Unit 8 - Data Analysis and Probability

Content Area: **Mathematics**
Course(s): **Pre-Algebra 6**
Time Period: **April**
Length: **4 weeks**
Status: **Published**

Transfer

Big Idea: Data

Enduring Understandings

Students will understand that distributions of data can be summarized and described in various ways.

Students will understand that measures of center and variability can be used to interpret data.

Students will understand that statistics can be used to gain information and make generalizations of a random sample of a population

Essential Questions

How can the collection, organization, interpretation, and display of data be used to answer questions?

How can I use the measures of center and variability to interpret data?

When solving multi-step word problems using charts, tables, and graphs, how can you tell if the information is sufficient?

Critical Knowledge and Skills

Vocabulary

Vocabulary

Variability

Statistics

Data

Distribution

Histograms

Dot plots

Number line

Box plots

Observations

Quantitative measures

Median

Mean

Interquartile range

Learning Objectives

Understand the difference between a statistical and non-statistical question.

Find the measures of center and describe the shape of the data.

Determine how the measure of center is affected by the measure of variation.

Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

Find the frequencies of the data

Interpret and describe the meaning and units of measure of a data set.

Interpret the measures of center and variation and striking deviation according to the context of the problem.

Find the measures of center and variability from a graph.

Resources

Standards

MA.6.SP.A	Develop understanding of statistical variability.
MA.6.SP.A.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
MA.6.SP.A.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
MA.6.SP.B	Summarize and describe distributions.
MA.6.SP.B.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
MA.6.SP.B.5	Summarize numerical data sets in relation to their context, such as by:
MA.6.SP.B.5b	Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
MA.6.SP.B.5c	Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
MA.6.SP.B.5d	Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
MA.7.SP.A	Use random sampling to draw inferences about a population.
MA.7.SP.A.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
MA.7.SP.A.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.
MA.7.SP.B	Draw informal comparative inferences about two populations.
MA.7.SP.B.3	Informally assess the degree of visual overlap of two numerical data distributions with

	similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.
MA.7.SP.B.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.
MA.7.SP.C	Investigate chance processes and develop, use, and evaluate probability models.
MA.7.SP.C.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.
	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.
	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.