Money, Race and Success

Int. 3-Project Overview

Objectives:

- Be able to respectfully engage in difficult conversations.
- Be able to tell the story presented by interpreting data.
- Use the CEC (Claim, Evidence, Commentary) structure to present an evidence-based analysis of data.

Standards:

S.IC.1 - Understand that statistics allows inferences to be made about population parameters based on a random sample from that population.

F.BF.1 - Write a function that describes a relationship between two quantities. a. Determine an explicit expression, a recursive process, or steps for calculation from a context. b. Combine standard function types using arithmetic operations. c. (+) Compose Functions.

F.IF.4 - For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.

Description:

1. This project is based on the New York Times article published on April 26, 2016: *Money, Race and Success: How your school district compares.*
2. Each day during this project, you will use a template to follow along during the lesson in class. Your work will be assessed based on effort and the thoroughness of your work. Each daily assessment will be factored toward your overall grade for this project.
    a. You will not be graded on if your thoughts are right or wrong.
    b. All claims must be evidence-based.
3. Phases of the project:
    a. Predict how money, race and success are related.
    b. Develop understanding of how socioeconomic status influence funding for schools.
    c. Dissect data and begin to analyze data based on evidence.
    d. Reflect and consider how your understanding of the relationship between money, race and success impacts the U.S. education system, as a whole.
    e. Seminar discussion (fish bowl)