



| Mathematics Grade 9 Statistics and Probability (SP) | | | | |
|---|--|--|---|---|
| Outcome | 1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills. | 2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills. | 3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome. | 4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class. |
| SP9.1 Demonstrate understanding of the effect of: <ul style="list-style-type: none"> ○ bias ○ use of language ○ ethics ○ cost ○ time and timing ○ privacy ○ cultural sensitivity and ○ population or sample on data collection. [C, PS, R, T] | <ul style="list-style-type: none"> • With help, I can define various factors that influence the collection of data, including bias, use of language, ethics, cost, time and timing, privacy and cultural sensitivity. • With help, I can explain the difference between a population and a sample in terms of data collection. | <ul style="list-style-type: none"> • I can define various factors that influence the collection of data, including bias, use of language, ethics, cost, time and timing, privacy and cultural sensitivity. • I can explain the difference between a population and a sample in terms of data collection. | <ul style="list-style-type: none"> • I can demonstrate understanding of factors that influence data collection, including bias, use of language, ethics, cost, time and timing, privacy, AND cultural sensitivity. • I can distinguish between a population and a sample, AND determine which should be used in different situations. | <ul style="list-style-type: none"> • I can write survey questions that are free of influencing factors, and use these questions to collect data for analysis. • I can identify and critique given examples in which a generalization from a sample of a population may or may not be valid for the population. |
| Comments | | | | |



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| SP9.2 Demonstrate an understanding of the collection, display, and analysis of data through a project. [C, PS, R, T, V] | <ul style="list-style-type: none"> • With help, I can devise a project plan that involves the collection, display OR analysis of data that is relevant to myself, my family or my community. • This project will involve a few of: <ul style="list-style-type: none"> ○ formulating a question ○ choosing a data collection method ○ electing a population or sample. ○ collecting and displaying the data ○ drawing conclusions to answer the question. | <ul style="list-style-type: none"> • I can devise a project plan that involves the collection, display OR analysis of data that is relevant to myself, my family or my community. • This project will involve many of: <ul style="list-style-type: none"> ○ formulating a question ○ choosing a data collection method ○ electing a population or sample. ○ collecting and displaying the data ○ drawing conclusions to answer the question. | <ul style="list-style-type: none"> • I can devise a project plan that involves the collection, display AND analysis of data that is relevant to myself, my family, or my community. • This project will involve all of: <ul style="list-style-type: none"> ○ formulating a question ○ choosing a data collection method ○ electing a population or sample. ○ collecting and displaying the data ○ drawing conclusions to answer the question. | <ul style="list-style-type: none"> • I can devise a project plan that involves the collection, display, AND analysis of data that is relevant to a large sample or a population of citizens. • This project will involve detailed presentation of: <ul style="list-style-type: none"> ○ formulating a question ○ choosing a data collection method ○ electing a population or sample. ○ collecting and displaying the data ○ drawing conclusions to answer the question |



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| SP9.3 Demonstrate an understanding of the role of probability in society. [C, CN, R, T] | <ul style="list-style-type: none"> • With help, I can identify an example of how probability can impact and influence one's self, family, community and the environment. • With help, I can show an example of experimental OR theoretical probability. | <ul style="list-style-type: none"> • I can identify an example of how probability can impact and influence one's self, family, community and the environment. • I can define and show an example of experimental probability OR theoretical probability. | <ul style="list-style-type: none"> • I can several examples of how probability can impact and influence one's self, family, community and the environment. • I can define and show an example of experimental probability AND theoretical probability. | <ul style="list-style-type: none"> • I can explain how probability can impact and influence society in general and how probability can support opposing positions. • I can create examples which illustrate the difference between theoretical and experimental probability and explain how decisions based on probability may be made using a combination of both. |
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| SP9.4 Research and present how First Nations and Métis peoples, past and present, envision, represent, and make use of probability and statistics. | With help, I can gather OR document information regarding the use of or significance of probability and statistics for one group of First Nation or Metis peoples, using a few sources. | I can gather OR document information regarding the use of or significance of probability and statistics for one group of First Nation or Metis peoples, using a few sources. | I can gather AND document information regarding the significance of and use of probability and statistics for at least one First Nation or Metis peoples, using a variety of sources. | I can gather AND document information to compare the significance and use of probability and statistics among a variety of First Nations and Metis peoples, using a variety of sources, including elders and traditional knowledge keepers. |
| Comments | | | | |