice problems from the previous section or unit during this section or unit. • Specify which problems students should submit, or let them choose. • Note: Several existing platforms already have IM's practice problems loaded so that students can complete and submit them online. Some can be autoscored.

Anytime Resources	
	• Teach and encourage students to study the lesson summaries (at the end of every lesson) and refer back to them. • Lesson 7: Are You Ready for More? • Lesson 8: Are You Ready for More? • Lesson 9: Are You Ready for More? • Lesson 10