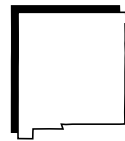


4 Statistics: Analyzing Data



Chapter Pacing Guide

Please note that this pacing guide is based upon completing the entire text in 165 classes, approximately 50 minutes each. More time can be allotted for this chapter if you do not plan to teach the entire text.

<i>Day (Standard)</i>	<i>Day (Honors)</i>	<i>Lesson</i>	<i>Title</i>
1	1	*Chapter Project	Theme: Museums Oldies But Goodies!
2		4-1A	THINKING LAB Problem Solving Make a Table
3	2 & 3	4-1	Bar Graphs and Histograms
		*4-1B	TECHNOLOGY LAB Graphing Calculators Histograms
4	4	4-2	Circle Graphs
5 & 6	5	4-3	Line Plots
		*4-3B	HANDS-ON LAB Cooperative Learning Maps and Statistics
7	6	4-4	Measures of Central Tendency
		*4-4B	TECHNOLOGY LAB Spreadsheets Finding a Mean
8	7 & 8	4-5	Measures of Variation
		*4-5B	TECHNOLOGY LAB Graphing Calculators Box-and-Whisker Plots
9	9	4-6	Integration: Algebra Scatter Plots
10	10	4-7	Choosing an Appropriate Display
11	11	4-8	Misleading Graphs and Statistics
12	12	Review: Study Guide and Assessment	
13	13	Assessment: Chapter Test	

* *Optional*

Chapter Resources

<p>Meeting Individual Needs <i>Investigations for the Special Education Student</i>, Commercial Success, pp. 3-5 <i>Spanish Study Guide and Assessment</i> <i>Study Guide and Practice Workbook</i></p>	<p>Technology <i>Electronic Teacher's Classroom</i> <i>Resources (ETCR)</i> www.glencoe.com/sec/math/mac/mathnet</p>
<p>Interactive Mathematics: Activities and Investigations Unit 8</p>	<p>Applications <i>Family Letters and Activities</i>, pp. 59-60 <i>Spanish Family Letters and Activities</i>, pp. 59-60</p>



Chapter Project (pp. 138-139)



Teacher's Name _____ Dates _____
Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Be able to see the difference in the numbers of visitors that visit each art museum.
- _____ Gain an understanding of how to track data and how to graph the results of their research.

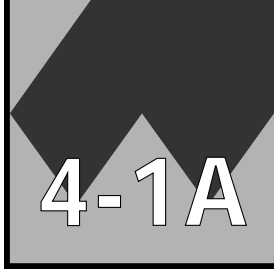
Theme: Museums

- _____ Chapter Project, *SE*, p. 139
- _____ Chapter 4 Notes, *TWE*, p. 138
- _____ Question of the Day, *TWE*, p. 138
- _____ ⇔ *Investigations and Projects Masters*, pp. 29-32

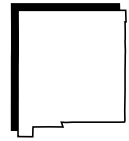
Homework Assignments

- _____ p. 146, Working on the Chapter Project, Exercise 11
- _____ p. 161, Working on the Chapter Project, Exercise 22
- _____ p. 173, Working on the Chapter Project, Exercise 21
- _____ p. 181, Completing the Chapter Project, Alternative Assessment

KEY SE = Student Edition TWE = Teacher's Wraparound Edition ⇔ = Other Program Components



Lesson Planning Guide (pp. 140-141)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Solve problems by organizing data into a table.

1 FOCUS

_____ Getting Started, *TWE*, p. 140

2 TEACH

_____ In-Class Example, *TWE*, p. 140

_____ Reteaching the Lesson, *TWE*, p. 140

3 PRACTICE/APPLY

_____ Check for Understanding, *TWE*, p. 141

NCTM Standards: 1-5, 7, 8, 10
New Mexico Mathematics Performance Standards Grades 5-8: 1-A-1, 1-C-1, 1-F-1, 7-B-1, 10-A-1, 10-B-1

Homework Assignments (p. 141)

_____ All: 5-15

_____ Alternate Assignment: _____

_____ Extra Practice, *SE*, p. 614

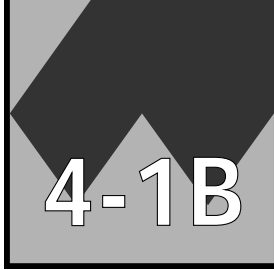
_____ Mixed Problem Solving, *SE*, pp. 645-646

4 ASSESS

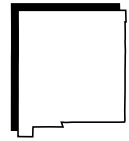
_____ Closing Activity, Modeling, *TWE*, p. 141

_____ Extending the Lesson, *TWE*, p. 141

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Lesson Planning Guide (p. 147)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Use a graphing calculator to make a histogram for a set of data.

MANAGEMENT

_____ Getting Started, *TWE*, p. 147

ASSESS

_____ *TWE*, p. 147

NCTM Standards: 1-5, 8-10
New Mexico Mathematics Performance Standards Grades 5-8: 2-D-1, 5-D-1, 10-A-1, 10-B-1, 10-C-1

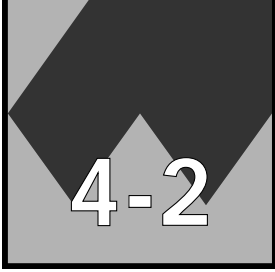
Class Activity (p. 147)

_____ All: 1-3

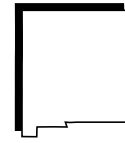
_____ Alternate Assignment: _____

_____ Math Journal, *TWE*, p. 147

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Lesson Planning Guide (pp. 148-152)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Construct and interpret circle graphs.

NCTM Standards:

1-5, 10, 12, 13

New Mexico Mathematics Performance Standards

Grades 5-8:

2-C-1, 2-E-1, 4-B-1

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 148
- _____ ⇨ Transparency 4-2A
- _____ Cross-Curriculum Cue, *TWE*, p. 148

2 TEACH

- _____ ⇨ Transparency 4-2B
- _____ Thinking Algebraically, *TWE*, p. 149
- _____ In-Class Example, *TWE*, p. 149
- _____ ⇨ *Study Guide Masters*, p. 27
- _____ Reteaching the Lesson, *TWE*, p. 150
- _____ Error Analysis, *TWE*, p. 150
- _____ ⇨ *Transition Booklet*, pp. 7-8
- _____ ⇨ *CD-ROM Program*, Resource Lesson 4-2

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 150

Homework Assignments (pp. 150-151)

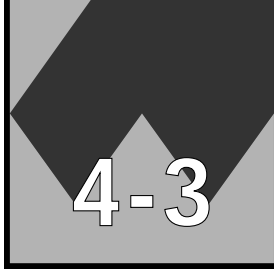
- _____ Core: 5, 7, 9-11
- _____ Enriched: 4-8 even, 9-11
- _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 615
- _____ ⇨ *Practice Masters*, p. 27
- _____ ⇨ *Hands-On Lab Masters*, p. 71
- _____ Math in the Media, *SE*, p. 151
- _____ School to Career Activity, *SE*, p. 152

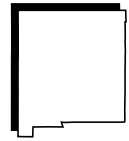
4 ASSESS

- _____ Closing Activity, Writing, *TWE*, p. 151
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz A, p. 99
- _____ Extending the Lesson, *TWE*, p. 151
- _____ ⇨ *Enrichment Masters*, p. 27

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Lesson Planning Guide (pp. 153-155)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Construct and interpret line plots.

NCTM Standards: 1-5, 8-10
New Mexico Mathematics Performance Standards Grades 5-8: 10-B-1, 10-C-1, 12-D-1

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 153
- _____ Transparency 4-3A
- _____ Motivating the Lesson, Communication, *TWE*, p. 153
- _____ Multiple Learning Styles, Verbal/Linguistic, *TWE*, p. 153

2 TEACH

- _____ ⇨ Transparency 4-3B
- _____ Using the Mini-Lab, *TWE*, p. 153
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 4-3
- _____ In-Class Example, *TWE*, p. 154
- _____ ⇨ *Study Guide Masters*, p. 28
- _____ Reteaching the Lesson, *TWE*, p. 154
- _____ ⇨ *CD-ROM Program*, Resource Lesson 4-3, Interactive Lesson 4-3
- _____ ⇨ *Interactive Mathematics Tools Software*

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 154

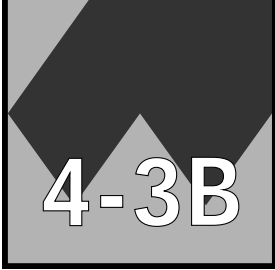
Homework Assignments (p. 155)	
_____ Core: 5-9 odd, 10-13	_____ Enriched: 6, 8-13
_____ Alternate Assignment: _____	

- _____ Extra Practice, *SE*, p. 615
- _____ ⇨ *Practice Masters*, p. 28

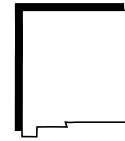
4 ASSESS

- _____ Closing Activity, Writing, *TWE*, p. 155
- _____ Extending the Lesson, *TWE*, p. 155
- _____ ⇨ *Enrichment Masters*, p. 28

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Lesson Planning Guide (pp. 156-157)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Use maps to display statistical data.

MANAGEMENT

_____ Getting Started, *TWE*, p. 156

ASSESS

_____ *TWE*, p. 157

_____ ⇔ *Hands-On Lab Masters*, pp. 43-44

NCTM Standards: 1-4, 8, 10
New Mexico Mathematics Performance Standards Grades 5-8: 4-A-1

Class Activity (p. 157)

_____ All: 1-7

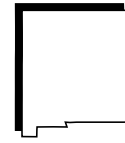
_____ Alternate Assignment: _____

_____ Math Journal, *TWE*, p. 157

KEY SE = Student Edition TWE = Teacher's Wraparound Edition ⇔ = Other Program Components



Lesson Planning Guide (p. 162)



Teacher's Name _____ Dates _____
Grade _____ Class _____ M Tu W Th F

Objectives

_____ Use a spreadsheet to find the mean of a set of data.

MANAGEMENT

_____ Getting Started, *TWE*, p. 162

ASSESS

_____ *TWE*, p. 162

NCTM Standards: 1-5, 7-10
New Mexico Mathematics Performance Standards Grades 5-8: 1-E-1, 2-C-1

Class Activity (p. 162)

_____ All: 1-4

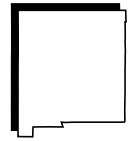
_____ Alternate Assignment: _____

_____ Math Journal, *TWE*, p. 162

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Lesson Planning Guide (pp. 163-166)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Find the range and quartiles of a set of data.

NCTM Standards: 1-5, 7, 10
New Mexico Mathematics Performance Standards Grades 5-8: 10-A-1, 10-B-2

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 163
- _____ ⇨ Transparency 4-5A
- _____ Motivating the Lesson, Problem Solving, *TWE*, p. 163
- _____ Multiple Learning Styles, Verbal/Linguistic, *TWE*, p. 163

2 TEACH

- _____ ⇨ Transparency 4-5B
- _____ Modeling Mathematics, *TWE*, p. 164
- _____ In-Class Examples, *TWE*, p. 164
- _____ ⇨ *Study Guide Masters*, p. 30
- _____ Reteaching the Lesson, *TWE*, p. 164
- _____ Error Analysis, *TWE*, p. 164
- _____ ⇨ *CD-ROM Program*, Resource Lesson 4-5

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 165

Homework Assignments (pp. 165-166)	
_____ Core: 7-17 odd, 19, 20	_____ Enriched: 8-16 even, 17-20
_____ Alternate Assignment: _____	

- _____ Extra Practice, *SE*, p. 616
- _____ ⇨ *Practice Masters*, p. 30

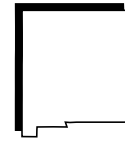
4 ASSESS

- _____ Closing Activity, Speaking, *TWE*, p. 166
- _____ Extending the Lesson, *TWE*, p. 166
- _____ ⇨ *Enrichment Masters*, p. 30
- _____ Mid-Chapter Self Test, *SE*, p. 166

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Lesson Planning Guide (p. 167)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Use a graphing calculator to construct and interpret box-and-whisker plots.

NCTM Standards:

1-5, 7, 8, 10

New Mexico Mathematics Performance Standards

Grades 5-8:

2-D-1

MANAGEMENT

_____ Getting Started, *TWE*, p. 167

_____ In-Class Example, *TWE*, p. 167

ASSESS

_____ *TWE*, p. 167

Class Activity (p. 167)

_____ All: 1-3

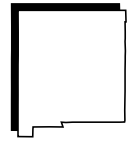
_____ Alternate Assignment: _____

_____ Math Journal, *TWE*, p. 167

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Lesson Planning Guide (pp. 168-170)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Construct and interpret scatter plots.

NCTM Standards: 1-5, 8-10
New Mexico Mathematics Performance Standards Grades 5-8: 4-A-1, 5-D-1, 10-D-1, 12-B-1, 13-C-1

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 168
- _____ ⇨ Transparency 4-6A
- _____ Motivating the Lesson, Communication, *TWE*, p. 168

2 TEACH

- _____ Transparency 4-6B
- _____ Using the Mini-Lab, *TWE*, p. 168
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 4-6
- _____ In-Class Examples, *TWE*, p. 169
- _____ ⇨ *Study Guide Masters*, p. 31
- _____ Reteaching the Lesson, *TWE*, p. 169
- _____ ⇨ *CD-ROM Program*, Resource Lesson 4-6
- _____ ⇨ *Interactive Mathematics Tools Software*

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 169

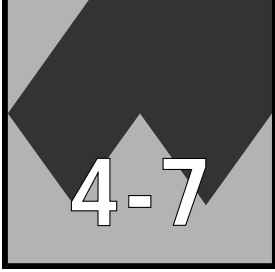
Homework Assignments (p. 170)	
_____ Core: 9-21 odd, 23-26	_____ Enriched: 10-20 even, 21-26
_____ Alternate Assignment: _____	

- _____ Extra Practice, *SE*, p. 616
- _____ ⇨ *Practice Masters*, p. 31
- _____ ⇨ *Technology Masters*, Graphing Calculator Activity, p. 60
- _____ ⇨ *Science and Mathematics Lab Manual*, pp. 57-60

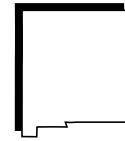
4 ASSESS

- _____ Closing Activity, Modeling, *TWE*, p. 170
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz C, p. 100
- _____ Extending the Lesson, *TWE*, p. 170
- _____ ⇨ *Enrichment Masters*, p. 31

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Lesson Planning Guide (pp. 171-173)



Teacher's Name _____ Dates _____
Grade _____ Class _____ M Tu W Th F

Objectives

_____ Choose an appropriate display for a set of data.

NCTM Standards: 1-5, 8-10
New Mexico Mathematics Performance Standards Grades 5-8: 10-B-1, 10-E-1

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 171
- _____ ⇨ Transparency 4-7A
- _____ Motivating the Lesson, Communication, *TWE*, p. 171

2 TEACH

- _____ ⇨ Transparency 4-7B
- _____ Using Logical Reasoning, *TWE*, p. 172
- _____ In-Class Examples, *TWE*, p. 172
- _____ ⇨ *Study Guide Masters*, p. 32
- _____ Reteaching the Lesson, *TWE*, p. 172
- _____ ⇨ *CD-ROM Program*, Resource Lesson 4-7

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 172

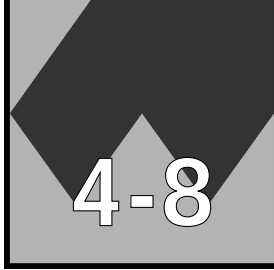
Homework Assignments (p. 173)	
_____ Core: 9-19 odd, 22-25	_____ Enriched: 8-18 even, 19, 20, 22-25
_____ Optional: 21 (Working on the Chapter Project)	
_____ Alternate Assignment: _____	

- _____ Extra Practice, *SE*, p. 616
- _____ ⇨ *Practice Masters*, p. 32
- _____ ⇨ *Classroom Games*, pp. 11-12

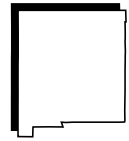
4 ASSESS

- _____ Closing Activity, Writing, *TWE*, p. 173
- _____ Extending the Lesson, *TWE*, p. 173
- _____ ⇨ *Enrichment Masters*, p. 32

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Lesson Planning Guide (pp. 174-177)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Recognize when graphs and statistics are misleading.

NCTM Standards: 1-5, 8-10
New Mexico Mathematics Performance Standards Grades 5-8: 4-E-1, 10-E-1

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 174
- _____ ⇨ Transparency 4-8A
- _____ Motivating the Lesson, Problem Solving, *TWE*, p. 174

2 TEACH

- _____ Transparency 4-8B
- _____ Using Discussion, *TWE*, p. 175
- _____ In-Class Examples, *TWE*, p. 175
- _____ ⇨ *Study Guide Masters*, p. 33
- _____ Reteaching the Lesson, *TWE*, p. 176
- _____ Error Analysis, *TWE*, p. 176
- _____ ⇨ *CD-ROM Program*, Resource Lesson 4-8, Interactive Lesson 4-8

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, pp. 175-176

Homework Assignments (pp. 176-177)	
_____ Core: 7-17 odd, 19-22	_____ Enriched: 8-14 even, 16-22
_____ Alternate Assignment: _____	

- _____ Extra Practice, *SE*, p. 617
- _____ ⇨ *Practice Masters*, p. 33

4 ASSESS

- _____ Closing Activity, Modeling, *TWE*, p. 177
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz D, p. 100
- _____ Extending the Lesson, *TWE*, p. 177
- _____ ⇨ *Enrichment Masters*, p. 33

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Review and Assessment (pp. 178-183)



Teacher's Name _____ Dates _____

Grade _____ Class _____ Review M Tu W Th F

Testing M Tu W Th F

_____ Study Guide and Assessment, *SE*, pp. 178-181

_____ Standardized Test Practice, *SE*, pp. 182-183

_____ Chapter Test, *SE*, p. 650

⇨ **Assessment and Evaluation Masters (pp. 85-103)**

Multiple-Choice Tests

_____ Form 1A, 1B, or 1C, pp. 85-90

_____ Standardized Test Practice,
pp. 101-102

Free-Response Tests

_____ Form 2A, 2B, or 2C, pp. 91-96

_____ Performance Assessment, p. 97

_____ Cumulative Review, p. 103

_____ ⇨ *MindJogger Videoquizzes*, Chapter 4

_____ ⇨ *Test and Review Software*

_____ ⇨ *CD-ROM Assessment Game*

_____ ⇨ *State Test Preparation CD-ROM*

KEY SE = Student Edition TWE = Teacher's Wraparound Edition ⇨ = Other Program Components