2023-24- Math Curriculum Map 4th,5th, & 6th

August 14-18

4.NBT.A.1: Apply concepts of place value, multiplication, and division to understand that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
(Also start 4NBT.2 Nearpod part 1

5.NBT.A.1: Apply concepts of place value, multiplication, and division to understand that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

6.G.A.1: Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques to solve mathematical problems and problems in real-world context.

August 21-25

4.NBT.A.2: Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

5.NBT.A.2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10

6.EE.A.2: Write, read, and evaluate algebraic expressions.

a. Write expressions that record operations with numbers and variables.

b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, and coefficient); view one or more parts of an expression as a single entity.

c. Evaluate expressions given specific values of their variables. Include expressions that arise from formulas used to solve mathematical problems and problems in real-world context. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

<u>August 28- September 1</u>

4.NBT.A.3: Use place value understanding to round multi-digit whole numbers to any place.
5.NBT.A.3: Read, write, and compare decimals to thousandths.

a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form.

b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the

6.G.A.4: Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques to solve mathematical problems and problems in real-world context.

<u>September 4-8</u>

4.OA.A.3: Solve multistep word problems using the four operations, including problems in which remainders must be interpreted. Understand how the remainder is a fraction of the divisor. Represent these problems using equations with a letter standing for the unknown quantity.
5.NBT.A.4: Use place value understanding to round decimals to any place.
6.EE.A.1: Write and evaluate numerical expressions involving whole-number exponents.

<u>September 11-15</u>

4.NBT.B.4: Fluently add and subtract multi-digit whole numbers using a standard algorithm.
5.OA.A.1: Use parentheses and brackets in numerical expressions, and evaluate expressions with these symbols (Order of Operations).

6.RP.A.1: Understand the concept of a ratio as comparing two quantities multiplicatively or joining/composing the two quantities in a way that preserves a multiplicative relationship. Use ratio language to describe a ratio relationship between two quantities. *For example, "There were 2/3 as many men as women at the concert."*
6.RP.A.2: Understand the concept of a unit rate a/b associated with a ratio $a : b$ with $b \neq 0$, and use rate language (e.g., for every, for each, for each 1, per) in the context of a ratio relationship. (Complex fraction notation is not an expectation for unit rates in this grade level.)

<u>September 18-22</u>

4.MD.A.1: Know relative sizes of measurement units within one system of units which could include km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit and in a smaller unit in terms of a larger unit. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1,12), 2,24), (3,36).*

5.OA.A.2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them (e.g., express the calculation "add 8 and 7, then multiply by 2" as 2 x (8 + 7). Recognize that 3 x (18,932 + 921) is three times as large as 18,932 + 921, without having to calculate the indicated sum or product).

6.RP.A.3 Use ratio and rate reasoning to solve mathematical problems and problems in real-world context (e.g., by reasoning about data collected from measurements, tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).

a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.

<u>September 25-29</u>

4.MD.A.2: Use the four operations to solve word problems and problems in real-world context involving distances, intervals of time (hr, min, sec), liquid volumes, masses of objects, and money, including decimals and problems involving fractions with like denominators, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using a variety of representations, including number lines that feature a measurement scale.

5.NBT.B.5: Fluently multiply multi-digit whole numbers using a standard algorithm..

6.RP.A.3 Use ratio and rate reasoning to solve mathematical problems and problems in real-world context (e.g., by reasoning about data collected from measurements, tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).

b. Solve unit rate problems including those involving unit pricing and constant speed.

October 2-6

4.MD.A.3: Apply the area and perimeter formulas for rectangles in mathematical problems and problems in real-world contexts including problems with unknown side lengths.

5.NBT.B.6: Apply and extend understanding of division to find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.

6.RP.A.3 Use ratio and rate reasoning to solve mathematical problems and problems in real-world context (e.g., by reasoning about data collected from measurements, tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).

c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity). Solve percent problems with the unknown in all positions of the equation.

October 9-11

4.OA.A.1: Represent verbal statements of multiplicative comparisons as multiplication equations. Interpret a multiplication equation as a comparison (e.g., 35 is the number of objects in 5 groups, each containing 7 objects, and is also the number of objects in 7 groups, each containing 5 objects).

5.NBT.B.7: Add, subtract, multiply, and divide decimals to hundredths, connecting objects or drawings to strategies based on place value, properties of operations, and/or the relationship between operations. Relate the strategy to a written form.

6.RP.A.3 Use ratio and rate reasoning to solve mathematical problems and problems in real-world context (e.g., by reasoning about data collected from measurements, tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).

d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

October 16-20

4.OA.A.2: Multiply or divide within 1000 to solve word problems involving multiplicative comparison (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison).

5.NF.A.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators (e.g., 2/3 + 5/4 = 8/12 + 15/12 = 23/12).

6.NS.A.1: Interpret and compute quotients of fractions to solve mathematical problems and problems in real-world context involving division of fractions by fractions using visual fraction models and equations to represent the problem. *For example, create a story context for 2/3 ÷ 3/4 and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that 2/3 ÷ 3/4 = 8/9 because 3/4 of 8/9 is 2/3. In general, a/b ÷ c/d = ad/bc*

<u>October 23-27</u>

4.NBT.B.5: Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

5.NF.A.2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators by using a variety of representations, equations, and visual models to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers (e.g. recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2).

6.G.A.2: Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Understand and use the formula $V = B \cdot h$, where in this case, B is the area of the base ($B = l \times w$) to find volumes of right rectangular prisms with fractional edge lengths in mathematical problems and problems in real-world context.

<u>October 30 - November 3</u>

4.NBT.B.6: Demonstrate understanding of division by finding whole-number quotients and remainders with up to four-digit dividends and one-digit divisors.

5.MD.B.2: Make a line plot to display a data set of measurements in fractions of a unit (1/8, 1/2, 3/4). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

6.NS.B.3: Fluently add, subtract, multiply, and divide multi-digit decimals using a standard algorithm for each operation.

6.NS.B.2: Fluently divide multi-digit numbers using a standard algorithm.

<u>November 6-10</u>

4.OA.B.4: Find all factor pairs for a whole number in the range 1 to 100 and understand that a whole number is a multiple of each of its factors.

5.NF.B.3: Interpret a fraction as the number that results from dividing the whole number numerator by the whole number denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people, each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*

6.EE.A.4 Identify when two expressions are equivalent. *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.*

6.EE.B.6: Use variables to represent numbers and write expressions when solving mathematical problems and problems in real-world context; understand that a variable can represent an unknown number or any number in a specified set.

<u>November 13-16</u>

4.G.A.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

5.NF.B.4: Apply and extend previous understandings of multiplication to multiply a fraction by a whole number and a fraction by a fraction.

a. Interpret the product (*a/b*) x *q* as *a* parts of a partition of *q* into *b* equal parts. *For example, use a visual fraction model to show (2/3) x 4 = 8/3, and create a story context for this equation.*

6.EE.B.5: Understand solving an equation or inequality as a process of reasoning to find the value(s) of the variables that make that equation or inequality true. Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

<u>November 20-21 (Thanksgiving)</u>

4.G.A.3: Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

6.EE.B.7: Solve mathematical problems and problems in real-world context by writing and solving equations of the form $x + p = q$, $x - p = q$, $px = q$, and $x/p = q$ for cases in which p, q and x are all non-negative rational numbers.

November 27- December 1

4.MD.C.5: Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.

b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.

4.MD.C.6: Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

5.MD.A.1: Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real-world problems.

6.EE.A.3 Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x.*

December 4-8

4.MD.C.7: Understand angle measures as additive. (When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts.) Solve addition and subtraction problems to find unknown angles on a diagram within mathematical problems as well as problems in real-world contexts.

5.NF.B.6: Solve problems in real-world contexts involving multiplication of fractions, including mixed numbers, by using a variety of representations including equations and models.

6.EE.C.9: Use variables to represent two quantities that change in relationship to one another to solve mathematical problems and problems in real-world context. Write an equation to express one quantity (the dependent variable) in terms of the other quantity (the independent variable). Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.

December 11-15

4.G.A.2: Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size (e.g., understand right triangles as a category, and identify right triangles).

5.NF.B.4: Apply and extend previous understandings of multiplication to multiply a fraction by a whole number and a fraction by a fraction.

b. Interpret the product of a fraction multiplied by a fraction (*a/b*) x (*c/d*). Use a visual fraction model and create a story context for this equation. *For example, use a visual fraction model to show (2/3) x (4/5) = 8/15, and create a story context for this equation.* In general, (*a/b*) x (*c/d*) = *ac/bd*.

c. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

6.NS.C.5: Understand that positive and negative numbers are used together to describe quantities having opposite directions or values. Use positive and negative numbers to represent quantities in real-world context, explaining the meaning of 0 in each situation.

December 18-21

4.NF.B.3: Understand a fraction *a/b* with *a* > 1 as a sum of unit fractions (1/*b*).

a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

b. Decompose a fraction into a sum of fractions with the same denominator in more than one way (e.g., 3/8 = 1/8 + 1/8+1/8; 3/8 = 2/8 + 1/8; 2 1/8 = 1 + 1 + 1/8 + or 2 1/8 = 8/8 + 8/8 + 1/8).

5.NF.B.5: Interpret multiplication as scaling (resizing), by:

a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number; explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $\frac{a}{b} = \frac{n\,x\,a}{n\,x\,b}$ to the effect of multiplying $\frac{a}{b}$ by 1.

6.NS.C.6: Understand a rational number can be represented as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself and that 0 is its own opposite.

b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.

c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

January 8-12

4.NF.B.4: Build fractions from unit fractions.

a. Understand a fraction $\frac{a}{b}$ as a multiple of a unit fraction $\frac{1}{b}$. In general, $\frac{a}{b}$ = *a* x $\frac{1}{b}$.

b. Understand a multiple of $\frac{a}{b}$ as a multiple of a unit fraction $\frac{1}{b}$, and use this understanding to multiply a whole number by a fraction. In general, *n* x $\frac{a}{b}$ = $\frac{n\ x\ a}{b}$.

5.NF.B.7: Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. Use the relationship between multiplication and division to justify conclusions.

b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient.* Use the relationship between multiplication and division to justify conclusions (e.g., 4 ÷ (1/5) = 20 because 20 x (1/5) = 4).

c. Solve problems in real-world context involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, using a variety of representations.

6.NS.C.7: Understand ordering and absolute value of rational numbers.

a. Interpret statements of inequality as statements about the relative position of two numbers on a number line.

b. Write, interpret, and explain statements of order for rational numbers in real-world context.

c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in real-world context.

d. Distinguish comparisons of absolute value from statements about order in mathematical problems and problems in real-world context.

January 16-19

4.NF.A.1: Explain why a fraction a/b is equivalent to a fraction (n x a)/(n x b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to understand and generate equivalent fractions.

5.MD.C.3: Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.

b. A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units.

5.MD.C.4: Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

6.EE.B.8: Write an inequality of the form $x > c$, $x < c$, $x \geq c$, *or* $x \leq c$ to represent a constraint or condition to solve mathematical problems and problems in real-world context. Recognize that inequalities have infinitely many solutions; represent solutions of such inequalities on number lines.

January 22-26

4.NF.A.2: Compare two fractions with different numerators and different denominators (e.g., by creating common denominators or numerators and by comparing to a benchmark fraction).

a. Understand that comparisons are valid only when the two fractions refer to the same size whole.

b. Record the results of comparisons with symbols >, =, or <, and justify the conclusions.

5.MD.C.5: Relate volume to the operations of multiplication and addition and solve mathematical problems and problems in real-world contexts involving volume.

a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes (e.g., to represent the associative property of multiplication).

b. Understand and use the formulas $V = l \times w \times h$ and $V = B \times h$, where in this case B is the area of the base ($B = l \times w$), for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths to solve mathematical problems and problems in real-world contexts.

6.NS.C.8: Solve mathematical problems and problems in real-world context by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

January 29 - February 2

4.NF.B.3: Understand a fraction a/b with $a > 1$ as a sum of unit fractions ($1/b$).

c. Add and subtract mixed numbers with like denominators (e.g., by using properties of operations and the relationship between addition and subtraction and/or by replacing each mixed number with an equivalent fraction).

d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.

5.MD.C.5: Relate volume to the operations of multiplication and addition and solve mathematical problems and problems in real-world contexts involving volume.

c. Understand volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms, applying this technique to solve mathematical problems and problems in real-world contexts.

6.G.A.3: Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques to solve mathematical problems and problems in a real-world context.

February 5-9

4.NF.B.4: Build fractions from unit fractions.

c. Solve word problems involving multiplication of a whole number by a fraction. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

5.G.B.3: Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.

6.NS.B.4: Use previous understanding of factors to find the greatest common factor and the least common multiple.

a. Find the greatest common factor of two whole numbers less than or equal to 100.

b. Find the least common multiple of two whole numbers less than or equal to 12.

c. Use the distributive property to express a sum of two whole numbers 1 to 100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4(9+2).

February 12-16

4.MD.B.4: Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

5.G.B.4: Classify two-dimensional figures in a hierarchy based on properties.

6.SP.A.1: Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for variability in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*

February 19-21 (Rodeo)

4.OA.C.5: Generate a number pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself and explain the pattern informally (e.g., given the rule “add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers).

5.G.A.1: Understand and describe a coordinate system as perpendicular number lines, called axes, that intersect at the origin (0 , 0). Identify a given point in the first quadrant of the coordinate plane using an ordered pair of numbers, called coordinates. Understand that the first number (x) indicates the distance traveled on the horizontal axis, and the second number (y) indicates the distance traveled on the vertical axis.

February 26 - March 1

4.NF.C.6: Use decimal notation for fractions with denominators 10 (tenths) or 100 (hundredths), and locate these decimals on a number line.

5.OA.B.3: Generate two numerical patterns using two given rules (e.g., generate terms in the resulting sequences). Identify and explain the apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane (e.g., given the rule "add 3" and the starting number 0, and given the rule "add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence).

6.SP.A.2: Understand that a set of data collected to answer a statistical question has a distribution whose general characteristics can be described by its center, spread, and overall shape.

March 4-8

4.NF.C.5: Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 (tenths) and 100 (hundredths). *For example, express 3/10 as 30/100, and and 3/10 + 4/100 = 34/100.* (Note: Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators, in general, is not a requirement at this grade.)

5.G.A.2: Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

6SP.A.3: Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation uses a single number to describe the spread of the

March 18-22

4.NF.C.7: Compare two decimals to hundredths by reasoning about their size. Understand that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <.

5.OA.B.4: Understand primes have only two factors and decompose numbers into prime factors.

6.SP.B.4: Display and interpret numerical data by creating plots on a number line including histograms, dot plots, and box plots.

March 25-29

4.OA.C.6: When solving problems, assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Teach 5md1 Nearpod- PART 3

6.SP.B.5: Summarize numerical data sets in relation to their context by:

a. Reporting the number of observations.

b. Describing the nature of the attribute under investigation including how it was measured and its units of measurement.

c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

Remaining weeks- Review