

MATHEMATICAL LITERACY – GRADE 12 NOTES

CHAPTER 6

6.1 Interpreting and analysing data

Purposes of graphs:

- a way of exploring the relationships in data
- a way of displaying and reporting data
- making it easier to report patterns and relationships, shapes of distributions and trends.

Any graph used to report findings should show:

- the significant features and findings of the investigation in a fair and easy-to-read way
- the underlying structure of an investigation in terms of the relationships between and within the variables
- the dependent variable on the horizontal (x) axis and the independent variable on the vertical (y) axis.

Types of graphs

We have the following types of graphs:

- Line graph
- Bar graph
- Histogram
- Scatter plot
- Pie chart
- Box and whisker plot

6.1.1 Line graphs

In data handling we use line graphs to show the relationship between two quantities. A line graph is formed by using straight lines to join data points which have been mapped on a grid. It is used to show the change of information over time.

Worked example 10

The table below shows the average number of minutes per month that Jabu spent watching TV from January to November last year.

Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
Daily TV viewing time (min)	108	103	108	120	115	122	116	105	110	105	104

- Plot this data on a set of axes.
- Can you observe any trends or patterns in the data? Give some possible reasons for these trends.
- Would you be able to represent this data on a bar graph?
- What is the advantage of using a line graph to show this information?

Grade 12 Math Literacy 2013 Study Guide

Jicheng Xie



Grade 12 Math Literacy 2013 Study Guide:

Literacy Strategies for English Learners in Core Content Secondary Classrooms Margarita Espino Calderon, Maria N. Trejo, 2015-10-08 Motivate English learners to boost proficiency with confidence This book focuses on instructional strategies that integrate language literacy and content across all subject areas in secondary education Presenting instructional methods within the framework of the Common Core and other state standards the authors demonstrate how rigorous instruction can help amplify students self worth and promote more significant learning to ensure all students thrive Developing Readers in the Academic Disciplines Doug Buehl, 2023-10-10 Being literate in an academic discipline is more than being able to read and comprehend text you can think speak and write as a historian scientist mathematician or artist Author Doug Buehl strips away the one size fits all approach to content area literacy and presents an instructional model for disciplinary literacy which honors the discipline and helps students learn within that area In this revised second edition Developing Readers in the Academic Disciplines shows how to help students adjust their thinking to comprehend a range of complex texts that fall outside their reading comfort zones Inside you ll find Instructional tools that adapt generic literacy practices to discipline specific variations Strategies for frontloading instruction to activate and build background knowledge New approaches for encouraging inquiry around disciplinary texts In depth exploration of the role of argumentation in informational text Numerous examples from science mathematics history and social studies English language arts and related arts to show you what vibrant learning looks like in various classroom settings Designed to be a natural companion to Buehl s Classroom Strategies for Interactive Learning Developing Readers in the Academic Disciplines introduces teachers from all disciplines to new kinds of thinking and ultimately teaching that helps students achieve new levels of understanding **Teaching Secondary and Middle School Mathematics** Daniel J. Brahier, 2020-04-01 Teaching Secondary and Middle School Mathematics combines the latest developments in research technology and standards with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics The book explores the mathematics teaching profession by examining the processes of planning teaching and assessing student progress through practical examples and recommendations Beginning with an examination of what it means to teach and learn mathematics the reader is led through the essential components of teaching concluding with an examination of how teachers continue with professional development throughout their careers Hundreds of citations are used to support the ideas presented in the text and specific websites and other resources are presented for future study by the reader Classroom scenarios are presented to engage the reader in thinking through specific challenges that are common in mathematics classrooms The sixth edition has been updated and expanded with particular emphasis on the latest technology resources and standards The reader is introduced to the ways that students think and how to best meet their needs through planning that involves attention to differentiation as well as how to manage a classroom for success Features include The entire text

has been reorganized so that assessment takes a more central role in planning and teaching Unit 3 of 5 now addresses the use of summative and formative assessments to inform classroom teaching practices A new feature Links and Resources has been added to each of the 13 chapters While the book includes a substantial listing of citations and resources after the chapters five strongly recommended and practical resources are spotlighted at the end of each chapter as an easy reference to some of the most important materials on the topic Approximately 150 new citations have either replaced or been added to the text to reflect the latest in research materials and resources that support the teaching of mathematics A Quick Reference Guide has been added to the front of the book to assist the reader in identifying the most useful chapter features by topic A significant revision to Chapter 13 now includes discussions of common teaching assessments used for field experiences and licensure as well as a discussion of practical suggestions for success in methods and student teaching experiences Chapter 9 on the practical use of classroom technology has been revised to reflect the latest tools available to classroom teachers including apps that can be run on handheld personal devices An updated Instructor s Manual features a test bank sample classroom activities Powerpoint slides chapter summaries and learning outcomes for each chapter and can be accessed by instructors online at www.routledge.com/9780367146511 Handbook of Consumer Finance Research Jing Jian

Xiao,2016-05-30 This second edition of the authoritative resource summarizes the state of consumer finance research across disciplines for expert findings on and strategies for enhancing consumers economic health New and revised chapters offer current research insights into familiar concepts retirement saving bankruptcy marriage and finance as well as the latest findings in emerging areas including healthcare costs online shopping financial therapy and the neuroscience behind buyer behavior The expanded coverage also reviews economic challenges of diverse populations such as ethnic groups youth older adults and entrepreneurs reflecting the ubiquity of monetary issues and concerns Underlying all chapters is the increasing importance of financial literacy training and other large scale interventions in an era of economic transition Among the topics covered Consumer financial capability and well being Advancing financial literacy education using a framework for evaluation Financial coaching defining an emerging field Consumer finance of low income families Financial parenting promoting financial self reliance of young consumers Financial sustainability and personal finance education Accessibly written for researchers and practitioners this Second Edition of the Handbook of Consumer Finance Research will interest professionals involved in improving consumers fiscal competence It also makes a worthwhile text for graduate and advanced undergraduate courses in economics family and consumer studies and related fields **Teaching and Learning**

Secondary School Mathematics Ann Kajander,Jennifer Holm,Egan J Chernoff,2018-10-24 This volume brings together recent research and commentary in secondary school mathematics from a breadth of contemporary Canadian and International researchers and educators It is both representative of mathematics education generally as well as unique to the particular geography and culture of Canada The chapters address topics of broad applicability such as technology in learning

mathematics recent interest in social justice contexts in the learning of mathematics as well as Indigenous education The voices of classroom practitioners the group ultimately responsible for implementing this new vision of mathematics teaching and learning are not forgotten Each section includes a chapter written by a classroom teacher making this volume unique in its approach We have much to learn from one another and this volume takes the stance that the development of a united vision supported by both research and professional dialog provides the first step Improving Reading Comprehension of Middle and High School Students Kristi L. Santi, Deborah K. Reed, 2015-03-04 This volume focuses on our understanding of the reading comprehension of adolescents in a high stakes academic environment Leading researchers share their most current research on each issue covering theory and empirical research from a range of specializations including various content areas English language learners students with disabilities and reading assessment Topics discussed include cognitive models of reading comprehension and how they relate to typical or atypical development of reading comprehension reading in history classes comprehension of densely worded and symbolic mathematical texts understanding causality in science texts the more rigorous comprehension standards in English language arts classes balancing the practical and measurement constraints of the assessment of reading comprehension understanding the needs and challenges of English language learners and students in special education with respect to the various content areas discussed in this book This book is of interest to researchers in literacy and educational psychology as well as curriculum developers Kim Bailey, Chris Jakicic, 2013-07-23 Leverage teamwork to integrate the CCSS into your curriculum and build on a foundational knowledge of PLCs You ll gain a comprehensive understanding of the shifts required to implement the standards in core content areas and find valuable tips and strategies for creating strong collaborative practices Identify the essential standards determine learning targets define proficiency learn how to design rigorous assessments and more Making Sense of Number, K-10 Mary Fiore, Ryan Tackaberry, 2018-11-27 This practical book shows you how to get to know the needs and abilities of your students and help them make sense of math concepts Designed to enhance your professional learning the book shows you how to notice interpret confirm and respond to student thinking You will discover how to structure learning experiences around key number concepts quantity counting relating and representing developed across various strands patterning and algebra numbers and operations measurement geometry and data and probability Powerful examples of questions and prompts guide you to create a classroom where students get the support they need as they develop confidence in their number sense **OECD Reviews of Evaluation and Assessment in Education: Student Assessment in Turkey** Kitchen Hannah, Bethell George, Fordham Elizabeth, Henderson Kirsteen, Li Richard Ruochen, 2019-09-09 Turkey s education system stands out internationally as a success story In recent decades participation has been vastly expanded becoming universal at lower levels of schooling and outperforming other middle income countries in upper secondary education However the education system is also marked by disparities with only around half of 15 year olds acquiring the essential competencies

they need for life and work Researching Developing Countries Forrest Daniel Wright, 2015-11-19 Why are some countries rich while others are poor Why are some well governed while others experience frequent conflict And how do you measure a country's true success anyways Social scientists have attempted to answer these types of questions for decades and have increasingly turned to data for this task Researching Developing Countries A Data Resource Guide for Social Scientists serves as a reference guide for social scientists and students interested in answering these complex questions The book will also be helpful to librarians serving the social science disciplines Topics covered in the book include human development economics governance conflict demographics migration and refugees environment foreign aid energy and infrastructure innovation and entrepreneurship geography and urban development and public opinion Covers over 30 countries with emerging markets Explores a wide array of topics for each country and their investment opportunities Includes a focus on international audiences as the book expands beyond the US market **Collaborative Coaching for Disciplinary Literacy**

Laurie Elish-Piper, Susan K. L'Allier, Michael Manderino, Paula Di Domenico, 2016-01-15 Today's standards challenge middle and high school teachers to teach their content deeply and meaningfully This book provides an innovative coaching model for helping science social studies and English language arts teachers promote the reading writing listening speaking and thinking skills needed for high level work in each discipline Seventeen specific strategies are presented for large group small group and individual coaching including step by step instructions and implementation tips Profiles of highly effective disciplinary literacy coaches illustrate the nuts and bolts of the job and highlight ways to deal with common challenges In a large size format for easy photocopying the book includes 21 reproducible forms Purchasers get access to a Web page where they can download and print the reproducible materials **Commonsense Methods for Children with Special**

Educational Needs Peter Westwood, 2015-04-30 This fully revised and updated seventh edition of Commonsense Methods for Children with Special Educational Needs continues to offer practical advice on evidence based teaching methods and intervention strategies for helping children with a wide range of disabilities or difficulties The advice the author provides is embedded within a clear theoretical context and draws on the latest international research and literature from the field Coverage includes learning difficulties and disabilities students with autism spectrum disorders intellectual disability physical or health issues and sensory impairments gifted and talented students developing social skills and self management behaviour management teaching methods literacy and numeracy curriculum differentiation and adaptive teaching computer based instruction and e learning Peter Westwood also provides additional information and advice on transition from school to employment for students with disabilities lesson study e learning and computer aided instruction and reflects on the important changes made within the latest Diagnostic and Statistical Manual of Mental Disorders DSM 5 *Teaching English Through ELA, Mathematics, Science, and Social Studies* Long Peng, 2022-07-21 Accessible and hands on this textbook provides a comprehensive introduction to teaching language through content an approach known as Content Based

Language Teaching CBLT A content based language focused approach to teaching in the disciplines is essential to serving the language and disciplinary needs of English learners ELs in the classroom Guided by learning standards and informed by research this book demonstrates how content materials in the English Language Arts ELA Mathematics Science and Social Studies can be harnessed to develop the English language proficiency of ELs as well as advance their disciplinary knowledge and skills Using content materials in ELA Mathematics Science and Social Studies as a starting point this textbook illustrates how to teach English as an additional language effectively by integrating language instruction with disciplinary teaching It showcases numerous learning and instructional activities complete with targeted language exemplified in sentential and discourse contexts direct instruction teacher modeling guided and individual practices and assessments which are further backed up by detailed discussions of their goals rationales and implementation This textbook also features a discussion of differentiation to address the varied needs of students To further assist readers in determining how to incorporate language instruction Peng identifies extensive possibilities for language teaching that are based on the same content materials and beyond those targeted by sample learning activities Each chapter ends with three types of exercises multiple choice questions open ended discussion questions and problems of application to bolster understanding promote reflection and encourage application Complementing the book are additional online resources including ready to use PowerPoints which are available on the book s webpage at Routledge com 9780367521134 Covering key issues such as characteristics of effective language instruction differentiation and the challenges associated with CBLT this is an essential text in TESOL methods and content area language teaching as well as an invaluable resource for pre service and in service ESL EFL teachers and content area teachers who are interested in furthering their students language and literacy development

Envisioning a Critical Race Praxis in K-12 Education Through Counter-Storytelling Tyson E.J. Marsh, Natasha N. Croom, 2016-08-01 While critical race theory is a framework employed by activists and scholars within and outside the confines of education there are limited resources for leadership practitioners that provide insight into critical race theory and the possibilities of implementing a critical race praxis approach to leadership With a continued top down approach to educational policy and practice it is imperative that educational leaders understand how critical race theory and praxis can assist them in utilizing their agency and roles as leaders to identify and challenge institutional and systemic racism and other forms manifestations of oppression Stovall 2004 In the tradition of critical race theory we are charged with the task of operationalizing theory into practice in the struggle for and commitment to social justice Though educational leaders and leadership programs have been all but absent in this process given their influence and power educational leaders need to be engaged in this endeavor The objective of this edited volume is to draw upon critical race counter stories and praxis for the purpose of providing leaders in training and practicing K 12 leaders with tangible narratives that demonstrate how racism and its intersectionality with other forms of oppression manifest within K 12 schooling An additional aim of this book is to provide leaders with a working

knowledge of the central tenets of critical race theory and the tools that are required in recognizing how they might be complicit in the reproduction of institutional and systemic racism and other forms of oppression More precisely this edited volume intends to draw upon and center the lived experiences and voices of contributors that have experienced racism in K 12 schooling Through the use of critical race methodology and counter storytelling Sol rzano Yosso 2002 contributors will share and interrogate their experiences while offering current and future educational leaders insight in recognizing how racism functions within institutions and how they can address it The intended goal of this edited volume is to translate critical race theory into practice while emphasizing the need for educational leaders to develop a critical race praxis and anti racist approach to leadership

Contemporary Curriculum John D. McNeil, 2014-11-17 The Eighth Edition of Contemporary Curriculum In Thought and Action prepares readers to participate in the discussion of curriculum control and other matters important to K 12 and university educators The text highlights major philosophies and principles examines conflicting conceptions of curriculum and provides the intellectual and technical tools educators and administrators need for constructing and implementing curriculum

Federal Register , 2012-06 Associations between Reading and Mathematics: Genetic, Brain Imaging, Cognitive and Educational Perspectives Sarit Ashkenazi, Orly Rubinsten, Bert De Smedt, 2017-10-05 Converging evidence demonstrates a strong link between reading and mathematics multiple cognitive processes are shared between reading and mathematics including the representation and retrieval of symbolic information attention working memory and cognitive control Additionally multiple brain networks are involved in both math and reading and last common genetic factors might influence both reading and math Hence it comes as no surprise that there are meaningful associations between aspects of math and reading abilities Moreover comorbidity rates between math learning disabilities MD and reading disabilities RD are high up to 66% and prevalence rate of the comorbid condition is reported to be more common than the prevalence rate of isolated math learning disabilities Accordingly the goal of the research topic is to explore the underline mechanisms of this overlap between reading and math The research topic aims to include the following topics Genetics it has been found that both RD and MD are based on genetic factors and run in families Moreover math problem solving shares significant genetic overlap with general cognitive ability and reading decoding whereas math fluency shares significant genetic overlap with reading fluency and general cognitive ability Hence this topic will explore the shared and unique genetic risk factors to RD and MD In addition to shared and unique genetic influence on reading and math Neural perspective converging evidence from both structural and multiple functional imaging studies involving a wide range of numerical tasks points to the intraparietal sulcus IPS as a core region that involve in quantity manipulation However several additional brain areas such as frontoparietal and temporoparietal areas were found to be involved in numerical tasks Individuals with MD show deficits in a distributed set of brain regions that include the IPS fusiform gyrus in posterior brain regions and pre frontal cortex regions Similarly converging evidence indicate that the left hemisphere regions centered in

the fusiform gyrus temporoparietal cortex and pre frontal cortex regions are strongly involve in typical reading and present lower activity connectivity or abnormal structure in RD Thus there is a meaningful neural overlap between reading and math Hence the authors can submit empirical studies on the role of several of brain regions that are involved in math and reading commonality and diversity both in the typical and a typical development Cognitive factors that play role in mathematics and reading and comorbidity between RD and MD There is a long lasting debate whether MD and RD originate from unique cognitive mechanisms or not Multiple cognitive processes are shared between reading and mathematics Therefore impairments in any one of domain general skills could conceivably play an important role in both pure and comorbid conditions Moreover it has been suggested that phonological processing has a significant role in some aspects of numerical processing such as retrieval of arithmetical facts Education it will be interesting to look at the effect of interventions that aim to improve reading such as phonological awareness and there transfer effect on improving mathematical processing Alternatively it will be good to test whether math interventions will improve reading

Empowering Science and Mathematics for Global Competitiveness Yuli Rahmawati,Peter Charles Taylor,2019-06-07 This conference proceedings focuses on enabling science and mathematics practitioners and citizens to respond to the pressing challenges of global competitiveness and sustainable development by transforming research and teaching of science and mathematics The proceedings consist of 82 papers presented at the Science and Mathematics International Conference SMIC 2018 organised by the Faculty of Mathematics and Natural Sciences Universitas Negeri Jakarta Indonesia The proceedings are organised in four parts Science Science Education Mathematics and Mathematics Education The papers contribute to our understanding of important contemporary issues in science especially nanotechnology materials and environmental science science education in particular environmental sustainability STEM and STEAM education 21st century skills technology education and green chemistry and mathematics and its application in statistics computer science and mathematics education

America's Children Federal Interagency Forum on Child and F,Federal Interagency Forum on Child and Family Studies (U.S.),2017-10-19 This report is a compendium of indicators about our Nation s young people The report the 20th produced by the Forum presents 41 key indicators on important aspects of children s lives These indicators are drawn from our most reliable Federal statistics are easily understood by broad audiences are objectively based on substantial research are balanced so that no single area of children s lives dominates the report are measured often to show trends over time and are representative of large segments of the population rather than one particular group P iii

Common Core State Standards and the Speech-Language Pathologist Lissa A. Power-deFur,2015-10-01 Common Core State Standards and the Speech Language Pathologist Standards Based Intervention for Special Populations is a tool for the analysis of the Common Core State Standards CCSS and the development of interventions to meet student specific needs The CCSS is an education initiative in the United States that details what K 12 students should understand in English language arts and mathematics

by the end of each grade The initiative seeks to establish consistent education standards across the United States and ensure that graduating students are prepared to enter college or the workforce As of 2015 forty three states had adopted the CCSS With the implementation of the CCSS it is critical that speech language pathologists collaborate with educators to enable the success of students with communication disorders as well as English language learners This text offers a practical approach for application of the CCSS with a parallel analysis of children s strengths and needs to create a template for intervention It addresses strategies to facilitate the success of students in accessing and achieving the expectations of the general curriculum with a focus on students with communication disorders hearing loss vision loss deaf blindness specific learning disabilities autism multiple disabilities and English language learners Key features include Background and implications of the CCSS Chapters written by experts in the field Tools for analysis of the language expectations of the CCSS and a framework for aligning intervention both direct and classroom based with the CCSS for students at elementary and secondary levels Collaboration strategies to facilitate success in the classroom Multiple case studies Common Core State Standards and the Speech Language Pathologist is a must have resource for any speech language pathologist working with children as well as their education and administration partners

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