

Any standard **highlighted in yellow** has been determined by our WCSD teachers, district and state experts as essential for students to master.

Strand: I can summarize, represent, and interpret data on a single count or measurement variable. (9.S.ID.1-3)			
Strand: I can summarize, represent, and interpret data on two categorical and quantitative variables. (9.S.ID.5-6)			
Strand: I can interpret linear models. (9.S.ID.7-9)			
Standard 9.S.ID.1: I can represent data with plots on the real number line.			
<p style="text-align: center;">Learning Targets</p> <ul style="list-style-type: none"> I can graph numerical data on a real number line using dot plots, line plots, histograms, and box plots. I can describe and give a simple interpretation of a graphical representation of data. I can determine which type of data plot would be most appropriate for a specific situation. 	<p style="text-align: center;">Academic Vocabulary & Notation</p> <ul style="list-style-type: none"> dot plot, line plot, histogram, box plot, quartiles, lower extreme (minimum), upper extreme (maximum), median, outlier 	<p style="text-align: center;">Question Stems</p> <ul style="list-style-type: none"> What does.....make you think of? What other math can you connect to this? I decided to use a..... 	<p style="text-align: center;">Possible Assessments</p> <ul style="list-style-type: none"> <u>District CFAs</u>

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Standard 9.S.ID.2: I can use statistics appropriate to the shape of the data distribution to compare center and spread of two or more different data sets.			
<p>Learning Targets</p> <ul style="list-style-type: none"> I can identify similarities and differences in shape, center (median, mean), and spread (interquartile range, standard deviation) with two sets of data or two graphs. I can compare data sets summarize the similarities and differences between the shape and measures of centers and spreads of data sets. I understand standard deviation. 	<p>Academic Vocabulary & Notation</p> <ul style="list-style-type: none"> mean, median, interquartile range, standard deviation, center, spread, shape, 	<p>Question Stems</p> <ul style="list-style-type: none"> What are the key points or big ideas? What would happen if....? 	<p>Possible Assessments</p> <ul style="list-style-type: none"> <u>District CFAs</u>
Standard 9.S.ID.3: I can interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of outliers.			
<p>Learning Targets</p> <ul style="list-style-type: none"> I can identify similarities and differences in shape, center, and spread given two sets of data or two graphs. I can interpret similarities and differences between the shape, measures of centers, and spreads of data sets. I can state the effects of outliers. 	<p>Academic Vocabulary & Notation</p> <ul style="list-style-type: none"> extreme data point, outliers, skewed, center, spread 	<p>Question Stems</p> <ul style="list-style-type: none"> How are these the same? Different? What questions arose as you worked? 	<p>Possible Assessments</p> <ul style="list-style-type: none"> <u>District CFAs</u>

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Standard 9.S.ID.5: I can recognize, interpret, and summarize categorical data.

Learning Targets	Academic Vocabulary & Notation	Question Stems	Possible Assessments
<ul style="list-style-type: none"> • I can summarize categorical data for two categories in two-way frequency tables. • I can interpret relative frequencies in the context of the data including joint, marginal, and conditional relative frequencies. • I can analyze possible associations and trends in the data. 	<ul style="list-style-type: none"> • categorical data, two-way frequency table, relative frequency, joint frequency, marginal frequency, conditional relative frequencies, trends 	<ul style="list-style-type: none"> • Describe a trend in the data • A question I had was.... • I did something like this before when..... 	<ul style="list-style-type: none"> • <u>District CFAs</u>

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Standard 9.S.ID.6: I can represent data on two quantitative variables on a scatter plot and fit a function to the data.

Learning Targets	Academic Vocabulary & Notation	Question Stems	Possible Assessments
<ul style="list-style-type: none"> • I can create a scatter plot of bivariate data and estimate a linear or exponential function that fits the data and use this function to solve problems in the context of the data. • I can use functions fitted to data to solve problems in the context of the data. • I can informally assess the fit of a function by plotting and analyzing residuals. • I can fit a linear function for scatter plots that suggest a linear association. • I can find residuals using technology and analyze their meaning. • I can fit a linear function (trend line) to a scatter plot with and without technology. 	<ul style="list-style-type: none"> • function, linear model, exponential model, bivariate, residuals, scatter plot, correlation, trend line 	<ul style="list-style-type: none"> • I did something like this before when.... • What have you learned or found out? • What information do you have? 	<ul style="list-style-type: none"> • <u>District CFAs</u>

Standard 9.S.ID.7: I can interpret the slope or rate of change and the intercept of a linear model in the context of the data.

Learning Targets	Academic Vocabulary & Notation	Question Stems	Possible Assessments
<ul style="list-style-type: none"> • I can explain what the slope and intercept means in the context of the situation. 	<ul style="list-style-type: none"> • slope, rate of change, intercept, constant, linear model 	<ul style="list-style-type: none"> • Explain the bivariate data and show the linear relationship. • Justify your answer. 	<ul style="list-style-type: none"> • <u>District CFAs</u>

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Standard 9.S.ID.8: I can compute and interpret the correlation coefficient of a linear fit.			
<p>Learning Targets</p> <ul style="list-style-type: none"> I can compute the correlation coefficient of a set of linearly related data using technology. I can determine whether the correlation coefficient shows a weak positive, strong positive, weak negative, strong negative, or no correlation. 	<p>Academic Vocabulary & Notation</p> <ul style="list-style-type: none"> correlation, coefficient, linear fit, positive correlation, negative correlation, no correlation 	<p>Question Stems</p> <ul style="list-style-type: none"> What information do you have? What do you need to find out? 	<p>Possible Assessments</p> <ul style="list-style-type: none"> <u>District CFAs</u>
Standard 9.S.ID.9: I can distinguish between correlation and causation.			
<p>Learning Targets</p> <ul style="list-style-type: none"> I understand the difference between correlation and causation. I understand and can explain that a strong correlation does not mean causation. 	<p>Academic Vocabulary & Notation</p> <ul style="list-style-type: none"> correlation, causation 	<p>Question Stems</p> <ul style="list-style-type: none"> Explain the difference. Similarity? I solved the problem by..... 	<p>Possible Assessments</p> <ul style="list-style-type: none"> <u>District CFAs</u>