

Name:

Date:

The **ULTIMATE** Challenge

What's the challenge?

To demonstrate your mastery of the following algebraic standard, by creating a new and unique way to show what it means, with the goal of teaching others.

What's the standard?

Represent and analyze quantitative relationships between dependent and independent variables.

CCSS.MATH.CONTENT.6.EE.C.9

Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.

What you can create:

A lesson, video, song, game, performance task, or project.

What you can use:

You can use any creative resources we have access to, including: WeVideo, AudioSound, Prezi, PicMonkey, Notable, Scratch, Educreations (see me), SockPuppets (see me), any part of the Google Drive platform, or good 'ole fashioned construction paper & glue.

What you're required to do:

- 1) Submit a creative brief outlining your project (by end of class 1/9/15)
- 2) Include any academic vocabulary related to the standard in your product
- 3) Include a step-by-step example that teaches the standard in your product
- 4) Require your audience to complete or analyze a problem/situation based on the standard in your product

**Demonstrate your own complete understanding of the standard

What it could be like:

- The "Truffle Shuffle Challenge" is an example of a performance task for this standard
- Ms. Abbott posted an Educreations lesson on this standard (scroll down in Haiku)
- "As the World Turns" is an example of a project involving this standard
- Flowcaubлары created an educational rap/video for this standard
- Section 8.2 in your textbook has great examples and activities on this standard

Who you'll work with:

You'll work in teams of 3-4 people. (WARNING: Groups deemed unproductive will be dissolved and left to complete all work independently.)

How you'll be graded:

You will be graded on **organization** (clearly completing all required elements), **originality**, and **mathematical content** (specifically, demonstrating your own understanding of standard 6.EE.C.9). See the rubric below for more detail:

	1 - Below	2 - Approaching	3 - Proficient	4 - Advanced
Organization	Team completes 0-1 of the required project elements (see "What you're required to do" above)...	Team completes 2-3 of the required project elements...	Team clearly completes all 4 of the required project elements...	Team clearly completes all 4 of the required project elements, and clearly includes other unique features in their project (ex: counter-examples or specific properties of math).
Originality	Team relies on existing models, ideas, or directions; project is not new or unique...	Team has some new ideas or improvements, but some ideas are predictable or conventional...	Team's ideas are new and unique; shows a personal touch...	Team successfully breaks rules and conventions, or uses common materials or ideas in new, clever and surprising ways.
Mathematical Content	Project demonstrates little or no understanding of standard 6.EE.C.9; with frequent mathematical inaccuracies...	Project demonstrates some understanding of standard 6.EE.C.9; with limited mathematical inaccuracies...	Project demonstrates complete and accurate understanding of standard 6.EE.C.9, with few to no mathematical inaccuracies...	Project demonstrates extensive understanding of standard 6.EE.C.9; frequent examples, connections, and explanations show team's ability to transfer and apply their understanding.

When's it due:

By the beginning of class Tuesday, January 13th, 2015.

The **ULTIMATE Challenge:
CREATIVE BRIEF**

1) List the members of your team:

2) Select the format for your final product:

Lesson Video Song Game Performance Task Project

3) In your own words, describe what standard 6.EE.C.9 really means:

4) List the academic vocabulary that will be featured in your project:

5) Provide a general outline for your project (what you'll include, how it begins and ends, what your audience or users are asked to do, etc.):

6) List all of the resources you plan to use to complete your finished product:

7) Describe your individual roles (who does what on your team):

8) What are the most important concepts your audience will learn from your product?
Write this as a formal CLO (content language objective) below:

SWBAT ...

9) How will you know if you are successful at achieving your objective?
