# Graphic Organizer

- Some students may benefit from enlarging this Graphic Organizer on 11 × 17 paper to give them more room to show the steps for solving the inequalities.

# Math Link: Wrap It Up!

### Planning Notes

- Review the meaning of *fixed costs*, *fixed expenses*, *fixed revenues*, *variable expenses*, and *variable revenue*.
- Read and discuss #1. Have students complete this question before moving on to the other questions.
- Read and discuss #2. Refer to the procedure in the Section 9.3 Math Link on page 543 to estimate the number of visitors. Remind students to choose what they would charge for admission, parking, etc., or what they might receive for sponsorship.

### Common Errors

- Some students may choose numbers that are too large or too difficult to work with.

**R**$_x$ Remind students to round all numbers to the nearest whole number when they are completing the table.

The chart below shows the Rubric for the Math Link: Wrap It Up! and provides notes that specify how to identify the level of specific answers for this project.

| Score/Level | Holistic Descriptor | Specific Question Notes |
|---|---|---|
| **5**<br>**(Standard of Excellence)** | ❑ Applies/develops **thorough** strategies and mathematical processes for making **significant** comparisons/connections that demonstrate a **comprehensive** understanding of how to develop a complete solution<br>❑ Uses **efficient** and **effective** procedures that may contain a **minor mathematical error** that does not affect understanding<br>❑ Uses **significant** mathematical language to explain understanding and provides **in-depth** support for the conclusion | • provides a complete and correct solution |
| **4**<br>**(Above Acceptable)** | ❑ Applies/develops **thorough** strategies and mathematical processes for making **reasonable** comparisons/connections that demonstrate a **clear** understanding<br>❑ Uses **reasonable** procedures that may contain a **minor mathematical error** that may hinder the understanding in one part of a complete solution<br>❑ Uses **appropriate** mathematical language to explain understanding and provides **clear** support for the conclusion | • provides a complete response with weak or missing justification in one part<br>*or*<br>• provides a complete and correct response to all parts of the exercise; there is one calculation error, but it is used correctly in the rest of the exercise<br>*or*<br>• provides a complete response with an error solving or interpreting the inequality |
| **3**<br>**(Meets Acceptable)** | ❑ Applies/develops **relevant** strategies and mathematical processes for making **some** comparisons/connections that demonstrate a **basic** understanding<br>❑ Uses **basic** procedures that may contain a **major mathematical error** or **omission**<br>❑ Uses **common** language to explain understanding and provides **minimal** support for the conclusion | • correctly completes #1) to #3) with a start to #4); there may be an error in one of the expressions<br>*or*<br>• provides a correct response to #1) to #3) and a start to #5)<br>*or*<br>• provides partial correct answers to all parts of the exercise |
| **2**<br>**(Below Acceptable)** | ❑ Applies/develops **some relevant** mathematical processes for making minimal comparisons/ connections that lead to a **partial solution**<br>❑ Uses **basic** procedures that may contain several major mathematical errors<br>❑ Communication is **weak** | • correctly completes #1) and #2) and a significant start to #3)<br>*or*<br>• provides a correct response to #1) and #2) and initial correct starts to any two remaining parts |
| **1**<br>**(Beginning)** | ❑ Applies/develops an **initial start** that may be **partially correct** or could have led to a correct solution<br>❑ Communication is **weak** or **absent** | • provides a correct start to #1) or a complete and correct #1)<br>*or*<br>• correctly completes #2) with reasonable values but there is no link to #1) |