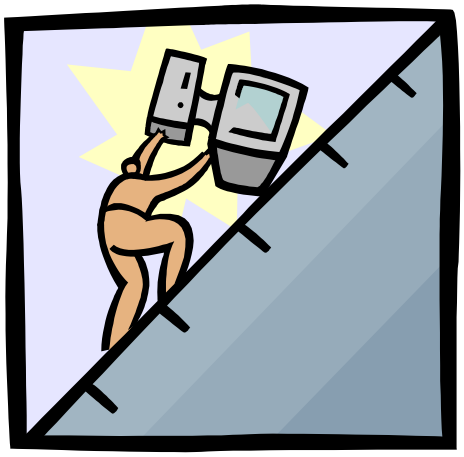
slope Projects



Ms. Stechschulte

Revised 7/11

Name _____ **Date** _____ **Hour** _____

Partner's Name _____

slope Projects

Now that we have learned about Linear Equations, it is time to apply what you have learned in a creative way. First find a partner to work with and choose one of the following projects to complete. You are also welcome to come up with another idea but this must be pre-approved by me. See further teacher expectations and grading rubric below. Let's get creative!

1. Make a cartoon strip or how-to-guide (cheat code) illustrating and explaining how to write an equation given two points

2. Make a cartoon strip or how-to-guide (cheat code) illustrating and explaining how to graph a line using slope-intercept form.

3. Make a cartoon strip or how-to-guide (cheat code) illustrating and explaining how to find x- and y-intercepts and how to graph them.

4. You are a writer on a children's television show and the next episode is on slope-intercept form. Write and perform a TV show in which you explain how to graph using slope-intercept form.

5. Create a puppet show on slope-intercept form. Write and perform a show in which you explain how to change an equation from point-slope to slope-intercept form.

6. Create a perform a newscast in which you explain how to find x- and y- intercepts and how to graph them.

7. Construct a conversation between slope and y-intercept explaining how they are related. You must include at least 3 ways they are related and include an illustrated picture.

8. Construct a conversation between the equations for horizontal and vertical lines. Discuss 2 ways they are similar and 2 ways they are different. Include an illustrated picture.

9. Create and perform a song (you may use the tune from any song) or poem describing how to change an equation from standard form to slope-intercept form. Your song must be mathematically correct!

10. Create a collage of images that represent slope. Include a paragraph/description explaining why each of these images represents slope. Your paragraph/description must include at least 6 complete sentences.

Category:		
Creativity/Technology: Project is colorful and unique. Technology effectively communicates and corresponds to the academic standards.		**10**
Mathematically Correct: All mathematical calculations are correct and concepts are adequately explained. One point will be deducted for each mathematical mistake/flaw in explanations.		**10**
Participation/Rough Draft: Student used the time given in class to complete the project. Student was not a distraction to others and worked well with their partner. Rough draft was completed and approved by the teacher.		**5**
Comments:	**Your Score**	**25** **Total Points**

** You will have class time to complete the project and anything not finished must be taken home and completed. Use your time wisely!! Projects must be creative, complete, mathematically correct, and the finished product must use some type of technology. You must create a rough draft before starting on your final project. Projects are due at the beginning of the hour on _____. **NO LATE PROJECTS WILL BE ACCEPTED!**

Group Members _____**Hour** _____

Slope Project Group Evaluation

As a group, give yourself a grade on your project using the categories below. Include any comments that will help me in grading your project.

Category:		
Creativity/Technology:		**10**
Mathematically Correct:		**10**
Participation/Rough Draft:		**5**
Comments:	**Your Score**	**25 Total Points**

Name:	Date:	Hour:
Person being evaluated:		

Slope Project Self-Evaluation

Category:	4	3	2	1	Score
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by group member to ensure quality.	Provides work that usually needs to be checked/redone by partner to ensure quality.	**/4**
Preparedness	Brings needed materials to class and is always ready to work.	Almost always brings needed materials to class and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work.	Often forgets needed materials or is rarely ready to get to work.	**/4**
Focus on the Task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Group member can count on this person.	Focuses on the task and what needs to be done some of the time. Group member must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets partner do the work.	**/4**
Working with Others	Almost always listens to, shares with, and supports the efforts of partner. Tries to work well together.	Usually listens to, shares, with, and supports the efforts of partner. Does not cause "waves" with group member.	Often listens to, shares with, and supports the efforts of partner, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of partner. Often is not a good team player.	**/4**
Time Management	Routinely uses time well throughout the project to ensure things get done on time. Partner does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Partner does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Partner does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND partner has to adjust deadlines or work responsibilities because of this person's inadequate time management.	**/4**
Comments:				**Total:**	**/20**