Unit 2: Interpreting and Creating Visual Aids

Content Area: **Special Education**
Course(s):
Time Period: **October**
Length: **8 Blocks**
Status: **Published**

Enduring Understandings

Creating and reading various graphs can prove to be useful in having success in many academic subject areas.

Essential Questions

How can different types of graphs be useful for displaying data?

Why can it be helpful to know how to read and interpret vaious kinds of charts and graphs?

When is the best time to use a pictograph?

When is the best time to use a pie graph?

When is the best time to use a vertical bar graph?

When is the best time to use a horizontal bar graph?

When is the best time to use a line graph?

When is the best time to use a table?

When is the best time to use a timeline?

Content

- pictograph
- visual aids
- symbols
- legend
- data
- pie graph
- segments
- percentage
- vertical bar graph
- categories
- axis

- horizontal bar graph
- line graph
- patterns
- trends
- table
- timeline
- chronological

Skills

- Identify various graphs and there purpose.
- Interpret information from various graphs, tables and timelines.
- Gather information and determine whether a graph, table, or timeline would be the best way to display the information.

Resources

Study Skills and Strategies for Students in High School

(Third Edition)

Standards

MA.2.MD.D	Represent and interpret data.
MA.2.MD.D.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
MA.2.MD.D.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.
MA.3.MD	Measurement and Data
MA.3.MD.B	Represent and interpret data.