

# Unit 4 Plan Template

UNIT 4: Modeling with Statistics

TIME FRAME: 1 month

TEACHER: Meghan Miller

**Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion):

- Summarize, represent, and interpret data on a single count or measurement variable
- Summarize, represent, and interpret data on two categorical and quantitative variables
- Interpret functions that arise in applications in terms of the context

**Unit Standards:** Teachers should list the standards to be addressed within the unit.

HSS-ID.A.3, HSS-ID.A.1, HSS-ID.A.2, HSS-ID.B.5

**Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. (Content) – Should be separated by Reading Tasks, Writing Tasks, Discussion Tasks, and Language/Vocabulary Tasks.

Practice Worksheet A and B  
Puzzle Worksheets  
Whiteboard review activity  
Basic Skills Review WS

**Skills:** These are what the students need to be able to do in relation to the tasks. These skills are translated statements from the standards and represent measurable verbs, instructional targets, and descriptors for the sake of consistency across teachers in the same content area and grade level.

- interpret maximum/minimum and intercepts of functions from graphs and tables in the context of the problem.
- sketch graphs of functions given a verbal description of the relationship between the quantities.
- identify intercepts and intervals where function is increasing/decreasing.
- determine the practical domain of a function .
- construct two-way frequency tables for categorical data.
- interpret joint, marginal and conditional relative frequencies in context.
- explain possible associations between categorical data in two-way tables.
- identify and describe trends in the data.

**Key Terms / Vocabulary:**

Measure of center, mean, median, mode, outlier, measure of variation, range, standard deviation, data transformation, box-and-whisker plot, quartile, interquartile range, two-way table, joint frequency, marginal frequency, joint

relative frequency, conditional relative frequency, quantitative data, misleading graph

**Assessments:** List types of assessments that will be used throughout the course of the unit.  
\*If you do not have assessments for this unit, they should be created before moving on to the lesson design\* (Label Assessments as Diagnostic, Formative, or Summative)

11.1 – 11.3 Quiz  
Chapter 11 Test

**Learning Activities:** Any agreed upon activities/lesson plans can be listed here.

Group Work  
White Board Activity  
Math Battleship

**Resources / Text Selections:** (generated by both teacher and student?) Teachers will list the titles/genres for study:

Kahn academy  
Kuta worksheets  
Big ideas worksheets and online assignments

**Additional Notes:**