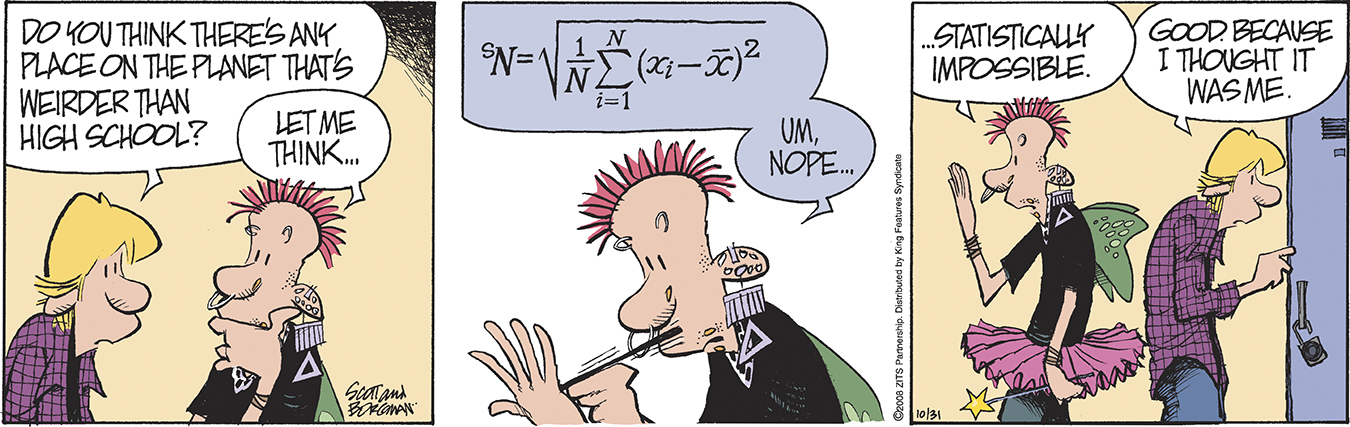
Chapter 1: Exploring Data



**Reading Note:**

* **Notes can be written or typed. See my website for the MSWord document for these notes.**
* **Read the “EXAMPLE” sections and make sure you understand the answers to the questions.**
* **Read “TECHNOLOGY CORNER” sections and ACTUALLY DO the examples with your calculator. Make sure you understand how to use your calculator!!!! It will be your best friend ☺**
* **You do NOT need to read the “ACTIVITY” sections!**
* **Do the “Check Your Understanding (CYU)” problems (the answers are in the back of the book).**

Vocabulary YOU must know!

* individual
* variable
* categorical variable
* quantitative variable
* distribution
* inference
* frequency table
* relative frequency table
* pie chart
* bar graph
* segmented bar graph
* side-by-side bar graph
* two-way table (rows and columns)
* marginal distributions
* conditional distributions
* association
* dotplots
* stemplots
* histogram
* **SOCS (or CUSS & BS)**
* Resistant measures
* outlier
* **Shape**
* symmetric distribution
* Skewed to the right
* Skewed to the left
* Unimodal distribution
* Bimodal distribution
* Uniform distribution
* **Center**
* 
* - sample mean
* µ - population mean
* median
* **Spread**
* variability
* sx - sample standard deviation
* σ - population standard deviation
* variance
* range
* IQR
* **Five-number summary**
* Quartiles - Q1, M, Q3
* minimum
* maximum
* boxplot

Section: Introduction (pg2) - “Data Analysis: Making Sense of Data”

1. Individuals are…
2. A variable (it is **NOT X** in statistics) is …
3. Explain the difference between a *categorical* variable and a *quantitative* variable.

Give examples of *quantitativ*e variables:

Give examples of *categorical* variables:

* When can a *categorical* be a number and give an example:

1. Define *distribution*:

|  |
| --- |
| **✓ CHECK YOUR UNDERSTANDING pg5 (clearly show work and write answers in sentences)** |

1. Explain *inference* (Use example on page 5, “From Data Analysis to Inference” to give an example of inference.)

**1.I HW: Page 7 #’s 1, 3\*\*, 7-8**

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Section: 1.1 - **Analyzing Categorical Data**

1. What is the difference between *frequency tables* and *relative frequency tables*?
2. What type of data are *pie charts* and *bar graphs* used for?
3. Bar graphs represent each\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as a bar and the *bar heights* give the category \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. What makes a bad graph? What should you look for?
5. What is a ***two-way table****?*

* Fill in table for Example *“I’m Gonna Be Rich”* on page 12*.* 
  1. What are the *Rows*? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  2. What are the *Columns*? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***I’m Gonna Be Rich:***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Opinion** | **Female** | **%** | **Male** | **%** | **Total** | **%** |
| **Almost no chance** |  |  |  |  |  |  |
| **Some chance** |  |  |  |  |  |  |
| **50-50 chance** |  |  |  |  |  |  |
| **Good chance** |  |  |  |  |  |  |
| **Almost certain** |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |
| **%** |  |  |  |  |  |  |

* 1. Later, you will add the *marginal distributions* to the table and label them.
  2. Later, you will add the *conditional distributions* to the table and label them.

1. Define ***marginal distribution***:

|  |
| --- |
| **✓ CHECK YOUR UNDERSTANDING pg14 (clearly show work and write answers in sentences)** |

**CYU#1 *Marginal distributions*** *:* describe how to calculate marginal distributionsand add them to the table on prior page “***I’m Gonna Be Rich” example.***

* Also calculate the marginal distributions for Opinions and add to the table.

**CYU#2**Create gender graph and describe it here:

1. Define ***conditional distribution***:

* Describe how you decide which *conditional distribution to* compare (pg17, *Think About It: explanatory vs. response*).

|  |
| --- |
| **✓ CHECK YOUR UNDERSTANDING pg17 (clearly show work and write answers in sentences)** |

**CYU#1 *Conditional distributions*** *:* describe how to calculate and add ALL *conditional distributions* to the “***I’m Gonna Be Rich”*** table***.***

**CYU#2**How does the Figure 1.4 (pg 16) *conditional distributions* differ from the ones calculated in #1?

* Describe the *conditional distributions* presented in the graph in Figure 1.5 (pg 17):
* Describe the *conditional distributions* presented in the graph in Figure 1.6 (pg 17):

1. It is important to understand the difference between ***marginal distributions*** and ***conditional distributions***.
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Distributions help us compare differences in groups in our sample. Explain in your words:

* 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Distributions help us describe the overall composition of our sample. Explain in your words:

1. What is the purpose of using a *segmented bar graph* and *side-by-side bar graph*?
2. Explain the difference between a *segmented bar graph* and *side-by-side bar* graph (an easy way to do this is to sketch graphs of each and show the differences).

1. Explain what it meant by an **association** between two variables;

* Give an example of **association**. Use the “***I’m Gonna Be Rich” example*** to describe association between gender and opinions.

**SKIP SIMPSON’S PARODOX.**

* 1. **HW: Page 22 #’s 11, 15, 17\*\*, 19\*\*, 21, 25\*\*, 27-31**

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Section: 1.2 - **Displaying Quantitative Data with Graphs**

1. Here is a sketch of a *dotplot*. What is the advantage of using this type of graph (discuss size of the data set and what the graph shows)?



What does each **Dot** represent?

What is missing from graph?

1. **[VERY IMPORTANT CONCEPT!!]**

* When examining a distribution, you must describe the overall pattern with these 4 components.

**S\_\_\_\_\_\_\_\_\_\_\_ O\_\_\_\_\_\_\_\_\_\_ C\_\_\_\_\_\_\_\_ S\_\_\_\_\_\_\_\_\_**

* 1. I call this CUSS and BS. (i.e. Center, Unusual, Shape, Spread and Be Specific). You can use either mnemonic.
  2. Make sure you understand how to **compare distributions in context. Tip: write 4 sentences.**
* When you compare 2 or more distributions, you must write a sentence for each of the above 4 components , comparing the different distributions.

1. **Describe Shape** Describe and sketch a graph for the following distributions:

|  |  |  |
| --- | --- | --- |
| *Symmetric* **(do NOT use the word NORMAL here!)** | S*kewed to the right*  *(or positively skewed)* | S*kewed to the left*  *(or negatively skewed)* |
| *Unimodal* (do NOT use NORMAL!) | *Bimodal (*Don’t worry about little bumps) | *Uniform* |

|  |
| --- |
| **✓ CHECK YOUR UNDERSTANDING pg31 (clearly show work and write answers in sentences)** |

1. What is the advantage of using a *stemplot* (discuss size of the data set and what the graph shows)?
2. Give an example of a **KEY**, which is required in a *stemplot* graph:
3. When should you *split the stems* on a stemplot?
4. When is it best to use a *back-to-back stemplot*?

|  |
| --- |
| **✓ CHECK YOUR UNDERSTANDING pg34 (clearly show work and write answers in sentences)** |

**CYU#1**

**CYU#2Sketch the stem plot and use this graph to clearly explain your answers to the multiple choice questions:**

1. When is a *histogram* a better choice of a graph than a *dotplot* or a *stemplot?*
2. Are *bar graphs* and *histogram* the same? **NO!**

**IMPORTANT** **Make sure you understand the differences!!!**

* *Bar graphs* display "categorical data" **and** the bars are NOT connected.
* *Histograms* display "continuous numerical data", that is data that represents measured quantity, **and** the bars are connected to show the shape of the distribution

1. List the three steps involved in making a histogram.
2. When should you use a relative frequency histogram instead of a frequency histogram?
3. Do *Technology Corner (*page 38) problem.

● State data is on page 35.

● Make sure you understand how to (1) put data in lists, (2) change window settings to easily sketch your graph, and (3) graph histograms.

**✓ CHECK YOUR UNDERSTANDING pg39 (clearly show work and write answers in sentences)**

Use your calculator to sketch the histogram. For IQ scores, use: min=80; max=150, bar width=10.

**CHECK YOUR UNDERSTANDING pg41 (clearly show work and write answers in sentences)**

|  |  |
| --- | --- |
| **1)** | **2)** |
| **3)** | **4)** |

* 1. **HW: page 42 #’s 37\*\*, 45, 48, 49, 53\*\*, 57, 69-74**
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Section: 1.3 - **Describing Quantitative Data with Numbers**

Measuring Center

1. What is the meaning of **∑ (sigma)**?
2. For *mean,* (Xbar):

* Give the formula and explain how to use it. *Note you will not need to memorize the formula but need to understand how to use it.*
* explain where to find the mean on the calculator

1. Explain the difference between and  **μ** (mu). ***Answer: IMPORTANT DEFINITIONS!!!***

***is the mean for a sample.***

***μ is the mean for the population.***

1. Define ***resistant***measure:
2. Explain why the mean is ***not a resistant*** measure of center.
3. What is the *median* ***(M)***of a distribution

* Explain how to calculate median by hand , when there is an **odd number** of data values

* Explain how to calculate median by hand , when there is an **even number** of data values
* Explain where to find the median on the calculator

1. Explain why the median is a **resistant measure** of center?

Measuring Center (continued)

1. How does the shape of the distribution affect the mean and median? Sketch graphs and describe the location of the mean and median.

* Shape is symmetric
* Shape is skewed right
* Shape is skewed left

**CHECK YOUR UNDERSTANDING pg55 (clearly show work and write answers in sentences)**

Measuring Spread

1. What is the *range*? ***Answer:*** 
   * ***Range* is *the maximum-minimum value. Range is a single number!***
   * ***For example****: if the maximum age was 50 and the minimum age was 30 then the* ***Range=20 years****.*
2. Is the range a resistant measure of spread? Explain.  ***Answer:*** 
   * ***Range* is *is NOT a resistant measure because it is influenced by outliers.***
   * ***For example****: if we surveyed adults and looked at their ages and most of the ages were from 30 to 50 but* ***one*** *respondent was 70 years old. This outlier would change the range dramatically from 20 years to 40 years.*
3. Quartiles:

* How do you find the first quartile Q1 by hand?
* How do you find the third quartile Q3 by hand?
* Explain where to find the quartiles on the calculator

1. What is the *Interquartile Range* (IQR)? **IMPORTANT: IQR itis a single number!**
2. Is the IQR a resistant measure of spread? Explain.

Identifying Outliers

1. How is the IQR used to identify *outliers*?

* Large *outliers*
* Small *outliers*

5-number summary

1. What is the *five-number summary* of a distribution?
2. Use the graph below to explain how to use the five-number summary to make a *boxplot*.

1. How do you identify outliers in a *boxplot*?

5-number summary (continued)

**CHECK YOUR UNDERSTANDING pg61 (clearly show work and write answers in sentences)**

|  |  |
| --- | --- |
| **1)** | **2)** |
| **3)** | **4)** |

1. Do *Technology Corner (*page 61) problem.

●Data for NC is on page 56. Data for NY is on page 57.

●Make sure you understand how to put

(1) data in lists,

(2) graph box plots with outliers identified,

(3) graph side-by-side box plots, and

(4) use **TRACE** to find the 5-number summary in a boxplot.

Measure Spread - Variance

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1. *Variance (sx 2or s2*)
   * What does the *variance (sx 2or s2*) measure? ***Answer: Variance is the average squared distance.***
   * What are the units of measure for *variance (sx 2or s2*)? ***Answer: Variance is measured in squared units. For example, squared feet.***

* Give the formula for *variance*. *Note you will not need to memorize the formula but need to understand how to use it.*

1. *Explain where to find the variance on the calculator.*

Measure Spread – The Standard Deviation

1. *Standard deviation (s or sx)*:

* What does the *standard deviation (s or sx)* measure?
* Give the formula for *standard deviation*. *Note you will not need to memorize the formula but need to understand how to use it.*
* Explain, in English, how to calculate the *standard deviation.*  The 3 Steps are outlined on page 64.
* If you know the *variance*, how do you find the *standard deviation*?
* Explain where to find the *standard deviation* on the calculator.

1. Why do we prefer to use *standard deviation* and NOT *variance*? ***Answer:***
   * ***Variance is measured in squared units which are meaningless units to most people;***
   * ***Where, standard deviation and mean are using the same units, making them easier to interpret in a problem.***
2. Explain the difference between and  **σ** (sigma). ***Answer: IMPORTANT DEFINITIONS!!!***

**is the standard deviation for a sample.**

**σ is the standard deviation for a population.**

Measure Spread – The Standard Deviation *(continu*ed)

**CHECK YOUR UNDERSTANDING pg64 (clearly show work and write answers in sentences)**

1. Do *Technology Corner (*page 65) problem.

●Data for NC is on page 56. Data for NY is on page 57.

●Make sure you understand how to put

(1) data in lists,

(2) find one-variable statistics, and

(3) read computer output given one-variable statistics.

1. How should one go about choosing measures of center and spread? ***Answer:***
   * ***If the distribution is symmetric, use mean and standard deviation.***
   * ***If the distribution is skewed, use median and IQR because these are resistant measures and not influenced by outliers.***

**1.3 HW: page 70 #’s 79\*\*, 81, 83, 87, 89, 91\*\*, 93, 97, 105\*\*, 107-110**

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