# CAR Unit Template

## Unit Title: Mathematics Probability and Statistics – Unit 4 – Module B

**Grade level: Grade 7**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed):

**7.SP.A.1** Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

**7.SP.A.2** Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in* *a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how* *far off the estimate or prediction might be.*

**7.SP.B.3** Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. *For example, the mean height of players on the basketball team is* *10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot* *plot, the separation between the two distributions of heights is noticeable.*

**7.SP.B.4** Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations*. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book*.

**Key**: Major Cluster Supporting Cluster Additional Cluster

### Highlighted Career Ready Practices and 21st Century Themes/Skills

### Social-Emotional Learning Competencies

## Instructional Plan

Pre-Assessment and Reflection

| **Pre-Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

| **SLO – WALT**  **We are learning to/that** | **Student Strategies** | **Formative Assessment** | **Activities and Resources** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- | --- | --- | --- |
| **7.SP.A.1 – WALT** statistics is used to gain information about a population by examining a sample of the population |  |  |  |  |
| **7.SP.A.1 – WALT** generalizations about a population from a sample are valid only if the sample is representative of that population |  |  |  |  |
| **7.SP.A.1 – WALT** random sampling tends to produce representative samples of the population and support valid inferences |  |  |  |  |
| **7.SP.A.2 – WALT** use data from a random sample to make inferences about a population with an unknown characteristic |  |  |  |  |
| **7.SP.A.2 – WALT** generate multiple samples, or simulated samples, of the same size to gauge variation in estimates or predictions |  |  |  |  |
| **7.SP.B.3 – WALT** informally gauge the extent of visual overlap between two numerical distributions with similar variabilities, measure the difference between the centers and express the difference as a multiple of the measure of variability |  |  |  |  |
| **7.SP.B.4 – WALT** draw informal comparative inferences about two populations by using the measures of center (mean and median) and measures of variability (interquartile range and mean absolute deviation) from random samples\*\* |  |  |  |  |

Benchmark Assessment 1

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Benchmark Assessment 2

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Summative Assessments (add rows as needed)

| **Summative Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
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Interdisciplinary Connections

| **Interdisciplinary Connections** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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