*Unit 8- Modeling with Statistics

Content Area: **Mathematics**
Course(s): **Algebra 1 CP**
Time Period: **May**
Length: **6 blocks**
Status: **Published**

Transfer Skills

In this unit students will interpret and compare data presented through various representations. A student with a distinguished command of the concepts will be able to determine an appropriate representation of categorical or quantitative data, summarize and interpret the data and characteristics of the representation. This student will also be able to describe and interpret possible associations and trends in data. Students will continue to interpret features of graphs in this unit.

Instructional Notes:

Prior Knowledge: Students will already have knowledge of the measures of center, and choosing the best measure of center to describe a distribution these are 7th grade math standards.

Graphing Calculator Integration: Teacher will model the usage of the graphing calculator throughout the unit. Students will become comfortable with navigating and using the graphing calculator to solve a variety of problems efficiently.

i.e. Calculating Line of Best Fit and Correlation Coefficient, Calculating Standard Deviation, Calculating Measure of Center Using STAT Function

Enduring Understandings

It is important to determine an appropriate representation for data.

There exists a distinct difference between correlation and causation.

A function that models a real-world situation can then be used to make estimates or predictions about future occurrences.

Essential Questions

How do we make predictions and informed decisions based on numerical information?

What advantages and disadvantages come from use technology to analyze data?

How do outliers impact our decisions?

Content

Vocabulary

data, dot plots, histograms, box plots, frequency table , mean, median, mode, range, interquartile range, standard deviation, shape, left-skewed, right-skewed, symmetric, center, spread, outlier, frequency, relative frequency, scatter plot, correlation coefficient, causation, categorical data, qualitative data, quantitative data, correlation, association, trend, residual

Skills

Note: Not all content should be emphasized equally. Skills that are starred are Major Standards and should be prioritized. However, the supporting and additonal clusters are necessary to be taught and should be embedded in instruction

Represent data with plots on the real number line (dot plots, histograms, and box plots).

Calculate mean, median, mode, range, upper and lower quartiles and interquartile range.

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. (Students should use spreadsheets, graphing calculators and statistical software for calculations.)

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects

of extreme data points (outliers).

Summarize categorical data for two categories in two-way frequency tables.

Interpret relative frequencies in the context of the data (including joint, marginal and conditional relative frequencies).

Explain possible associations and trends in the data.

Resources

Quizlet.com : Flashcard practice for Academic Vocabulary

NJSLS - New Jersey Student Learning Standards

Teacher Resources by Standard

https://www.illustrativemathematics.org/

https://illuminations.nctm.org/

https://nj.pbslearningmedia.org/

Online Teaching Websites

Khan Academy

MATH IXL

Standards

NJSLS 2016

Interpreting Functions

F-IF B.Interpret functions that arise in applications in terms of the context

1. 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.

2. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.

F-IF C. Analyze functions using different representations

7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.★

Interpreting Categorical and Quantitative Data S-ID A. Summarize, represent, and interpret data on a single count or measurement variable

1. Represent data with plots on the real number line (dot plots, histograms, and box plots).

2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

B. Summarize, represent, and interpret data on two categorical and quantitative variables

5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

a. Fit a function to the data (including with the use of technology); use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.

b. Informally assess the fit of a function by plotting and analyzing residuals, including with the use of technology.

c. Fit a linear function for a scatter plot that suggests a linear association.

C. Interpret linear models

7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

8. Compute (using technology) and interpret the correlation coefficient of a linear fit.

9. Distinguish between correlation and causation.

Mathematics | Standards for Mathematical Practice

1 Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

2 Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

3 Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

4 Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition

equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

5 Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

6 Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

MA.K-12.1	Make sense of problems and persevere in solving them.
MA.S-ID	Interpreting Categorical and Quantitative Data
MA.S-ID.A	Summarize, represent, and interpret data on a single count or measurement variable
MA.S-ID.A.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).
MA.K-12.2	Reason abstractly and quantitatively.
MA.S-ID.A.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.S-ID.A.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

MA.F-IF.B	Interpret functions that arise in applications in terms of the context
MA.K-12.4	Model with mathematics.
MA.S-ID.B	Summarize, represent, and interpret data on two categorical and quantitative variables
MA.S-ID.B.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
MA.F-IF.B.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.
MA.K-12.5	Use appropriate tools strategically.
MA.S-ID.B.6	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
MA.F-IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.
MA.S-ID.B.6a	Fit a function to the data (including with the use of technology); use functions fitted to data to solve problems in the context of the data.
MA.K-12.6	Attend to precision.
MA.S-ID.B.6b	Informally assess the fit of a function by plotting and analyzing residuals, including with the use of technology.
MA.S-ID.B.6c	Fit a linear function for a scatter plot that suggests a linear association.
MA.F-IF.C	Analyze functions using different representations
MA.F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
MA.S-ID.C	Interpret linear models
MA.S-ID.C.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
MA.S-ID.C.8	Compute (using technology) and interpret the correlation coefficient of a linear fit.
MA.S-ID.C.9	Distinguish between correlation and causation.