

03 Intro to Two-Variable Statistics

Content Area: **Math**
Course(s):
Time Period: **Full Year**
Length: **Type Length of Unit**
Status: **Published**

General Overview, Course Description or Course Philosophy

The goal of this course is to expose students to practical mathematics that they can expect to encounter in their world. Students who complete this course will be proficient in gathering, displaying, and interpreting statistics in context. In the later part of the course, students will be exposed to discrete mathematics topics that can be directly applied to a wide variety of fields, including computer science, business, manufacturing, life sciences, and mathematics.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

In this unit, students will understand:

- A statistical scenario can include two or more variables.
- Many scenarios or real world models with two variables can be generalized using regression lines across different types of functions (linear, quadratic, exponential, etc.).

CONTENT AREA STANDARDS

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.A.4	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
MA.9-12.I	Exploring Data: Describing patterns and departures from patterns
MA.9-12.I.A	Constructing and interpreting graphical displays of distributions of univariate data (dotplot, stemplot, histogram, cumulative frequency plot)
MA.9-12.I.B	Summarizing distributions of univariate data
MA.9-12.I.B.3	Measuring position: quartiles, percentiles, standardized scores (z-scores)
MA.9-12.I.C	Comparing distributions of univariate data (dotplots, back-to-back stemplots, parallel boxplots)
MA.9-12.I.D	Exploring bivariate data
MA.9-12.I.D.3	Least-squares regression line

MA.9-12.I.D.4	Residual plots, outliers and influential points
MA.9-12.I.E	Exploring categorical data

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
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.CRP11	Use technology to enhance productivity.
TECH.8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
TECH.8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS4	Process data and report results.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- Most statistical scenarios are composed of explanatory and response variables, though there are scenarios where variable classification and identification is unclear.
- A z-score is a numerical measurement describing a value's relationship to the mean of a group of values; the measurement is given in terms of standard deviations from the mean.
- Segmented bar charts are often used to display the relationship between two categorical variables.
- Correlation refers to the connection or mutual relationship between two variables; correlation is

measurable.

- Causation indicates that one event is the result of the occurrence of another event.
- A least squares regression line is a line which makes the vertical distance from data points to the related regression line as small as possible.
- The difference between the actual data point value of the dependent variable and the predicted value based on the regression line is known as the residual value.

Procedural Knowledge

Students will be able to:

- Find and interpret a z-score from data; relate the z-score to the standard deviation from the mean value of the data.
- Distinguish between explanatory and response variables for categorical data.
- Make a segmented bar chart to display the relationship between two categorical variables.
- Determine if there is an association between two categorical variables and describe the association if it exists.
- Determine the explanatory variable in a set of two categorical problems.
- Determine if there is an association between the explanatory and response data.
- Distinguish between explanatory and response variables for quantitative data.
- Create a scatterplot to display the relationship between quantitative variables.
- Describe the direction, form, and strength of a relationship displayed in a scatter plot and identify outliers.
- Estimate and interpret the correlation between 2 quantitative variables from a scatterplot.
- Distinguish correlation from causation.
- Calculate the actual correlation between 2 quantitative variables.
- Apply the properties of correlation.
- Describe how outliers influence/affect correlation and the least squares regression line.
- Use a graphing calculator to determine the least squares regression line from a set of data.
- Describe residual value.
- In the context of the data, interpret the slope and y-intercept of the least squares regression line.
- Explain what is meant by the standard deviation and r^2 in the context of the data.
- Use a residual plot to determine whether a regression model is appropriate.
- Determine the regression equation from non-linear data patterns, including exponential and quadratic.
- Determine if a model is suitable by creating and analyzing the residual statistical plot.
- Find a residual value from the regression equation.

EVIDENCE OF LEARNING

Formative Assessments

Observations

Task completion

Student journals and notebooks

Cooperative team work

Summative Assessments

Project completion

Task completion on unit assessments

RESOURCES (Instructional, Supplemental, Intervention Materials)

Statistics and Probability with Applications (High School) Third Edition, Starnes & Tabor, 2016

Digital Launchpad book companion

INTERDISCIPLINARY CONNECTIONS

Educational tech applications

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.