

Unit 6: Statistics (3 Weeks)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit Rationale

A unit on statistics in Algebra 1 is crucial for several reasons, particularly in laying the foundation for understanding data and its implications in both academic and real-world contexts. Here's a rationale for including a statistics unit in Algebra 1:

1. Building Critical Thinking Skills

- **Data Interpretation:** Students learn to interpret and analyze data, which is essential for making informed decisions. This skill is not only important in mathematics but also in everyday life, where they will encounter data in various forms.
- **Understanding Variability:** By studying statistics, students understand that data can vary and that this variability must be considered when drawing conclusions.

2. Real-World Applications

- **Relevance:** Statistics is widely used in various fields such as economics, medicine, social sciences, and sports. Understanding basic statistical concepts helps students see the relevance of mathematics in real-world situations.
- **Data-Driven World:** In an increasingly data-driven world, the ability to understand and work with data is a valuable skill. Introducing students to statistics early helps them become more data literate.

3. Preparation for Higher-Level Math

- **Foundation for Advanced Courses:** Statistics in Algebra 1 provides a foundation for more advanced topics in mathematics, such as probability and higher-level statistics courses. It also supports understanding in other subjects like science, where data analysis is crucial.
- **Introduction to Probability:** Many Algebra 1 courses include basic probability concepts, which are closely tied to statistics. Understanding these concepts early helps in more advanced studies in mathematics.

4. Developing Mathematical Practices

- **Analyzing Patterns:** Students practice identifying patterns and trends in data, which reinforces their algebraic skills. For example, they may use algebraic methods to calculate measures of central tendency or to model data with functions.
- **Using Technology:** The statistics unit often involves the use of technology (like graphing calculators or software) to organize and analyze data. This helps students become comfortable with the tools they will use in future mathematical studies and in various careers.

5. Enhancing Problem-Solving Abilities

- **Application of Algebraic Concepts:** Statistics allows students to apply algebraic concepts in a new context, thereby deepening their understanding. For example, they might use linear equations to fit a

line to a set of data points (linear regression).

- Informed Decision Making: Students learn to make decisions based on data, considering factors such as outliers and the overall distribution. This enhances their problem-solving abilities beyond rote calculations.

6. Engaging and Accessible Content

- Student Interest: Statistics often involves topics that are of interest to students, such as analyzing sports statistics, survey results, or trends in social media. This can make the content more engaging and relatable.
- Visual Learning: Many statistical concepts are represented visually (e.g., histograms, box plots), which can help students who are visual learners better grasp abstract mathematical ideas.

By integrating statistics into the Algebra 1 curriculum, educators provide students with essential skills that will benefit them in many areas of their academic journey and beyond.

Pre-Assessment

- HMH- Math Language Routines Library
- "Are you ready"- at the beginning of all modules.
- Before you begin- interactive lessons

Module 20: Function Analysis

Instructional Plan

Lesson 1: Choose Among Linear, Exponential, and Quadratic Models

Lesson 2: Perform Operations with Functions

Lesson 3: Solve Nonlinear Systems

Lesson 4: Cubic Functions

*All resources available on HMH website.

Module 21: Categorical Data

Instructional Plan

Lesson 1: Two-Way Frequency and Relative Frequency Tables

Lesson 2: Recognize Possible Associations Between Categorical Variables

*All resources available on HMH website.

Module 22: Numerical Data

Instructional Plan

Lesson 1: Data Distributions and Appropriate Statistics

Lesson 2: Compare Data Distributions

*All resources available on HMH website.

Standards

New Jersey Student Learning Standards: Content Area

MATH.K-12.1	Make sense of problems and persevere in solving them
MATH.K-12.2	Reason abstractly and quantitatively
MATH.K-12.3	Construct viable arguments and critique the reasoning of others
MATH.K-12.4	Model with mathematics
MATH.K-12.5	Use appropriate tools strategically
MATH.K-12.6	Attend to precision
MATH.K-12.7	Look for and make use of structure
MATH.K-12.8	Look for and express regularity in repeated reasoning

MATH.9-12.A.CED.A.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
MATH.9-12.A.REI.B.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
MATH.9-12.A.REI.C.6	Solve systems of linear equations algebraically (include using the elimination method) and graphically, focusing on pairs of linear equations in two variables.
MATH.9-12.A.REI.C.8	Represent a system of linear equations as a single matrix equation in a vector variable.
MATH.9-12.A.REI.D	Represent and solve equations and inequalities graphically
MATH.9-12.A.REI.D.12	Graph the solutions to a linear inequality in two variables as a half plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Integration of Computer Science and Design Thinking

CS.9-10.3A-AP-14	Use lists to simplify solutions, generalizing computational problems instead of repeatedly using simple variables.
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Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math

SOC.K-12.1	Developing Questions and Planning Inquiry
ELA.K-12.R.PP	Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.
ELA.K-12.R.AA	Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.
MATH.9-12.S.IC	Making Inferences and Justifying Conclusions

Integration of Career Readiness. Life Literacies and Key Skills

TECH.9.4.2.CI	Creativity and Innovation
TECH.9.4.2.CT	Critical Thinking and Problem-solving
	A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.
	Digital tools can be used to display data in various ways.

21st Century Life and Career

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.

CRP.K-12.CRP6

Demonstrate creativity and innovation.

CRP.K-12.CRP7

Employ valid and reliable research strategies.

CRP.K-12.CRP8

Utilize critical thinking to make sense of problems and persevere in solving them.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

Diversity, Equity, and Inclusion

[NCTM: Access and Equity in Mathematics Education](#)

[A Pathway to Equitable Math Instruction](#)

Provide students with opportunities to give feedback to teachers about the classroom and instruction.

- Verbal Example: Fist to five, How well do you understand what we talked about today? Fist to five, How well did I teach this today?
- Classroom Activity: Exit tickets or surveys that ask students to identify how well teachers taught, what helped them learn, what got in the way of their learning, etc.

Treat mathematics as a language that everyone is learning while authentically centering students home languages.

- Classroom Strategies: Color-coding ideas, learning vocabulary in student languages, visual and kinesthetic learning, representations of learning without words.
- Classroom Activity: Multilingual Frayer Models for definitions or concepts

Incorporate true culturally relevant pedagogy, practice, and curriculum.

- Verbal Example: What are some of your family traditions that you are proud of? Would you be okay if we brought some of those into the classroom?
- Classroom Activity: Use Ankara fabric to teach mathematical concepts such as tessellations, fractions, area, percentages, etc.

Incorporate the history of mathematics into lessons.

- Verbal Example: Why do you think we call it Pythagorean's theorem, when it was used before he was even born? What should we call it instead?
- Classroom Activity: Learn about different bases and numerical ideas: Base 2, binary and connections to computer programming, how the Yoruba of Nigeria used base 20, and how the Mayans conceptualized the number 0 before the first recording of it

Solicit student ways of thinking and processing.

- Verbal Example: How might you all go about this? What do you notice?
- Classroom Activity: Incorporate explorations, where students interact with mathematics in a way that allows them to “discover” or experience mathematics.

Reorganize your classroom teaching around concepts, and teach them more like a web rather than discrete sets of knowledge.

- Verbal Example: How does this connect to what you’ve learned in the past? How can you use that knowledge today?
- Classroom Activity: Learning webs that connect content

Start with more complex math problems and scaffold as necessary.

- Verbal Example: If we wanted to build a rocket, what are all the things we might need to know before we get started? Along the way, we decided that we want the rocket to reach the moon. What do we need to consider now?
- Classroom Activity: When solving equations, start with the most complex problem, generate ideas for how to solve it, and use the simpler equations as examples to support those ideas.

Offer a variety of ways to demonstrate thinking and knowledge.

- Verbal Example: Show your thinking with words, pictures, symbols.

Ask other questions that will demonstrate learning when it is not clear to you how students know the answer.

- Verbal Example: If you were working with a fellow mathematician who was absent this day, what might you tell them to help them learn it?

Learn about, engage with, and incorporate ethnomathematics.

- Verbal Example: Reflect on your day so far. What math have you already used today?
- Classroom Activity: Community walks to engage with slope.

Co-construct knowledge in the classroom.

- Verbal Example: Let’s get into partners and do a think pair-share. We will incorporate everyone’s ideas and try to synthesize them.
- Classroom Activity: Have students create mathematical definitions in their own words in groups, and bring the groups together to co-construct mathematical definitions as a class

Choose problems that have complex, competing, or multiple answers.

- Verbal Example: Come up with at least two answers that might solve this problem.
- Classroom Activity: Challenge standardized test questions by getting the “right” answer, but justify other answers by unpacking the assumptions that are made in the problem.

- Classroom Activity: Deconstructed Multiple Choice
- given a set of multiple choice answers, students discuss why these answers may have been included (can also be used to highlight common mistakes).

Identify what is right about the thinking, and highlight the mistake in what is factually or procedurally accepted.

- Verbal Example: You recognized that you had to combine the constants 27 and 9, could you explain your thinking?
- Classroom Activity: Error Analysis worksheets that highlight what is the right idea behind the mistake.

Using thoughtful questioning to solicit mathematical thoughts rather than telling.

- Verbal Example: What would a mathematician who is confused ask about this question?
- Classroom Activity: After students demonstrate knowledge of a topic, have them play a game where they have to explain their topic to a fellow mathematician and a skeptic. Develop their own reflective questioning/explaining in all three roles.

Create multiple ways of participating that honor myriad ways of thinking and being.

- Verbal Example: For this section, feel free to work alone, in pairs, trios, or quads (let them choose).
- Classroom Activity: Community circles or storytelling circles, incorporating dance, music, song, call and response, and other cultural ways of communicating.

Climate Change

[Math Climate Change Companion Guide](#)

- 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. Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.

Climate Change Example: Students may use linear or exponential functions fitted to geoscience data to solve problems and analyze the results from global climate models to make an evidence-based forecast of the current rate of global climate change.

- F.IF.A.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

Climate Change Example: Students may use function notation to determine the amount of carbon dioxide produced by burning a given number of molecules of ethane (gasoline), m , where $c(m)$ is the number of molecules of carbon dioxide.

- F.IF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.

Climate Change Example: Students may relate the domain of a function $c(m)$ representing the amount of carbon dioxide produced by burning m molecules of ethane (gasoline), to its graph in order to determine the appropriate domain for $c(m)$.

- F.IF.B.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
Climate Change Example: Students may calculate the average rate of change of a function $c(m)$ presented symbolically or as a table, where $c(m)$ represents the amount of carbon dioxide produced by burning a given number of molecules of ethane (gasoline).
- A.CED.A.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
Climate Change Example: Students may create equations and/or inequalities to represent the economic impact of climate change.
- A.CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
Climate Change Example: Students may represent constraints describing the economic impact of climate change by equations, inequalities, and/or by systems of inequalities, and interpret solutions as viable or nonviable options.
- A.CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law to highlight resistance R .
Climate Change Example: Students may rearrange formulas related to the economic impact of climate change to highlight a quantity of interest, using the same reasoning as in solving equations.
- N.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
Climate Change Example: Students may use units to guide the solution of multi-step problems about how variations in the flow of energy into and out of the Earth's systems result in climate change. Note: Changes in climate are limited to changes in surface temperatures, precipitation patterns, glacial ice volumes, sea levels, and biosphere distribution.
- N.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.
Climate Change Example: Students may define appropriate quantities for a descriptive model of how variations in the flow of energy into and out of Earth's systems result in climate change. Note: changes in climate are limited to changes in surface temperatures, precipitation patterns, glacial ice volumes, sea levels, and biosphere distribution.