

Strand: Develop understanding of statistical variability. (6.SP.1-3)			
Strand: Summarize and describe distributions. (6.SP.4)			
Standard 6.SP.1: I can recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.			
<p>Learning Targets</p> <ul style="list-style-type: none"> Understand that data generated from statistical questions will vary. Recognize that responses to statistical questions have variations that can be used to draw conclusions about the data set. Identify the difference between a statistical and non-statistical question. Create models that represent the anticipated data from statistical questions such as charts and tables. 	<p>Academic Vocabulary & Notation</p> <ul style="list-style-type: none"> data, expectation, statistics, variability 	<p>Question Stems</p> <ul style="list-style-type: none"> Why is this relevant? I could make this clearer by using a How did you show it? 	<p>Possible Assessments</p> <ul style="list-style-type: none"> <u>District CFA Statistics/Probability</u>
Standard 6.SP.2: I understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.			
<p>Learning Targets</p> <ul style="list-style-type: none"> Understand that data collected in response to a statistical question can be analyzed by its distribution. Understand that data distribution can be viewed by its center (mean, median, and mode), spread (range), and overall shape. 	<p>Academic Vocabulary & Notation</p> <ul style="list-style-type: none"> center, shape, spread, mean, median, mode, range 	<p>Question Stems</p> <ul style="list-style-type: none"> How have you shown your thinking? What mathematics were you investigating? 	<p>Possible Assessments</p> <ul style="list-style-type: none"> <u>District CFA Statistics/Probability</u>

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Standard 6.SP.3: I 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.

Learning Targets	Academic Vocabulary & Notation	Question Stems	Possible Assessments
<ul style="list-style-type: none"> • Understand that the mean, median, and mode of a set of numerical data is a measure of center of that data summarized by a single number. • Understand that the range of a set of numerical data is a measure of how the data varies summarized by a single number and represents the difference between the highest and the lowest numbers in that set. • Create models such as graphs and data charts that show the range in a set of data. 	<ul style="list-style-type: none"> • center, mean, median, mode, range, variability 	<ul style="list-style-type: none"> • What strategy did you use? • The steps I followed were.... 	<ul style="list-style-type: none"> • <u>District CFA Statistics/Probability</u>

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Standard 6.SP.4: I can display numerical data in plots on a number line, including dot plots, histograms, and box plots.			
<p style="text-align: center;">Learning Targets</p> <ul style="list-style-type: none"> Understand that data can be organized in graphs in order to analyze the data. Understand the decisions that must be made in order to create a useable data display (e.g., how much data is there, what comparisons need to be made). Know when data is best represented on number lines, dot plots, histograms or box plots. 	<p style="text-align: center;">Academic Vocabulary & Notation</p> <ul style="list-style-type: none"> First Quartile, Second Quartile, Third Quartile, Fourth Quartile, box and whiskers plot, distribution, dot plot/line plot, histogram, interquartile range, upper quartile, lower quartile, median, upper endpoint/extreme, lower endpoint/extreme 	<p style="text-align: center;">Question Stems</p> <ul style="list-style-type: none"> The hardest part of this unit is.... What were the steps involved? The pattern I see is..... 	<p style="text-align: center;">Possible Assessments</p> <ul style="list-style-type: none"> <u>District CFA Statistics/Probability</u>

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Standard 6.SP.5: I can summarize numerical data sets in relation to their context.			
<p style="text-align: center;">Learning Targets</p> <ul style="list-style-type: none"> Understand what an observation is and how it relates to numerical data sets Understand and explain why the number of observations is important to summarizing numerical data sets. Show where the number of observations is or can be represented in a data display (line plot, histogram, box plot) and explain whether it is efficient or not efficient. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. Giving quantitative measures of center and variability, as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context. Relating the choice of measures of center and variability to the shape of the data and the context in which the data was gathered. 	<p style="text-align: center;">Academic Vocabulary & Notation</p> <ul style="list-style-type: none"> Data set, n size, observation, sample size, attribute, characteristic, investigation, abbreviations for common measurements, 1st Quartile, 2nd Quartile, 3rd Quartile, 4th Quartile, box plot, distribution, dot plot, histogram, interquartile range, upper quartile, lower quartile, median, deviation, upper endpoint, lower endpoint, context, data distribution 	<p style="text-align: center;">Question Stems</p> <ul style="list-style-type: none"> What would happen if....? What questions arose as you worked? A question I had was.... 	<p style="text-align: center;">Possible Assessments</p> <ul style="list-style-type: none"> <u>District CFA Statistics/Probability</u>