Unit 2c-Represent and Interpret Data

Content Area: **Mathematics**
Course(s): **Math 1**
Time Period: **Marking Period 2**
Length: **MP2 Topic 6 6-1 to 6-5**
Status: **Published**

Essential Questions

- What are some ways you can collect, show, and understand data?

Big Ideas

- Equivalence: Any number, measure, numerical expression, algebraic expression, or equation can be represented in an infinite number of ways that have the same value.
- Comparison and Relationships: Numbers, expressions, measures, and objects can be compared and related to other numbers, expressions, measures, and objects in different ways.
- Data Collection and Representation: Some questions can be answered by collecting and analyzing data, and the question to be answered determines the data that need to be collected and how best to collect the data. Data can be represented visually using tables, charts, and graphs. The type of data determines the best choice of visual representation.
- Practices, Processes, and Proficiencies:Mathematics content and processes can be applied to solve problems.

Cross-Curricular Integration

Integration Area: Science

1.ESS1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.

Activity:

Graph the favorite seasons

Diversity Integration

Race and Ethnicity

Objective: Students will be able to graph the cultures within our class.

Activity: For homework students will write down one of their cultures on a post it note. As a class, the students will share their culture and then we will graph the cultures in our class on a picture graph. After we complete the graph, students will complete a culture graphing worksheet.

CSDT Technology Connection

8.1.2.DA.4 : Make predictions based on data using charts or graphs

Enduring Understandings

Measurement and Data

1.MD.C [M] Represent and interpret data.

1.MD.C4 [M] Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Operations and Algebraic Thinking

1.OA.A1 [M] Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.A2 [M] Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). [M]

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Mathematical Practices Focus

MP.1 Make sense of problems and persevere in solving them.

MP.2 Reason abstractly and quantitatively.

MP.3 Construct viable arguments and critique the reasoning of others.

MP.4 Model with mathematics.

MP.5 Use appropriate tools strategically.

MP.6 Attend to precision.

MP.7 Look for and make use of structure.

MP.8 Look for and express regularity in repeated reasoning.