Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 6* / Grade 6 (Math Regional Curriculum)

Wednesday, October 31, 2012, 12:14PM

Standard/Module: Proficiency with Statistical Reasoning 6.SP.3 (Week 32, 8 Weeks)

Stage 1: Desired Results

Standards Focus

- Additional (10%)

6th Grade CCS Map.pdf

Standards

NYS: CCLS:Mathematics, NYS: 6th Grade , Statistics & Probability

6.SP Develop understanding of statistical variability.

- 3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

Enduring Understandings	Essential Questions
1. Understand the difference between the measure of center and a measure of variation. 2. Measurement of center can be used to summarize data distributions, and help you make decisions in real-world problems.	1. How do the three measures of center differ?

Critical Content

1. Measure of center:

   a. Mean (average)

   b. Median

   c. Mode

2. Measure of variation

   a. Range (difference)

Skills	Vocabulary

1. Recognize that a mode is a measure of center that summarizes a data set of a single number. 2. Recognize that a median is a measure of center that summarizes a data set of a single number. 3. Recognize that a mean (average) is a measure of center that summarizes a data set of a single number. 4. Identify a value as a measure of center. 5. Identify a value as a measure of variation. 6. Identify which measurement of center best summarizes the value of the data set.	Tier 2: Mean (average) Median Mode Range (difference) Value Data Set Tier 3: Measure of Center Measure of Variation

Stage 2: Assessment Evidence

Assessments

Formative: Performance: Skill Demonstration

Students will be given a dot plot graph and will answer the following questions:

a.) How many students are represented in the data set?

b.) What are the mean and median of the data set?

c.) What do these values mean? How do they compare?

d.) What is the range of the data? What does this value mean?

Stage 3: Learning Plan	
Learning Activities	**Resources**
Have students practice creating different graphs and interpreting the center for a numerical data set. Find measures of variation. Be sure students can differentiate the difference between a number that represents the center of numerical data and a number that represents a measure of variation.	http://engageny.org/common-core/ http://illustrativemathematics.org/ www.livebinders.com/play/play/52180 http://illuminations.nctm.org/ http://www.mathsisfun.com/geometry/polyhedron.html http://www.korthalsaltes.com/

Differentiation Opportunities
Differentiate activities with respect to interest level and ability level. Provide prompting/hints on assignments when needed.

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