

Unit 03: Descriptive Statistics

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

Standards Alignment

New Jersey Student Learning Standards

LA.K-12.NJSLSA.R	Reading
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.RST.9-10.2	Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
LA.K-12.NJSLSA.W	Writing Text Types and Purposes
LA.RST.9-10.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LA.K-12.NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

LA.RST.9-10.5	Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
	Production and Distribution of Writing
LA.RST.9-10.6	Determine the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.RST.9-10.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
LA.WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
LA.WHST.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.9-10.2.A	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.WHST.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
LA.WHST.9-10.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LA.WHST.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.9-10.2.F	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.WHST.9-10.6	Use technology, including the Internet, to produce, share, and update writing products,

taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Integration of Career Readiness, Life Literacies and Key Skills

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.CRP3	Attend to personal health and financial well-being.
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.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

TECH.8.2.12.E	Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.
TECH.8.2.12.E.1	Demonstrate an understanding of the problem-solving capacity of computers in our world.
TECH.8.2.12.E.3	Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).
TECH.8.2.12.E.4	Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math Section

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They comprehend as well as critique.

They use technology and digital media strategically and capably.

MA.S-ID	Interpreting Categorical and Quantitative Data
LA.K-12.NJLSA.R	Reading Key Ideas and Details
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).
LA.K-12.NJLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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.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.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.S-ID.B.6	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
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.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.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.
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

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

see Crosswalks

Stage I: Desired Results

Transfer/Overview/Rationale

Unit Rationale

The purpose of this unit...

Students, now having a deeper understanding of linear and exponential functions, will now be able to apply this knowledge to practical statistical applications. Students will be able to examine data, determine if it appears to be linear or exponential in nature, create a model representation, and then subsequently predict future outcomes. The ability to analyze data will give students a practical foundation in logical reasoning..

Meaning

Essential Questions

Can we predict the future using data analysis?

Is it possible to live in a world without data?

Can a situation be manipulated with central tendency?

Enduring Understanding/Indicators of Understanding

- The way that data is collected, organized and displayed influences interpretation.
- A linear model can be used to describe the relationship between two variables and make conclusions/predictions based on that model

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- How to summarize, represent, and interpret data on a single count or measurement variable.
- How to summarize, represent, and interpret data on two categorical and quantitative variables.
- Interpret linear models.

Skills

Skills

Student will be skilled at ...

- Representing data with plots on the real number line (dot plots, histograms, and box plots).
- Using appropriate statistics to compare center (median and mean) and spread (interquartile range and standard deviation) of two or more different data sets.
- Interpreting differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
- Summarizing categorical data for two categories in two-way frequency tables.
- Interpreting relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies).
- Recognizing possible associations and trends in the data.
- Representing data on two quantitative variables on a scatter plot, and describing how the variables are related.
- Determining whether a linear model, an exponential model, or no model is a suitable fit for the data.
- Assessing the fit of a function using a residual plot and fitting a linear function for a scatter plot that suggests a linear association.
- Interpreting the rate of change and the constant term of a linear model in the context of the data.
- Computing (using technology) and interpreting the correlation coefficient (r) of a linear fit.
- Distinguishing between correlation and causation.
- Making sense of problems and persevere in solving them.
- Reasoning abstractly and quantitatively.
- Constructing viable arguments and critique the reasoning of others.
- Modeling with mathematics.
- Using appropriate tools strategically.
- Attending to precision.
- Looking for and making use of structure.
- Looking for and expressing regularity in repeated reasoning.

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

McDougal Littell textbook and workbooks

Provided attachment of activities.

IXL

Formative Assessment Strategies

Formative Assessment Strategies

Students should be assigned activities, assignments, and projects from the given cycle of activities document during each cycle. Using the student self-evaluation sheet provided a grade should be determined between the teacher and student for that cycle.

[Academic Support Cycle Activities Explanation.docx](#)

[Cycle Evaluation of Activities.docx](#)

[Student Self-Evaluation.docx](#)

Learning Activities/Unit of Study

Learning Activities/Unit of Study

Day Activity

* All sections listed below are from the McDougal Littell textbook. This book, along with its workbooks, can be used for

supplemental resources. All Algebra I classes will be using Pearson resources. The Assessments listed below are not to be given to the support classes but give a timeline of what is being done in their Algebra I classes.

1. Scatter plots - Instruction on Constructing Scatter plots
2. Line of Best Fit - Hand
3. Line of Best fit - Calculator
4. Determine Correct Model and equations
5. Linear Regression Assessment
6. The Bell Curve
7. Analyzing Histograms
8. Measures of Central Tendency - Mean, Median, and Mode/Stem-and Leaf Plots pg 368-374
9. Measures of Central Tendency (Applying the Graphing Calculator)
10. Standard Deviation and Range
11. Empirical Rule/Unusual Values
12. Review of Unit 3
13. Benchmark Assessment

[All Tied Up In Knots Line Best Fit and Systems.docx](#)
[Area With Error Scatter Plots.docx](#)
[On Top of the World Alg1.docx](#)
[mean, median, mode, and graphs.pdf](#)
[central tendency.pdf](#)

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs

students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.