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| **Previous KCAS Standard** | | **New KAS Standard** | | **Key Revisions/Changes** | |
| **NONE** | | **KY.S.SP.0** Create displays, including circle graphs (pie charts), scaled pictographs and bar graphs, to compare and analyze distributions of categorical data from both matching and different-sized samples. | | **Where will this now fit into your unit? Explain.** | |
| **7.SP.1** Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. | | **KY.7.SP.1** Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. | | **NO CHANGE** | |
| **7.SP.2** Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words form the book; predict the winner of a school election based on randomly samples survey data. Gauge how far off the estimate or prediction might be. | | **KY.7.SP.2** Use data from a random sample to draw inferences about a population with an unknown characteristic of interest.   1. Generate multiple samples of categorical data of the same size to gauge the variation in estimates or predictions. 2. Generate multiple samples (or simulated samples) of numerical data to gauge the variation in estimates or predictions. 3. Gauge how far off an estimate or prediction might be related to a population character of interest. | | **How does this language change the way you plan for and teach this standard in your unit? Explain.** | |
| **Instructional Implications** | | | | | |
| ***What revisions need to be made to Learning Targets?*** | ***What revisions need to be made to instructional strategies and/or activities?*** | | ***What revisions need to be made to assessment items (formative and/or summative)?*** | | ***Is there new vocabulary that needs to be intentionally taught?*** |
| **List new learning targets with unchanged learning targets here.** | **List new instructional strategies and/or activities here.** | | **List unit assessments items that need to be changed here.** | | **List new vocabulary that needs added here.** |
| **Portrait of a Graduate** | | | | | |
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