# Introduction

Understanding

Learning Plan

Terminology

Assessment

Technology

Conceptual Integration

Resources

## Essential Understandings

**SCS**
- The learner will analyze data and apply probability concepts to solve problems.  

**CCSS**
- **Interpreting Categorical and Quantitative Data**
  - Represent data with plots on the real number line (dot plots, histograms, and box plots).
  - 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.

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## Learning Targets

- Calculate the relative frequency of a list given a frequency table.
- Calculate the relative frequency of a two-way frequency table.
- Read and interpret data displayed in a two-way frequency table.
- Use appropriate tools strategically.
- Model with mathematics.
- Construct viable arguments and critique the reasoning of others.
- Reason abstractly and quantitatively.
- Attend to precision.
- Look for and express regularity in repeated reasoning.
- Look for and make use of structure.
- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
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- Use appropriate tools strategically.
- Model with mathematics.
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## Essential Terminology

**Literacy Integration**

**Technology Integration**

**Assessment**

**Resources**

## Learning Plan

### Instructional Sequence

1. Frequency/relative frequency
2. Circle graph, dot plot, bar graph
3. Histogram, stem and leaf plot
4. Measure central tendency, box and whiskers plot (data spread, random sample)
5. Standard deviation
6. Normal distribution, z-scores
7. Review
8. Test

### Remediation

http://thinkgate.net/ncajlamance/fastsql_v2_direct.asp?ID=7266|docPreview&xID=513

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