Functions Statistics and Trigonometry Name:

Change my Mind Project Date: Block:

***Unit 1: Change My Mind Project***

Now that we have learned how views and opinions can be swayed depending on how we present the data, you are going to put it to the test! In this project, you and a partner will make a short video “changing each other’s minds” on a specific topic. Each partner will pick a topic they’d like to research and a claim they want to make. Pretend your partner has the opposing view and set out to change their mind. You and your partner cannot pick the same claim. You can pick opposing claims (this is super fun), but you can’t pick the same claim. You can also pick topics that are unrelated. Partners are sounding boards - helping each other strengthen their written and verbal arguments and create a video that is quality work.

**Project Outline/Requirements:**

* Pick a topic with your partner. Your topic must be approved by the instructor.
* Write your persuasive argument! Find statistics on your topic, being sure to gather all necessary requirements for complete MLA citations. You must use **at least one comparative statistic** to prove your side. You must also use **three other elements of univariate data analysis (anything we have used in sections 1.2 - 1.7)** throughout your persuasive argument. The work for any statistics you calculated must be shown. You will submit your written persuasive argument in conjunction with your recording your video (details below).
  + Your written work must be submitted electronically in the form of a google doc or word document. **All sources must be cited using full MLA citations.** [**A template is provided here.**](https://docs.google.com/document/d/19VQs0Uvf7h-nOdj77xNpM6hv408aRhtc70_YhIKZX5w/edit?usp=sharing)
  + Highlight all calculated statistics (comparative statistics at minimum) in **YELLOW OR ORANGE**.
* Create a short video arguing your point using your written persuasive argument.
  + Can use Quicktime Player, iMovie, or any other video recording platform. The easiest way might be to record a zoom call or google meet session and edit that recording in Quicktime Player or Imovie. You can also use your phone if you have a smartphone.
  + Two class periods will be dedicated to researching, getting teacher approval for your topic, writing and formatting your written narrative, recording and editing your project. It is imperative that you come to class prepared.
* Write a paragraph explaining why you chose the comparative statistic you did as well as the explanation of the three elements of univariate data (1.2 - 1.7) you chose to use in your persuasive argument. Why did these elements help you “Change My Mind?”

**Examples**:

Left handed people are smarter than right handed people. 

The Green New Deal will save our planet.

The Green New Deal will cause an economic collapse in the US.

The global temperature of the earth is causing more damage from natural disasters than ever before.

The Earth’s core temperature is rising.

TikTok is better than Instagram.

The cost of going to a 4 year college in 2020 is too high.

Vaping is the most dangerous substance available to teenagers.

Teen pregnancy is in the rise/decline.

Suicide rates are rising/declining.

Anxiety and Depression among teenage populations in the US are rising significantly.

The smartphone and social media are causing our society to become more divided.

The full development of the prefrontal cortex is currently occurring later amongst developing humans than it has in previous generations.

Opioid Deaths are rising/declining.

The government should subsidize undergraduate degrees for those who want to continue education.

People who do community service are significantly happier and more fulfilled than people who don’t.

America should break from a two party democratic system.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the best singer/entertainer ever.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the best quarterback/basketball player/hockey player of all time.

**\*\*Create your own. Pick something you are passionate about or a topic want to learn something more about!\*\*\***

**Remember - your topic must be approved by your teacher.**

**Grading Guidelines: Beginning – 1 point, Progressing – 2 points, Accomplished – 3 points, Distinguished – 4 points**

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| **COMPETENCY** | **Beginning** | **Progressing** | **Accomplished** | **Distinguished** |
| **Concepts and Procedures (comparative statistics)**  Must use one in your argument. | Student’s procedural work and notation is incoherent, missing, or inappropriate. The student demonstrates minimula success in calculating and applying comparative statistics. | Student selects and applies rote strategies correctly to execute routine tasks. However, procedural work lacks logical organization, omits key steps, or contains errors in execution and/or interpretation of comparative statistics. | Student’s procedural work demonstrates clear understanding and is appropriate to task, but may contain minor errors. Student selects and creates appropriate numerical calculations and interpretations of comparative statistics, but not the statistics that would generate the strongest argument. | Student demonstrates insight and fluency in carrying out procedures flexibly, accurately, and efficiently with clarity and organization. Student demonstrates evidence of deep and insightful understanding through accurate and clear interpretations of comparative statistics. |
| **Modeling (analyzing the data)**  Must use at least three elements of Univariate data (anything we have learned in 1.2 - 1.7) in your argument. | Student's data, choice of analyses, terminology are inappropriate to the task. | Student's uses inappropriate calculations, graphical illustrations or terminology, or draws inconsistent conclusions or conclusions that are void of contextual meaning. | Student selects and creates appropriate numerical calculations and graphical illustrations of data. Uses terminology with accuracy, appropriate precision and in context. | Student demonstrates evidence of deep and insightful contextual understanding of data by integrating numerical calculations, graphical illustrations choice of elements of univariate data analysis used, and written analysis and conclusions. Aesthetic composition of analytical work is of a high standard. |
| **Produce Quality Work (written narrative and final video production)**  Final written narrative and video | The student produces a final video and written narrative that contains many of the elements of the assessment, but there are either omissions or mistakes. Final product has not been revised, is not truthful, and/or does not give ownership where it is due. | The student produces a final video and written narrative that contains ALL of the elements, but the work is done in a manner that isn’t organized or communicates a high level of understanding. Final product needs further revision. | The student produces a final video and written narrative that meets the requirements of the assessment and communicates a full understanding of the claim that is being made. Written and Verbal arguments could be more convincing with more revision. | The student produces a final video and written narrative that is exceptional work and demonstrates full mastery of the content. Both elements could be shared with a broader audience as an example of exceptional understanding of univariate data concepts. |
| **Communicate Reasoning (written narrative)**  Final written narrative and final explanation of why certain methods of univariate data were chosen | Student provides only superficial explanations or explanations that do not match solutions. Concept/context connections are absent or inappropriate to prompt. Mathematical language is missing or generally inappropriate to the task. | Student explanations are fragmented with omissions in logic, details or coherent flow. Concept/context explanations are vague, incomplete or inconsistent. Basic mathematical language is present but not at levels appropriate to the prompt or level of course. | Student explanations are complete and logical but may lack details or coherent flow in presentation. Conceptual or contextual understanding is inferred but not explicit. The student is accurate but inconsistent in the use of mathematical content language appropriate to prompt and level of course. | The student demonstrates the ability to explain, construct and critique mathematical reasoning with concise, detailed, logical and complete arguments. The student demonstrates the ability to effectively communicate conceptual understanding and contextual interpretation of results.The student consistently uses accurate mathematical content language with sophistication appropriate to prompt and level of course. |
| **Communicate Effectively (final video):** Student can generate, develop, organize, and convey original ideas orally, using language, presentation skills, and/or other media (for example, digital texts, images, digital videos, and graphs) to present those ideas clearly, confidently, and in a manner appropriate to different audiences. | Student uses and shares information in a simple manner, and delivers a finished product that meets the basic requirement of the project or presentation, but lacks the ability to present it to a wider audience. | Student uses simple language to share information, and can deliver a finished product that is complete but lacks the ability to think flexibly about the topic. All content is present but the student is not confident enough to defend their position or argument. | Student uses appropriate language as a flexible tool to share information, exchanging ideas comfortably, while exploring a variety of perspectives to defend their position/claim. | Student uses sophisticated language as a flexible tool to share and collect information, exchanging ideas comfortably and confidently while openly exploring a variety of perspectives to defend their position/claim. |

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| Total Points Earned | Percentage (out of 100%) | Total Points Earned out of 40 (in gradebook) |
| 20 | 100% | 40 |
| 19 | 97% | 38.8 |
| 18 | 95% | 38 |
| 17 | 92% | 36.8 |
| 16 | 89% | 35.6 |
| 15 | 87% | 34.8 |
| 14 | 84% | 33.6 |
| 13 | 81% | 32.4 |
| 12 | 79% | 31.6 |
| 11 | 76% | 30.4 |
| 10 | 73% | 29.2 |
| 9 | 71% | 28.4 |
| 8 | 68% | 27.2 |
| 7 | 65% | 26 |
| 6 | 63% | 25.2 |
| 5 | 60% | 24 |