

**Hardin County Schools Combined Curriculum Guide  
Mathematics -- Third Grade – Data Analysis and Probability  
DRAFT**

Big Idea		<b>Data Analysis and Probability</b>			
Academic Expectations		<b>2.7</b> Students understand number concepts and use numbers appropriately and accurately. <b>2.8</b> Students understand various mathematical procedures and use them appropriately and accurately. <b>2.13</b> Students understand and appropriately use statistics and probability.			
POS Understandings		<b>MA-P-DAP-U-1</b> Students will understand that quantitative literacy is a necessary tool to be an intelligent consumer and citizen.	9 Weeks Taught	1 <span style="border: 1px solid black; padding: 2px;">2</span> <span style="border: 1px solid black; padding: 2px;">3</span> 4	
POS Skills & Concepts		Date(s) Taught	Core Content for Assessment	Objective	Essential Vocabulary
<b>MA-P-DAP-S-DR6</b> Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs, line plots, two-circle Venn diagrams).			<i>Not explicitly taught this quarter</i>		
Strategies & Activities			Resources	Common Assessments	
			Essential Questions		Higher Order Questions

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POS Understandings	MA-P-DAP-U-2 Students will understand that the collection, organization, interpretation and display of data can be used to answer questions.		9 Weeks Taught	1	2	3	4
POS Skills & Concepts	Date(s) Taught	Core Content for Assessment	Objective	Essential Vocabulary			
<p><b>MA-P-DAP-S-DR1</b> Students will make a graph using concrete manipulatives and read data displayed on a concrete graph.</p> <p><b>MA-P-DAP-S-DR2</b> Students will display, read and compare data on student-invented graphs.</p> <p><b>MA-P-DAP-S-DR5</b> Students will display data in line plots.</p> <p><b>MA-P-DAP-S-ES3</b> Students will use tools (including technology when appropriate) to organize and display student-collected data.</p>		<p><b>MA-EP-4.1.1 <u>First and third nine weeks</u></b> <b>Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs with two or three sectors, line plots, two-circle Venn diagrams).</b> <span style="float: right;"><b>DOK 3</b></span></p> <p><i>MA-EP-4.1.2 Students will collect data.</i></p> <p><i>MA-EP-4.1.3 Students will organize and display data.</i></p>	I can analyze and make inferences with line plots. <u>3<sup>rd</sup> 9 wks.</u>	Line plot			
Strategies & Activities		Resources	Common Assessments				
		Essential Questions	Higher Order Questions				

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POS Understandings	MA-P-DAP-U-3 Students will understand that the choice of data display can affect the visual message communicated.	9 Weeks Taught	1	2	3	4
POS Skills & Concepts	Date(s) Taught	Core Content for Assessment	Objective		Essential Vocabulary	
<p><b>MA-P-DAP-S-DR3</b> Students will read, display, compare and interpret student-collected data.</p> <p><b>MA-P-DAP-S-DR4</b> Students will display, read and compare data on a pictograph and bar graph.</p> <p><b>MA-P-DAP-S-DR5</b> Students will display data in line plots.</p> <p><b>MA-P-DAP-S-DR1</b> Students will use technology to organize and display data collected from student investigations.</p> <p><b>MA-P-DAP-S-ES3</b> Students will use tools (including technology when appropriate) to organize and display student-collected data.</p>		<i>No Core Content associated with this understanding</i>				
Strategies & Activities		Resources	Common Assessments			
		Essential Questions	Higher Order Questions			

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POS Understandings		MA-P-DAP-U-4 Students will understand that inferences and predictions from data are used to make critical and informed decisions		9 Weeks Taught	1 2 <b>3</b> <b>4</b>
POS Skills & Concepts		Date(s) Taught	Core Content for Assessment	Objective	Essential Vocabulary
<p><b>MA-P-DAP-S-DR6</b> Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs, line plots, two-circle Venn diagrams).</p> <p><b>MA-P-DAP-S-ES1</b> Students will pose questions to generate data.</p> <p><b>MA-P-DAP-S-ES2</b> Students will use data from student investigations to make predictions or draw simple conclusion.</p> <p><b>MA-P-DAP-S-P1</b> Students will explore chance through games and events.</p> <p><b>MA-P-DAP-S-P2</b> Students will compare likely and unlikely outcomes.</p>			<p><i>MA-EP-4.2.1 <b>Third Nine Weeks</b></i> <i>Students will determine the mode (of a set of data with no more than one mode) and the range of a set of data.</i></p> <p><i>MA-EP-4.3.1 <b>Fourth Nine Weeks</b></i> <i>Students will pose questions that can be answered by collecting data.</i></p>	I can determine the mode and range of a set of data. <u>3<sup>rd</sup> 9 wks.</u>	
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POS Understandings	MA-P-DAP-U-5 Students will understand that probability can be used to make decisions or predictions or to draw conclusions.		9 Weeks Taught	1 2 <b>3</b> 4
POS Skills & Concepts	Date(s) Taught	Core Content for Assessment	Objective	Essential Vocabulary
<b>MA-P-DAP-S-P1</b> Students will explore chance through games and events.  <b>MA-P-DAP-S-P2</b> Students will compare likely and unlikely outcomes.  <b>MA-P-DAP-S-P3</b> Students will explore basic concepts of probability through simple experiments.		<i>MA-EP-4.4.3</i> <i>Students will describe and give examples of the probability of an unlikely event (near zero) and a likely event (near one).</i>	I can describe and give examples of the probability of an unlikely event.  I can describe and give examples of the probability of a likely event.	
Strategies & Activities		Resources	Common Assessments	
		Essential Questions	Higher Order Questions	