Bell Ringer: Interpreting Categorical and Quantitative Data

Grade Level: 9-12

Common Core: CC.9-12.S.ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).

Competency: H7 Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risk.

Objective: The student will develop an understanding of the crash risk associated with distracted driving.

Duration: 10 minutes

Description:

Research shows carrying passengers results in higher crash risk for young, novice drivers. The frequency of potentially distracting conditions, such as loud conversation and horseplay, which can only occur when passengers are present are represented in the line graph below.
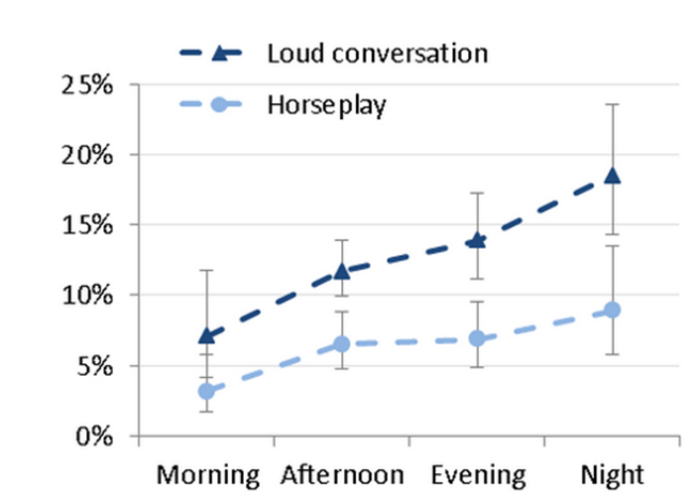
Resources:

http://www.distraction.gov/downloads/pdfs/distracted-driving-among-newly-licensed-teen-drivers.pdf

Answer Key:

1. about 13.5%

2. positive trends

3. night

4. 4%

Interpreting Categorical and Quantitative Data

1) Estimate the average percent of loud conversation and horseplay at night while driving.

2) Describe the trend of the percents of both loud conversation and horseplay.
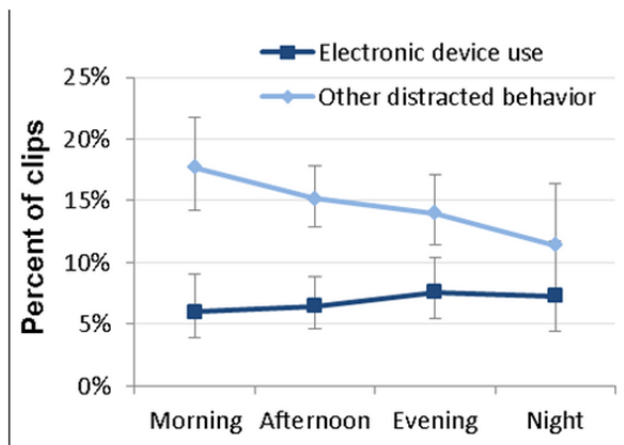
3) When were the electronic device use and other distracted behavior the closest?

4) Estimate the difference in the other distracted behavior and electronic device use in the afternoon.