



4th Grade Mathematics Unit

Measurement, Data, & Numbers

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Stage 1: Desired Results

- **A. Established Goals:**

- **Content Standard 1:** Students experience counting and measuring activities to develop intuitive sense about numbers, develop properties of numbers, understand the need for an existence of different sets of numbers, and investigate properties of special numbers.
 - IV.1.E1: Develop and understanding of whole numbers; and read, write, and count using whole numbers; investigate basic concepts of numbers.
 - IV.1.E3: Develop an understanding of the properties of numbers (e.g. order) and of the properties of special numbers 0 and 1.
 - N.ME.04.01: Read and write numbers to 1,000,000; relate them to the quantities they represent; compare and order.
 - N.ME.04.02: Compose and decompose numbers using place value to 1,000,000's, e.g. 25,068 is 2 ten thousands, 5 thousands, 0 hundreds, 6 tens, and 8 ones.
 - N.ME.04.03: Understand the magnitude of numbers up to 1,000,000; recognize the place values of the numbers and the relationship of each place value to the place to its right, e.g. 1,000 is 10 hundreds.
- **Content Standard 3:** Students compare attributes of two objects, or of one with a standard unit, and analyze situations to determine what measurement(s) should be made and what level of precision.
 - II.3.E1: Compare attributes of objects; develop standard units of measure; and select and use standard tools for measurement.
 - M.UN.04.01: Measure using common tools and select appropriate units of measure.
- Content Standard 1: Students collect and explore data, organize data into a useful form, and develop skill in representing and reading data displayed in different forms.
- III.1.E1: Collect and explore data through counting, measuring, and conducting surveys and experiments.
- D.RE.04.01: Construct tables and bar graphs from given data.
 - D.RE.04.02: Order a given set of data, find the median, and specify the range of values.

- **B. Understandings:**

- *Students will understand that...*
 - Numbers can be written and read to 1,000,000, can be related to the quantities they represent and can be compared and ordered.
 - Numbers can be composed and decomposed using place value to 1,000,000.
 - There is a magnitude for numbers up to 1,000,000 and a relationship of each place value to the place to its right.

- Tables and bar graphs can be constructed from a given set of data and that data set can be given an order in which the median and range values can be found.
- Common tools and appropriate units of measure can result in measurements.

C. Essential Questions:

- How can numbers be written and read to 1,000,000 and be related to the quantities they represent? How can numbers be compared and ordered?
- How can numbers be composed and decomposed using place value to 1,000,000?
- How can the magnitude be found for numbers up to 1,000,000 and what is the relationship of each place value to the place to its right?
- How can tables and bar graphs be constructed from a set of data and how can an order, median, and range values be derived?
- What common tools and appropriate units of measure result in a specific measurement?

D. Students will know...

- That number can be written and read to 1,000,000 and are related to the quantities they represent and can be compared and ordered.
- That numbers can be composed and decomposed using place value to 1,000,000.
- That there is a magnitude for numbers up to 1,000,000 and there is a relationship of each place value to the place to its right.
- That tables and bar graphs can be constructed from a given set of data and that data set can be given an order in which the median and range values can be found.
- That common tools and appropriate units of measure can result in measurements.

E. Prior Knowledge:

- *Students will come to the unit with...*
 - Prior knowledge of numbers and their concepts. (i.e. counting, sequence, order)
 - Prior knowledge of what data is and how you might collect it.
 - Students may be familiar with types of graphs such as bar graphs and line plots.

F. Misconceptions:

- *Misconceptions students might have about the concepts...*

Stage 2: Assessment Evidence

A. Culminating Performance Task:

- *What understandings and goals will be assessed through this task?*
 - This task is a culminating performance task that will be done at the end of this unit to demonstrate student understanding. This task will assess student learning specifically of the data aspect of this unit. It will be a total assessment that pulls together all the vocabulary that includes: median, mode, maximum, minimum, and range values. Students will also explore the aspects that can be completed with a data set such as collection, organization, display, and analysis. Specific goals that will be addressed are the GLCES: D.RE.04.01 & D.RE.04.02.
- *Through what authentic performance task will students demonstrate understanding?*
 - Students will be instructed to independently collect their own data set. The teacher will ask students to collect data from 20 different people to find out what their favorite color is. Students will then have to organize the data using a tally chart and graph the data collected in one of the ways learned in class (line plot, bar graph, or other). Students will then analyze the data, including finding the median, mode, mean, and range values. Students will then present the data set they collected to the class. They may choose to present the data in one of the ways the teacher provides: poster, overhead, power point, or other choice that is approved by the teacher.
- *By what criteria will student produces and performance be evaluated?*
 - Students will be evaluated on the data collection summarizing activity. Each student will be evaluated on the data they collect-how it was organized. It will have to be in a tally chart and organized in a correct manner. Students will also have to demonstrate understanding of graphing the data with using either a line plot or bar graph to display the data. Lastly, students will be evaluated on the correct information used to analyze the data. Student's median, mode minimum, maximum, and range values must be calculated correctly.

B. Culminating Performance Task Rubric:

- See attached rubric

C. Other Evidence

- **Quiz Item:**
 - Quiz items are taken from Novi District Grade Level quizzes for 4th grade. This is a district wide quiz and is found on the Novi web server. The quiz will be completed after the entire unit is completed.

- **Observations:**
 - Teachers will use the observation checklist to observe students throughout this entire unit plan. This sheet includes such aspects as independent student participation during class, participation during whole class discussion, as well as spots to add additional categories when in the actual teaching of the unit for flexibility.

- **Work Samples:**
 - This includes all of the homework, math boxes, journal pages, and study links done during this unit. After each day/lesson, students will have at least one of each of these to complete. Each of these are done on an individual basis and are turned in the following day.

- **Student Self Assessment:**
 - Students will complete a rubric on their own performance of the presentation of the culminating performance task. Students will use the same rubric as the teacher so that students may see exactly what is expected of them. This will be done before they present their data collection, organization, display, and analysis and include each of these aspects on the rubric.

- **Activities that Correlate with Benchmarks, GLCE, Understanding, Knowledge, and skill:**
 - For this unit, students will be assessed in many different formats. Each format is different and will speak to the different learning styles of the students. The different assessments consist of Journal Pages, Math Boxes, Study Links, Quizzes, and a Writing Prompt.
 - **Lesson 1:** Student activities for lesson 1 are: Journal Page 29-Name-Collection Boxes, Student Reference Book pg. 203-Name that Number, Math Box 2.2, and Study Link 2.2. Throughout each of these activities, students will be using specific numbers and constructing other names for that number. Students will know and understand that there are different names for every number. Students will also use prior knowledge, future knowledge, and present knowledge to complete this page. Students will revisit/understand the ideas of addition, properties of numbers, and measuring

units. IV.1.E1, IV.1.E3: N.ME.04.01, II.3.E1:M.UN.04.01, V.1.E2:N.FL.04.08

- **Lesson 2:** In this lesson, student activities include: Journal Page 31-Place Value Chart, Math Journal pg 32-Taking Apart, Putting Together, and Study Link 2.3. Within these activities, they allow students to develop an understanding of each of the place values (ones-hundred millions) and further develop their knowledge of numbers from beginning number recognition to large numbers. Students also understand the relationships between numbers and their place value as well as the numbers to their left and right. IV.1.E1, IV.1.E3: N.ME.04.01-N.ME.04.02-N.ME.04.03, V.1.E2: N.FL.04.08
- **Lesson 3:** Activities for this lesson include: Journal pg. 35-Counting Raisins, Math Box 2.5, and Study Link 2.5. In this lesson, these activities are connecting numbers to data. In this transition lesson, the first knowledge of data is built. Collection, displaying, and analysis are used as students collect data with using raisins. Students will know the landmarks of data (maximum, minimum, mode, and range values). III.1.E1: D.RE.04.02-D.RE.04.03, IV.1.E1, IV.1.E3: N.ME.04.01-N.ME.04.02-N.ME.04.03, II.3.E1: M.UN.04.01, V.1.E2: N.FL.04.10, II.1.E1: G.GS.04.01
- **Lesson 4:** This lesson's activities include: Journal pg. 37-Family Size, Math Box 2.6, and Study Link 2.6. For this lesson, students are cementing the understanding of another data concept: the median. Students are using such skills as graphing to help further their knowledge of this concept. Students are also reviewing the landmarks for data (mode, maximum, minimum, and range values). Lastly, students are reviewing important concepts previously learned as 3rd graders such as addition and subtraction. III.1.E1: D.RE.04.01-D.RE.04.02, IV.1.E1, IV.1.E3: N.ME.04.01, V.1.E2: N.FL.04.10-N.FL.04.11
- **Lesson 5:** Activities in this lesson are Journal pg. 42 & 43, Math Box 2.8, and Study Link 2.8. In this last learning lesson, students are completing the understanding of collecting, organizing, displaying, and analyzing data. Students are actively collecting data, graphing data in a bar graph, and continuing their learning of the landmarks of data. Students are also continuing to further their knowledge of past concepts such as addition and subtraction. II.3.E1: N.UN.04.01, III.1.E1: D.RE.04.01-D.RE.04.02, IV.1.E1, IV.1.E3: N.ME.04.01, V.1.E2: N.FL.04.10-N.FL.04.11
- **Lesson 6:** In this concluding day which wraps up each idea students have learned, a performance task will be presented as well as a quiz taken. Students will present their data collection performance task that allowed for further

knowledge to be set about data and numbers. The quiz will show understanding of major concepts/big ideas students learned throughout the unit. Students will be using skills built up throughout the unit to complete both activities.

III.1.E1: D.RE.04.02-D.RE.04.03, IV.1.E1, IV.1.E3:
N.ME.04.01-N.ME.04.02-N.ME.04.03

Stage 3: Learning Plan

• Day 1: Many Names for Numbers

- Vocabulary:
 - Name collection box
 - Equivalent name (teacher)

Teaching the Lesson:

1. Students in this fourth grade classroom are fairly familiar with *name collection boxes*. They are used to record a variety of names for a given number. Names for the same number are called *equivalent numbers*.
2. To hook the students ask, “How many of you remember *name collection boxes* from 3rd grade?” Students will offer their responses. Use there responses to move onto developing a secure knowledge of name collection boxes. Tell students that for this lesson they will be learning about numbers and how to represent them in different forms.
3. Draw a *name collection box* for the number 12 on the board and ask the class to come up with different names for this number. Record the different names on the board as students say them.
4. Complete another *name collection box* if necessary, if not, instruct the students to select a partner and work on Journal pg. 29(pg 29, Name Collection Boxes) together. This page is a selection of more name collection boxes. Students will be given 10 minutes to complete this journal page.
5. Once students are finished with the journal page, bring the class back to discuss some of the interesting ways to name a number they came up with.
6. Once students have offered a wide variety of names for different numbers, explain the “Name that Number” game located on page 203 in the Student Reference Book (pg. 203 SRB, Name that Number)
7. The students will return to their seats. Read aloud the instructions to the whole class and have students repeat some of the directions.
8. Once the teacher has completed instructing the students on how to play “Name that Number”, students will divide back into the same partners they completed the *name collection boxes*.
9. Each pair will get a deck of cards and follow the directions listed on page 203 in the Student Reference Book (pg. 203, Name that Number). Students will be given all but, 15 minutes of class time to play, “Name that Number.”

10. Once time is up, students will return to their seats to complete Journal pg. 30 (Math Box 2.2) and if time, complete Study Link 2.2 (attached). Whatever is left over from Journal Pages, Math Boxes, and Study Links is to be finished for homework at home.
11. To close the lesson, bring the students to the front of the room and ask them one new thing they learned today. Let students respond and close the lesson using their responses.

• **Day 2: Place Value in Whole Numbers**

- Vocabulary:
 - Counting Numbers
 - Whole Numbers
 - Digit
 - Place

Teaching the Lesson:

1. Students will be in front of the room gathered in front of the whiteboard. To hook the students write the number “9,730” on the board. Next, ask the students the following questions (which they will have prior knowledge about from third grade mathematics) “Which *digit* is in the ones *place*? Which digit is in the tens *place*? How much is that *digit* worth? How much is the *digit* 7 worth? And what is the smallest number you can write using the *digits* 9, 7, 3, 0, with out using 0 as your first *digit*?”
2. This first whole-class activity will provide a review/refresher for whole numbers and place values. Let students know that for this lesson, we will be developing our knowledge of numbers and now learning about place value.
3. Next, ask the students, “What is a counting number?” Students will offer their ideas, but make sure that students understand that a *counting number* are numbers 1...2...3...4,...and remind students that zero is usually not considered a *counting number*.
4. Connect the idea that all *counting numbers* are also *whole numbers*; that is, that *whole numbers* are the numbers 0, 1, 2, 3, 4, ...
5. Remind the students that any number in our numeration system can be written by using one or more of the *digits* 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. *Digits* can take on different values, depending on their positions or *places*, in a number.
6. Students will be asked to return back to their desks and take out Journal pg. 31 (attached). To clarify these ideas listed in step 5, the teacher will use the Place-Value Chart overhead (Math Journal pg. 31). The teacher will use these as examples to explain the different ideas/concepts:
 - A 2 in the ones column stands for 2 ones. It is worth 2.
 - A 2 in the tens column stands for 2 tens. It is worth 20.

- A 2 in the hundreds column stands for 2 hundreds. It is worth 200 (and so on...)
7. Once you get to the hundred-thousand *place*, ask students to start giving their input to the millions, ten-millions, and hundred-millions column.
 8. Following the modeling of the Place Value Chart, pick a random number such as 5,607,481 to use in the Place-Value Chart. Ask the students the following questions:
 - How do you say this number?
 - What is the value of the *digit* 6?
 - What is the value of the *digit* in the millions *place*?
 9. Next, pick more random numbers and as a class, decide what the different columns of numbers are and what they are worth.
 10. Continually move onto the concept of Writing Numbers as Sums of Ones, Tens, and Hundreds. Instruct students to join you at the front of the room again.
 11. With students close to the board, write a number such as 853, on the board and ask the students what each *digit* in the number is worth.
 12. Students should give the answers 8 is worth 800, 5 is worth 50, and 3 is worth 3. To find the sum of this number you just add up each of the values. Complete a few more of these to reinforce the concept of writing numbers in ones, tens, and hundreds.
 13. To close the lesson, ask students if they have any questions and instruct students to return back to their seats to start their homework: Math Journal pg. 32 (pg. 32, Taking Apart, Putting Together) and Study Link 2.3 (Place Value in Whole Numbers). Whatever students do not complete in class will be taken home for homework.

• **Day 3: Organizing and Displaying Data**

- Vocabulary:
 - Guess
 - Estimate
 - Tally Chart
 - Landmark
 - Maximum
 - Minimum
 - Range
 - Mode

Teaching the Lesson:

1. Start off the lesson with connecting numbers to data by asking the question, “How do numbers connect with data? What is data and how does it use numbers?” Students will offer their opinions and the teacher will move on from there. Use these questions as a starting point for a KWL chart. Make the KWL chart on the board. Ask students to connect what they know about numbers and data and fill this in the K

section of the chart. Next, ask students to help fill out the W (what they want to learn about numbers and data). Student already have learned about numbers, but there may be some things they want to learn more about those numbers. However this section will be filled mostly with data examples.

2. Keep the KWL chart to finish later and catch the student's attention for the days continuing lesson by asking, "How many of you have used raisins to collect data? Once student's attention is focused on the question, introduce the activity they will be doing, "Today we are going to do just that, use raisins to collect data and represent that data in a chart."
3. Once the students are aware of the lesson and their expectations, divide the class into partners and pass out 1 box of raisins to each group.
4. Have students guess how many raisins are in the box and record their *guess* in problem 1a on journal page 35 (pg. 35, Counting Raisins).
5. Ask the children to open the box of raisins and count how many raisins they can see without dumping out the box. (They are looking only at the first layer)
6. Students will then use this count to help them *estimate* the total number of raisins in their box. This *estimate* is then to be recorded in problem 1b on Journal pg. 35 (pg. 35, Counting Raisins).
7. Next, start a small discussion on what their *estimates* where and how they came to those conclusions.
8. Continues the discussion to further talk about the difference between a *guess* and an *estimate* (an *estimate* is a *guess* that uses a strategy).
9. Lastly, have each group dump out the box of raisins and count the actual number of raisins they have. Have them record their actual total in problem 1c on Journal pg 35 (pg 35, Counting Raisins).
10. As students come up with an actual total of the raisins, they will then write their number on the board.
11. Uses this information to construct the *tally chart* on the board in a whole-class formation. Students will copy this information onto their *tally chart* in problem 2 in their Journal (pg. 35, Counting Raisins).
12. Once the *tally chart* is complete, the teacher will then lead the class into a discussion about key vocabulary words. First, ask the students, "Does anyone know what a *landmark* is?" (An object or feature that stands out)
13. After students have given their input, use the example of how people use *landmarks* to give directions: "Turn right at the yellow house."
14. Following the discussion, students are then to complete problem 3 in their Journal (pg. 35, Counting Raisins) on their own. Explain how students will use "*landmarks*" to describe their data. Explain such vocabulary as:
 - The *maximum*: the largest number of raisins found.
 - The *minimum*: the smallest number of raisins found.
 - The *range*: the difference between the maximum and

minimum.

- The *mode*: the most frequent number of raisins found.
15. Once all students have completed problem 3 in their Journal (pg. 35, Counting Raisins) on their own, lead a concluding discussion on the data students had for problem 3. They will discuss why the data differs and how their *estimated* matched up with the actual total.
 16. After the concluding reflection and discussion on the data collected, students are to complete Study Link 2.5 (attached) which is provided by the teacher and also are to complete Math Box 2.5 (Journal pg. 36). These are completed in class if there is time leftover, but completed at home for homework if not completed in class.

• **Day 4: The Median**

- Vocabulary:
 - Line Plot
 - Median

Previous Lesson Preparations:

- Students will have the number of people in their immediate family written down on the Study Link from the previous night's homework.
- Students will record this number on a post-it note placed on their desks previous to the lesson.

Teaching the Lesson:

1. Hook the students by asking "How many of you found out the number of people in your family?" Tell students that today we are going to use our family size to find the median. Next, ask the students to join her in the front of the classroom with their post-it note with the number written on it and their Journal pg. 37 (pg. 37, Family Size).
2. Once students are seated, construct a *line plot* with the numbers 2-12 on it. Call up, by number, students who have that many people in their family.
3. Place the post-it notes on the whiteboard and form the *line plot*. The students will then be instructed to draw this very same *line plot* on their Journal pg. 37 problem 2 (pg. 37, Family Size).
4. Next, lead a small discussion on what was noticeable about the *line plot* we constructed. What were the minimums, maximums, range, and mode?
5. Once students have completed the *line plot*, instruct the students to move back to their desks and complete problem 3 in their Journal (pg. 37, Family Size) on their own.
6. As students finish problem 3, again instruct students to join you in the front of the room. Here, reuse the post-it notes to show how to find the *median*.
7. Line up the post-it notes from lowest number to highest number and take 2 volunteers. These volunteers will then be instructed to stand at

opposite sides of the line and to take one pos-it note off at a time, at the same time.

8. Students will continue to take post-it notes off until they come to a stop where there are only 1 or 2 post-it notes left. Explain that with 1 number left that is the *median*, however with 2 numbers left you must average those numbers to get the *median*.
9. Use the example of 4 and 6 to demonstrate the average of two numbers. If these two numbers are left, the *median* is 5, because it is in between those 2 numbers $(4+6/2)$
10. To close the activity, the teacher will ask the class such questions as, “How does the *median* and the mode differ? How is the *median* in relation to your family size?”
11. Students will return back to their seats to complete Writing in Math. Students will be provided with a sheet to reflect on. Students will reflect on this writing prompt: “One way to display data is in a line plot. Write about another way you have learned about in 3rd grade that you could use to display data.” Students will be given 10 minutes to write.
12. Once students have completed their Writing in Math prompt, they will complete Journal pg. 38 (Math Box 2.6) and Study Link 2.6 (attached). Whatever is not completed in class must be done at home for homework.

• **Day 5: Displaying Data with a Bar Graph**

- Vocabulary:
 - Bar Graph

Teaching the Lesson:

1. Hook the students by reading the first two paragraphs on Journal pg. 42 (pg. 42, Head Sizes) to the class as they sit in the front of the classroom with their Journals following along. Remind students that for this lesson, they will be developing their knowledge about data even more, by using all the landmarks they have already learned about.
2. To help solve Mrs. Wood’s problem, the students will then be divided up into partners to measure the distance around their heads. They will write this number on a post-it note.
3. Once all the students are done measuring, instruct the students to line up with their post-it notes from lowest head size to highest head size. Next, instruct students to leave and sit back down until we have a median number for head sizes. Remember: if one number is left, that is the median. If two numbers are left add those two and divide by two.
4. Once the median is found, students will again be asked to join the teacher in the front of the room with their journals. Construct a *bar graph* that has number of students on the vertical axis (0-10), and head sizes to the nearest $\frac{1}{2}$ cm on the horizontal axis (49cm-54cm).
5. Begin to list off head sizes. Students will stand up and you will place the post-it notes on top of each other for each head size to form a *bar graph*. Once you have completed the *bar graph* and given it an

appropriate title, the students will draw the same one in their Math Journal pg. 43.

6. Following the construction of the *bar graph*, ask students what the “landmarks” are of their *bar graph*. Lead a small class discussion on the *bar graph* they constructed. Students will offer ideas of what makes this graph a *bar graph*. Use this discussion as your closer and ask one last question of what students learned for this lesson.
7. Students will be instructed to return back to their seats where they will attempt to complete Journal pg. 45 (Math Box 2.8) and Study Link 2.8 (attached). Whatever students do not complete in class must be taken home for homework.
8. Before students leave for the next subject, explain the performance task that they will be in charge of for that night’s homework. Explain that each student will be given 1 days to collect data on people’s favorite colors. The students will collect data based on 20 different people at school, home, etc. Students will be given some time to ask students in their classroom as well. Each student will organize this data into a tally chart. The tally chart data will then be displayed in a line plot or a bar graph (student’s choice). Once students have completed this, they will be asked to analyze the data using the familiar landmarks: mode, median, range, maximum, and minimum values. Once all of this is complete, the students will present this data collected, organized, displayed, and analyzed to the class in a whole-class presentation.

● **Day 6: Concluding-Performance Task**

1. Ask all the students to join you in the front of the room. Tell students that today, each student will finish the last column in the KWL chart, present the data they collected as well as take a small quiz after everyone was done presenting.
2. First, have all the students come to the front of the room where the KWL chart is posted on the board.
3. Ask students to tell you what they learned throughout this unit involving numbers and data.
4. As students finish their ideas about what they learned, move onto the presentations of the data performance task.
5. The students will present the data performance task to the class. Draw names out of a hat to decide the order.
6. Previous to each student’s presentation, they will fill out the Student Rubric (attached) for their presentation.
7. Use the Teacher Rubric to score each presentation as the students tell about the data the collected and found.
8. Following each presentation, ask students to return back to their seats and the students will take the Quiz on Unit 2 (attached).
9. As students finish their quizzes, ask students to join you back in the front of the room where students will reflect upon important concepts/ideas that they learned about over the last unit.

Unit Resources/References:

A. All worksheets used are attached.

B. Teacher website:

C. Student website:

D. Textbook Reference:

- Everyday Mathematics Teacher Reference Book, Volume 1, The University of Chicago School Mathematics Project.
- Unit 2-Using Numbers and Organizing Data: Pages 62-119.

E. Materials:

- *Day/Lesson 1:*
 - Journal pg. 29-Name Collection Boxes
 - Journal pg. 30-Math Box 2.2
 - Study Link 2.2
 - Student Reference Book pg. 203
 - Whiteboard/Dry Erase Markers
- *Day/Lesson 2:*
 - Overhead of Place-Value Chart
 - Math Journal pg. 31-Place-Value Chart
 - Math Journal pg. 32-Taking Apart, Putting Together
 - Study Link 2.3
 - Whiteboard/Dry Erase Markers
- *Day/Lesson 3:*
 - 1 box of raisins per 2 people in the class
 - Math Journal pg. 35-Counting Raisins
 - Math Journal pg. 36-Math Box 2.5
 - Study Link 2.5
 - Whiteboard/Dry Erase Markers
- *Day/Lesson 4:*
 - Post-its
 - Math Journal pg. 37-Family Size
 - Math Journal pg. 38-Math Box 2.6
 - Study Link 2.6
 - Whiteboard/Dry Erase Markers
- *Day/Lesson 5:*
 - Post-its
 - Math Journal pg. 42-Head Sizes
 - Math Journal pg. 43-Head Sizes (cont.)
 - Math Journal pg. 45-Math Box 2.8

- Study Link 2.8
- Whiteboard/Dry Erase Markers
- *Day/Lesson 6: Concluding Day*
 - Student Presentation Materials (culminating performance task-will vary from student to student)
 - Quiz on Unit 2