Richmond Public Schools
Department of Curriculum and Instruction
Curriculum, Pacing and Resource Guide

Course Title/ Course #: Algebra Functions and Data Analysis/ #1702

Start day: 1

Meetings: 180 days

Course Description

The following standards outline the content for a one-year course in Algebra, Functions, and Data Analysis. This course is designed for students who have successfully completed the standards for Algebra I. Within the context of mathematical modeling and data analysis, students will study functions and their behaviors, systems of inequalities, probability, experimental design and implementation, and analysis of data. Data will be generated by practical applications arising from science, business, and finance. Students will solve problems that require the formulation of linear, quadratic, exponential, or logarithmic equations or a system of equations.

Through the investigation of mathematical models and interpretation/analysis of data from real life situations, students will strengthen conceptual understandings in mathematics and further develop connections between algebra and statistics. Students should use the language and symbols of mathematics in representations and communication throughout the course.

These standards include a transformational approach to graphing functions and writing equations when given the graph of the equation. Transformational graphing builds a strong connection between algebraic and graphic representations of functions.

Pacing Resources Assessments MP1

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
8	AFDA.4	Functions (linear, quadratic, exponential,	**Text** Algebra 1, ©2012, Price, et al, McGraw-Hill School Education Group, page(s) 38-53 Algebra 2, ©2012, Price, et al, McGraw-Hill School Education Group, page(s) 69-	Teacher Made Assessments

		logarithmic)	73, 249-257, 475-482, 492-499, 525-531 Coach book Algebra 1, Virginia edition, Lesson(s) 21-22, 34-35 page(s) 134-146, 230-244 Coach book Algebra 2, Virginia edition, Lesson(s) 11-12, 35 page(s) 62-73, 237-241 **Technology** **Gizmo** Exponential Functions - Activity B Logarithmic Functions - Activity A **Virginia Department of Education** Quadratic Modeling Exponential Modeling Linear Modeling Logarithmic Modeling **Other Sites** http://www.quia.com/pages/cheadlee/afda Frederick County AFDA Collab	
12	AFDA.1	Function Models and Behaviors	**Text** Algebra 1, ©2012, Price, et al, McGraw-Hill School Education Group, page(s) 38-53, 153-160, 525-536 Algebra 2, ©2012, Price, et al, McGraw-Hill School Education Group, page(s) 360-362, 383-397, 570-574, 577-580 Coach book Algebra 1, Virginia edition, Lesson(s) 7, 9-11, 23-28 page(s) 45-48, 58-71, 154-196 Coach book Algebra 2, Virginia edition, Lesson(s) 33 page(s) 213-219 **Technology** **Gizmo** Cubic Function Activity Quadratics in Polynomial Form **Virginia Department of Education** Quadratic Modeling Exponential Modeling Linear Modeling Logarithmic Modeling **Other Sites**	Teacher Made Assessments

			http://www.quia.com/pages/cheadlee/afda Frederick County AFDA Collab	
3	AFDA.1 & AFDA.4	Benchmark Review and Testing	**Text** Algebra 1, ©2012, Price, et al, McGraw-Hill School Education Group Algebra 2, ©2012, Price, et al, McGraw-Hill School Education Group Coach book Algebra 1, Virginia edition Coach book Algebra 2, Virginia edition **Other Sites** http://www.quia.com/pages/cheadlee/afda	Teacher Made Assessments

Pacing Resources Assessments MP2				
Time Frame	**Standards of Learning**	**Units/ Topics/ Concepts**	**Resources**	**Assessments**
9	AFDA.2	Transformations (linear, quadratic, exponential, logarithmic)	**Text** Algebra 1, ©2012, Price, et al, McGraw-Hill School Education Group, page(s) 544-549, 567-577 Algebra 2, ©2012, Price, et al, McGraw-Hill School Education Group, page(s) 109-116, 305-309, 476, 494 Coach book Algebra 1, Virginia edition, Lesson(s) 12-14, 17 page(s) 72-93, 106-111 Coach book Algebra 2, Virginia edition, Lesson(s) 18, 20, 22, 23 page(s) 127-133, 141-155 **Technology** **Gizmo** **Virginia Department of Education** Quadratic Modeling Exponential Modeling Linear Modeling Logarithmic Modeling **Other Sites** http://www.quia.com/pages/cheadlee/afda Frederick County AFDA Collab	Teacher Made Assessments
9	AFDA.3	Curves of Best Fit	**Text** Algebra 1, ©2012, Price, et al, McGraw-Hill School Education Group, page(s) 590-591 Algebra 2, ©2012, Price, et al, McGraw-Hill School Education Group Coach book Algebra 1, Virginia edition, Lesson(s) 34-35 page(s) 230-244 Coach book Algebra 2, Virginia edition, Lesson(s) 26-32, 34 page(s) 169-212, 228-236 **Technology** **Gizmo** **Virginia Department of Education** Quadratic Modeling Exponential Modeling Linear Modeling	Teacher Made Assessments

			Logarithmic Modeling **Other Sites** http://www.quia.com/pages/cheadlee/afda Frederick County AFDA Collab	
7	AFDA.1 - AFDA.4	Benchmark Review and Testing	**Text** Algebra 1, ©2012, Price, et al, McGraw-Hill School Education Group Algebra 2, ©2012, Price, et al, McGraw-Hill School Education Group Coach book Algebra 1, Virginia edition Coach book Algebra 2, Virginia edition **Other Sites** http://www.quia.com/pages/cheadlee/afda	Teacher Made Assessments

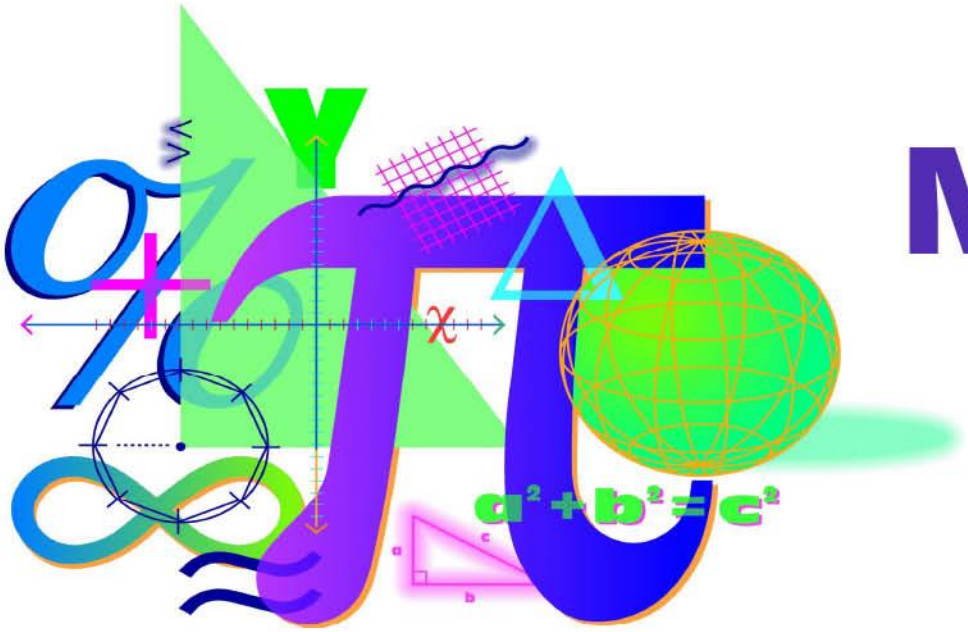
Course Title/ Course #: Algebra Functions and Data Analysis

Pacing Resources Assessments MP3				
Time Frame	**Standards of Learning**	**Units/ Topics/ Concepts**	**Resources**	**Assessments**
10	AFDA.5	Nonlinear Systems and Linear Programming	**Text** Algebra 1, ©2012, Price, et al, McGraw-Hill School Education Group Algebra 2, ©2012, Price, et al, McGraw-Hill School Education Group Coach book Algebra 1, Virginia edition, Lesson(s) 15-16 page(s) 72-93 Coach book Algebra 2, Virginia edition, Lesson(s) 18-20 page(s) 169-212, 228-236 **Technology** **Gizmo** Linear Programming - Activity A **Other Sites** http://www.quia.com/pages/cheadlee/afda Frederick County AFDA Collab	Teacher Made Assessments
10	AFDA.6	Probability	**Text** Algebra 1, ©2012, Price, et al, McGraw-Hill School Education Group, page(s) 764-770, 771-792 Algebra 2, ©2012, Price, et al, McGraw-Hill School Education Group page(s) 759-771 Coach book Algebra 1, Virginia edition, Lesson(s) 37 page(s) 252-257 Coach book Algebra 2, Virginia edition, Lesson(s) 26-32, 34 page(s) 169-212, 228-236 **Technology** **Gizmo** Independent and Dependent Events Permutations and Combinations **Virginia Department of Education** Probability **Other Sites** http://www.quia.com/pages/cheadlee/afda	Teacher Made Assessments

			Frederick County AFDA Collab	
5	AFDA.5 & AFDA.6	Benchmark Testing and Review	**Text** Algebra 1, ©2012, Price, et al, McGraw-Hill School Education Group, Algebra 2, ©2012, Price, et al, McGraw-Hill School Education Group Coach book Algebra 1, Virginia edition, Coach book Algebra 2, Virginia edition, **Other Sites** http://www.quia.com/pages/cheadlee/afda	Teacher Made Assessments

Pacing Resources Assessments MP4				
Time Frame	**Standards of Learning**	**Units/ Topics/ Concepts**	**Resources**	**Assessments**
9	AFDA.7	Normal Distribution	**Text** Algebra 1, ©2012, Price, et al, McGraw-Hill School Education Group, page(s) 785 Algebra 2, ©2012, Price, et al, McGraw-Hill School Education Group page(s) 773-779 Coach book Algebra 1, Virginia edition, Lesson(s) 30 & 33 page(s) 205-212, 224-229 Coach book Algebra 2, Virginia edition, Lesson(s) 36 page(s) 242-251 **Virginia Department of Education** Data Analysis **Other Sites** http://www.quia.com/pages/cheadlee/afda Frederick County AFDA Collab	Teacher Made Assessments
7	AFDA.8	Statistics	**Text** Algebra 1, ©2012, Price, et al, McGraw-Hill School Education Group, page(s) 740-762 Algebra 2, ©2012, Price, et al, McGraw-Hill School Education Group page(s) 745-758 Coach book Algebra 1, Virginia edition, Coach book Algebra 2, Virginia edition, **Technology** **Gizmo** Polling: Neighborhoods **Virginia Department of Education** Data Analysis **Other Sites** http://www.quia.com/pages/cheadlee/afda Frederick County AFDA Collab	Teacher Made Assessments

9	AFDA.1-AFDA.8	Final Exam Review and Testing	**Text** Algebra 1, ©2012, Price, et al, McGraw-Hill School Education Group, Algebra 2, ©2012, Price, et al, McGraw-Hill School Education Group Coach book Algebra 1, Virginia edition, Coach book Algebra 2, Virginia edition, **Other Sites** http://www.quia.com/pages/cheadlee/afda Frederick County AFDA Collab	Teacher Made Assessments



Mathematics
Standards of Learning

Curriculum Framework 2009

Algebra, Functions, and Data Analysis

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Commonwealth of Virginia

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NOTICE
The Virginia Department of Education does not unlawfully discriminate on the basis of race, color, sex, national origin, age, or disability in employment or in its educational programs or services.

The 2009 *Mathematics Curriculum Framework* can be found in PDF and Microsoft Word file formats on the Virginia Department of Education's Web site at http://www.doe.virginia.gov.

Virginia *Mathematics Standards of Learning* Curriculum Framework 2009
Introduction

The 2009 *Mathematics Standards of Learning* Curriculum Framework is a companion document to the 2009 *Mathematics Standards of Learning* and amplifies the *Mathematics Standards of Learning* by defining the content knowledge, skills, and understandings that are measured by the Standards of Learning assessments. The Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers in their lesson planning by identifying essential understandings, defining essential content knowledge, and describing the intellectual skills students need to use. This supplemental framework delineates in greater specificity the content that all teachers should teach and all students should learn.

Each topic in the *Mathematics Standards of Learning* Curriculum Framework is developed around the Standards of Learning. The format of the Curriculum Framework facilitates teacher planning by identifying the key concepts, knowledge and skills that should be the focus of instruction for each standard. The Curriculum Framework is divided into two columns: Essential Understandings and Essential Knowledge and Skills. The purpose of each column is explained below.

Essential Understandings
This section delineates the key concepts, ideas and mathematical relationships that all students should grasp to demonstrate an understanding of the Standards of Learning. In Grades 6-8, these essential understandings are presented as questions to facilitate teacher planning.

Essential Knowledge and Skills
Each standard is expanded in the Essential Knowledge and Skills column. What each student should know and be able to do in each standard is outlined. This is not meant to be an exhaustive list nor a list that limits what is taught in the classroom. It is meant to be the key knowledge and skills that define the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development. Assessment items may not and should not be a verbatim reflection of the information presented in the Curriculum Framework. Students are expected to continue to apply knowledge and skills from Standards of Learning presented in previous grades as they build mathematical expertise.

TOPIC: ALGEBRA AND FUNCTIONS

ALGEBRA, FUNCTIONS AND DATA ANALYSIS STANDARD AFDA.1

The student will investigate and analyze function (linear, quadratic, exponential, and logarithmic) families and their characteristics. Key concepts include:

a) continuity;
b) local and absolute maxima and minima;
c) domain and range;
d) zeros;
e) intercepts;
f) intervals in which the function is increasing/decreasing;
g) end behaviors; and
h) asymptotes.

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ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
The domain of a function consists of the first coordinates of the ordered pairs that are elements of a function. Each element in the domain is an input into the independent variable of the function. The range of a function consists of the second coordinates of the ordered pairs that are elements of a function. Each element in the range is an output in the dependent variable of a function. For each x in the domain of f, x is a member of the input of the function f, $f(x)$ is a member of the output of f, and the ordered pair $[x, f(x)]$ is a member of f. A value x in the domain of f is an x-intercept or a zero of a function f if and only if $f(x) = 0$. Functions describe the relationship between two variables where each input is paired to a unique output.	**The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to** Identify the domain and range for a relation, given a set of ordered pairs, a table, or a graph. For each x in the domain of f, find $f(x)$. Identify the zeros of the function algebraically and confirm them, using the graphing calculator. Identify the domain, range, zeros, and intercepts of a function presented algebraically or graphically. Recognize restricted/discontinuous domains and ranges. Recognize graphs of parent functions for linear, quadratic,

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ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
• Functions are used to model real-world phenomena. • A function is increasing on an interval if its graph, as read from left to right, is rising in that interval. • A function is decreasing on an interval if its graph, as read from left to right, is going down in that interval. • Exponential and logarithmic functions are either strictly increasing or strictly decreasing. • A function is continuous on an interval if the function is defined for every value in the interval and there are no breaks in the graph. A continuous function can be drawn without lifting the pencil. • A turning point is a point on a continuous interval where the graph changes from increasing to decreasing or from decreasing	exponential and logarithmic functions. • Identify *x*-intercepts (zeros), *y*-intercepts, symmetry, asymptotes, intervals for which the function is increasing or decreasing, points of discontinuity, end behavior, and maximum and minimum points, given a graph of a function. • Describe continuity of a function on its domain or at a point. • Express intervals using correct interval notation and/or a compound inequality.

TOPIC: ALGEBRA AND FUNCTIONS

ALGEBRA, FUNCTIONS AND DATA ANALYSIS STANDARD AFDA.1

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h) asymptotes.

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ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
to increasing. • A function, *f*, has a local maximum in some interval at $x = a$ if $f(a)$ is the largest value of *f* in that interval. A function, *f*, has a local minimum in some interval at $x = a$ if $f(a)$ is the smallest value of *f* in that interval. Asymptotes can be used to describe local behavior and end behavior of graphs. They are lines or other curves that approximate the graphical behavior of a function. The following statements are equivalent: *k* is a zero of the polynomial function *f*; *k* is a solution of the polynomial equation $f(x) = 0$; *k* is an *x*-intercept for the graph of the polynomial; and $(x - k)$ is a factor of the polynomial.	

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ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
Continuous and discontinuous functions can be identified by their equations or graphs. The end behavior of a function refers to the graphical behavior of a function as *x* goes to positive and negative infinity.	

TOPIC: ALGEBRA AND FUNCTIONS

ALGEBRA, FUNCTIONS AND DATA ANALYSIS STANDARD AFDA.2

The student will use knowledge of transformations to write an equation, given the graph of a function (linear, quadratic, exponential, and logarithmic).

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ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
Knowledge of transformational graphing using parent functions can be used to generate a mathematical model from a scatterplot that approximates the data. • Transformations include: - Translations (horizontal and vertical shifting of a graph) - Reflections - Dilations (stretching and compressing graphs) and - Rotations The equation of a line can be determined by two points on the line or by the slope and a point on the line.	**The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to** Write an equation of a line when given the graph of a line. Recognize graphs of parent functions for linear, quadratic, exponential and logarithmic functions. Write the equation of a linear, quadratic, exponential, or logarithmic function in *(h, k)* form given the graph of the parent function and transformation information. Describe the transformation from the parent function given the equation written in *(h, k)* form or the graph of the function. Given the equation of a function, recognize the parent function and transformation to graph the given function. Recognize the vertex of a parabola given a quadratic equation in *(h, k)* form or graphed. Describe the parent function represented by a scatterplot.

TOPIC: ALGEBRA AND FUNCTIONS

ALGEBRA, FUNCTIONS AND DATA ANALYSIS STANDARD AFDA.3

The student will collect data and generate an equation for the curve (linear, quadratic, exponential, and logarithmic) of best fit to model real-world problems or applications. Students will use the best fit equation to interpolate function values, make decisions, and justify conclusions with algebraic and/or graphical models.

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ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
The regression equation modeling a set of data points can be used to make predictions where appropriate. Data and scatterplots may indicate patterns that can be modeled with a function. Graphing calculators can be used to collect, organize, picture, and create an algebraic model of the data. Data that fit linear, quadratic, exponential, and logarithmic models arise from practical situations. Two variables may be strongly associated without a cause-and-effect relationship existing between them. Each data point may be considered to be comprised of two parts: fit (the part explained by the model) and residual (the result of chance variation or of variables not measured). Residual = Actual – Fitted Least squares regression generates the equation of the line that minimizes the sum of the squared distances between the data points and the line.	**The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to** Write an equation for the line of best fit, given a set of data points in a table, on a graph, or from a practical situation. Make predictions about unknown outcomes, using the equation of a line of best fit. Collect and analyze data to make decisions and justify conclusions. Investigate scatterplots to determine if patterns exist, and identify the patterns. Find an equation for the curve of best fit for data, using a graphing calculator. Models will include linear, quadratic, exponential, and logarithmic functions. Make predictions, using data, scatterplots, or equation of curve of best fit. Given a set of data, determine the model that would best describe the data.

TOPIC: ALGEBRA AND FUNCTIONS

ALGEBRA, FUNCTIONS AND DATA ANALYSIS STANDARD AFDA.3

The student will collect data and generate an equation for the curve (linear, quadratic, exponential, and logarithmic) of best fit to model real-world problems or applications. Students will use the best fit equation to interpolate function values, make decisions, and justify conclusions with algebraic and/or graphical models.

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ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
A correlation coefficient measures the degree of association between two variables that are related linearly.	Describe the errors inherent in extrapolation beyond the range of the data. Estimate the correlation coefficient when given data and/or scatterplots.

TOPIC: ALGEBRA AND FUNCTIONS

ALGEBRA, FUNCTIONS AND DATA ANALYSIS STANDARD AFDA.4

The student will transfer between and analyze multiple representations of functions, including algebraic formulas, graphs, tables, and words. Students will select and use appropriate representations for analysis, interpretation, and prediction.

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ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
The most appropriate representation of a function depends on the questions to be answered and/or the analysis to be done. Given data may be represented as discrete points or as a continuous graph with respect to the real-world context. Real-world data may best be represented as a table, a graph, or as a formula.	**The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to** Given an equation, graph a linear, quadratic, exponential or logarithmic function with the aid of a graphing calculator. Make predictions given a table of values, a graph, or an algebraic formula. Describe relationships between data represented in a table, in a scatterplot, and as elements of a function. Determine the appropriate representation of data derived from real-world situations. Analyze and interpret the data in context of the real-world situation.

TOPIC: ALGEBRA AND FUNCTIONS

ALGEBRA, FUNCTIONS AND DATA ANALYSIS STANDARD AFDA.5

The student will determine optimal values in problem situations by identifying constraints and using linear programming techniques.

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ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
Linear programming models an optimization process. A linear programming model consists of a system of constraints and an objective quantity that can be maximized or minimized. Any maximum or minimum value will occur at a corner point of a feasible region.	**The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to** Model practical problems with systems of linear inequalities. Solve systems of linear inequalities with pencil and paper and using a graphing calculator. Solve systems of equations algebraically and graphically. Identify the feasibility region of a system of linear inequalities. Identify the coordinates of the corner points of a feasibility region. Find the maximum or minimum value for the function defined over the feasibility region. Describe the meaning of the maximum or minimum value within its context.

TOPIC: DATA ANALYSIS

ALGEBRA, FUNCTIONS AND DATA ANALYSIS STANDARD AFDA.6

The student will calculate probabilities. Key concepts include:

a) conditional probability;
b) dependent and independent events;
c) addition and multiplication rules;
d) counting techniques (permutations and combinations); and
e) Law of Large Numbers.

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ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
The *Fundamental Counting Principle* states that if one decision can be made *n* ways and another can be made *m* ways, then the two decisions can be made *nm* ways. *Permutations* are used to calculate the number of possible arrangements of objects. *Combinations* are used to calculate the number of possible selections of objects without regard to the order selected. A *sample space* is the set of all possible outcomes of a random experiment. An *event* is a subset of the sample space. *P(E)* is a way to represent the probability that the event E occurs. *Mutually exclusive events* are events that cannot both occur simultaneously. If *A* and *B* are mutually exclusive then $P(A \cup B) = P(A) + P(B)$.	**The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to** Compare and contrast permutations and combinations. Calculate the number of permutations of *n* objects taken *r* at a time. Calculate the number of combinations of *n* objects taken *r* at a time. Define and give contextual examples of complementary, dependent, independent, and mutually exclusive events. Given two or more events in a problem setting, determine if the events are complementary, dependent, independent, and/or mutually exclusive. Find conditional probabilities for dependent, independent, and mutually exclusive events. Represent and calculate probabilities using Venn diagrams and probability trees.

TOPIC: DATA ANALYSIS

ALGEBRA, FUNCTIONS AND DATA ANALYSIS STANDARD AFDA.6

The student will calculate probabilities. Key concepts include:

a) conditional probability;
b) dependent and independent events;
c) addition and multiplication rules;
d) counting techniques (permutations and combinations); and
e) Law of Large Numbers.

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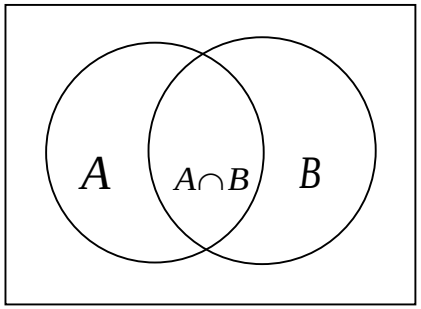
ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
The complement of event A consists of all outcomes in which event A does not occur. *P(B|A)* is the probability that *B* will occur given that *A* has already occurred. *P(B|A)* is called *the conditional probability* of *B* given *A*. Venn diagrams may be used to examine conditional probabilities.  $P(B\|A) = \frac{P(A \cap B)}{P(A)}$ $\Rightarrow P(A \cap B) = P(A)P(B\|A)$ Two events, *A* and *B*, are independent if the occurrence of one does not affect the probability of the occurrence of the other. If *A* and *B*	Analyze, interpret and make predictions based on theoretical probability within real-world context. Given a real-world situation, determine when to use permutations or combinations.

TOPIC: DATA ANALYSIS

ALGEBRA, FUNCTIONS AND DATA ANALYSIS STANDARD AFDA.6

The student will calculate probabilities. Key concepts include:

a) conditional probability;
b) dependent and independent events;
c) addition and multiplication rules;
d) counting techniques (permutations and combinations); and
e) Law of Large Numbers.

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ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
are not independent, then they are said to be dependent. If A and B are independent events, then $P(A \cap B) = P(A)P(B)$. The Law of Large Numbers states that as a procedure is repeated again and again, the relative frequency probability of an event tends to approach the actual probability.	

TOPIC: DATA ANALYSIS

ALGEBRA, FUNCTIONS AND DATA ANALYSIS STANDARD AFDA.7

The student will analyze the normal distribution. Key concepts include:

a) characteristics of normally distributed data;
b) percentiles;
c) normalizing data using z-scores; and
d) area under the standard normal curve and probability.

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ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
Analysis of the descriptive statistical information generated by a univariate data set includes the relationships between central tendency, dispersion, and position. The normal distribution curve is a family of symmetrical curves defined by the mean and the standard deviation. Areas under the curve represent probabilities associated with continuous distributions. The normal curve is a probability distribution and the total area under the curve is 1. The mean of the data in a standard normal density function is 0 and the standard deviation is 1. This allows for the comparison of unlike data. The amount of data that falls within 1, 2, or 3 standard deviations of the mean is constant and the basis of *z*-score data normalization.	Interpret mean, median, mode, range, interquartile range, variance, and standard deviation of a univariate data set in terms of the problem's context. Explain the influence of outliers on a univariate data set. Explain ways in which standard deviation addresses dispersion by examining the formula for standard deviation. Identify the properties of a normal probability distribution. Describe how the standard deviation and the mean affect the graph of the normal distribution. Determine the probability of a given event, using the normal distribution.

TOPIC: DATA ANALYSIS

ALGEBRA, FUNCTIONS AND DATA ANALYSIS STANDARD AFDA.8

The student will design and conduct an experiment/survey. Key concepts include:

a) sample size;
b) sampling technique;
c) controlling sources of bias and experimental error;
d) data collection; and
e) data analysis and reporting.

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ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
The value of a sample statistic may vary from sample to sample, even if the simple random samples are taken repeatedly from the population of interest. Poor data collection can lead to misleading and meaningless conclusions. The purpose of sampling is to provide sufficient information so that population characteristics may be inferred. Inherent bias diminishes as sample size increases. Experiments must be carefully designed in order to detect a cause-and-effect relationship between variables. Principles of experimental design include comparison with a control group, randomization, and blindness. The precision, accuracy and reliability of data collection can be analyzed and described.	**The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to** Compare and contrast controlled experiments and observational studies and the conclusions one may draw from each. Identify biased sampling methods. Select a data collection method appropriate for a given context. Investigate and describe sampling techniques, such as simple random sampling, stratified sampling, and cluster sampling. Determine which sampling technique is best, given a particular context. Plan and conduct an experiment or survey. The experimental design should address control, randomization, and minimization of experimental error.

TOPIC: DATA ANALYSIS

ALGEBRA, FUNCTIONS AND DATA ANALYSIS
STANDARD AFDA.8

The student will design and conduct an experiment/survey. Key concepts include:

a) sample size;
b) sampling technique;
c) controlling sources of bias and experimental error;
d) data collection; and
e) data analysis and reporting.

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ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
	Design a survey instrument. Given a plan for a survey, identify possible sources of bias, and describe ways to reduce bias. Write a report describing the experiment/survey and the resulting data and analysis.