

◆ **Framework****Theme:** Relationships**Generalization:** Relationships may be used to dominate or maintain the status quo.**Content Focus:** Probability and Statistics—students will learn how data is used for debate. (This includes the misuse of data.)**Rationale:** The study of probability and statistics gives students insight into the persuasive use of numbers.**Differentiation Framework**

Thinking Skills	Depth/Complexity	Research	Products
<ul style="list-style-type: none"> • Compare and contrast • Identify attributes • Recognize relationships • Summarize • State assumptions • Judge with criteria 	<ul style="list-style-type: none"> • Details • Patterns • Rules • Different perspectives 	<ul style="list-style-type: none"> • Internet resources • Media resources • Reference books • Interview 	<ul style="list-style-type: none"> • Charts • Photo or picture essay • Dramatization

Thinking Skills

- **Compare and contrast**—note similarities and differences.
Example: Students will compare statistics that are used.
- **Identify attributes**—describe qualities and characteristics.
Example: Students will identify the persuasive use of data.
- **Recognize relationships**—understanding connections among different entities.
Example: Students will relate the use of statistics for different purposes.
- **Judge with criteria**—evaluate based on standards.
Example: Students will establish criteria and judge the validity of arguments.

Depth/Complexity

- **Details**—parts, attributes, factors, and variables.
Example: Students will identify data that may be used as statistics for a variety of purposes.
- **Patterns**—repetition, predictability.
Example: Students will note recurring patterns and trends in the use of data or information presented statistically.
- **Rules**—structure, order, hierarchy.
Example: Students will use rules for debate in presenting material.