

**Grade 9 –12 Atlantic Canada Data Management, Statistics and Probability Curriculum Outcomes and Related Statistics Canada Resources on [www.statcan.gc.ca](http://www.statcan.gc.ca)**

**Grade 9**





- See [English](#) and [French](#) versions of the complete 'Data Management Using E-STAT' Unit Grade 9 on the Nova Scotia Learning Resources and Technology website




<b>Specific Grade 9 Curriculum Outcome</b>	<b>Related Statistics Canada Resources</b>
<p><b>F1</b> Describe characteristics of possible relationships shown in scatterplots</p>	<p>Lesson Plans:</p> <ul style="list-style-type: none"> <li>• <a href="#">Analyzing provincial forestry practices using bar graphs and scatter graphs</a></li> <li>• <a href="#">Analyzing economic data and seasonality using line graphs and a scatter graphs</a></li> <li>• <a href="#">The Vitruvian theory – does it apply to you?</a></li> <li>• <a href="#">Analysing 2001 Census microdata</a></li> </ul> <p>Data Sources:</p> <ul style="list-style-type: none"> <li>• <a href="#">E-STAT</a></li> <li>• <a href="#">Community Profiles</a></li> <li>• <a href="#">Census at School</a></li> <li>• <a href="#">2001 Census microdata file subsets</a></li> <li>• <a href="#">National Longitudinal Survey of Children and Youth Ages 16-17 microdata</a></li> <li>• <a href="#">Other aggregated and microdata files</a></li> </ul>
<p><b>F2</b> Sketch lines of best fit and determine their equations</p>	<p>Lesson Plans:</p> <ul style="list-style-type: none"> <li>• <a href="#">Linear modelling of the life expectancy of Canadians using E-STAT Data</a></li> <li>• <a href="#">Linear modelling of the life expectancy of Canadians using E-STAT Data and Fathom</a></li> <li>• <a href="#">When will the average Canadian live to be 100?</a></li> <li>• <a href="#">Exploring linear functions</a></li> <li>• <a href="#">Talking feet</a></li> <li>• <a href="#">Analyzing provincial forestry practices using bar graphs and scatter graphs</a></li> <li>• <a href="#">Analyzing economic data and</a></li> </ul>

	<p><a href="#">seasonality using line graphs and a scatter graphs</a></p> <p>Websites:</p> <ul style="list-style-type: none"> <li>• <a href="#">E-STAT</a></li> </ul>
<p><b>F3</b> Sketch curves of best fit for relationships that appear to be non-linear</p>	<p>Lesson Plans:</p> <ul style="list-style-type: none"> <li>• <a href="#">Quadratic Modelling of Canada's Baby Boom</a></li> <li>• <a href="#">Quadratic Modelling of the Number of Males Registered in Apprenticeship Programs</a></li> <li>• <a href="#">Exponential modelling of the farm value of potatoes</a></li> <li>• <a href="#">Sinusoidal modelling of Canada's youth cohorts</a></li> <li>• <a href="#">Sinusoidal modelling of the number of Marriages by Month Using Fathom</a></li> </ul> <p>Teacher Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Function Modelling Using Secondary Data from E-STAT</a></li> </ul> <p>Websites:</p> <ul style="list-style-type: none"> <li>• <a href="#">E-STAT</a></li> </ul>
<p><b>F4</b> Select, defend, and use the most appropriate methods for displaying data</p>	<p>Lesson Plans:</p> <ul style="list-style-type: none"> <li>• <a href="#">Canada at a Glance – Graphing and Analysis</a></li> <li>• <a href="#">Canada at a Glance - Assessing quality of Life</a></li> <li>• <a href="#">Graphing in the Information Age</a></li> </ul> <p>Teacher Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Statistics: Power from Data!: Graph types</a></li> <li>• <a href="#">Canada at a Glance</a> booklet</li> <li>• <a href="#">Societal Indicators</a></li> </ul> <p>Websites:</p> <ul style="list-style-type: none"> <li>• <a href="#">E-STAT</a></li> </ul>
<p><b>F5</b> Draw inferences and make predictions based on data analysis and data displays</p>	<p>Lesson Plans:</p> <ul style="list-style-type: none"> <li>• <a href="#">Canada at a Glance – Graphing and Analysis</a></li> <li>• <a href="#">Canada at a Glance - Assessing quality of</a></li> </ul>

	<p style="text-align: center;"><a href="#"><u>Life</u></a></p> <p>Teacher Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#"><u>Canada at a Glance</u></a> booklet</li> <li>• <a href="#"><u>Societal Indicators</u></a></li> </ul> <p>Websites:</p> <ul style="list-style-type: none"> <li>• <a href="#"><u>E-STAT</u></a></li> </ul>
<p><b>F6</b> Demonstrate an understanding of the role of data management in society</p>	<p>Teacher Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#"><u>Statistics: Power from Data!: Information: Use in society</u></a></li> <li>• <a href="#"><u>The Statistics Act</u></a></li> <li>• <a href="#"><u>Statistics Canada: What we do</u></a></li> </ul>
<p><b>F7</b> Evaluate arguments and interpretations that are based on data analysis</p>	<p>Lesson Plans:</p> <ul style="list-style-type: none"> <li>• <a href="#"><u>Using the Statistics Canada <i>Daily</i> to write a newspaper style article</u></a></li> </ul> <p>Teacher Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#"><u>The Daily</u></a></li> </ul>

## Grade 10

Specific Grade 10 Curriculum Outcome	Related Statistics Canada Resources
<b>GCO C: Students will be expected to explore, recognize, represent, and apply patterns and relationship, both formally and informally</b>	
C2 model real world phenomena with linear, quadratic, exponential and power equations and linear inequalities	<p><b>Lesson Plans – <a href="#">Linear Modelling:</a></b></p> <p> <b>Census at School</b></p> <ul style="list-style-type: none"><li>• Exploring linear functions (<a href="#">view</a>)</li><li>• Recycling in Canada (<a href="#">view</a>)</li><li>• Talking feet (<a href="#">view</a>)</li><li>• The Vitruvian theory-does it apply to you? (<a href="#">view</a>)</li></ul> <p> <b>E-STAT</b></p> <ul style="list-style-type: none"><li>• Exploring the correlation between two variables at the census tract level (Education and income) (<a href="#">view</a>)</li><li>• Linear modelling of the life expectancy of Canadians (<a href="#">view</a>)</li></ul> <p><b>Lesson Plans – <a href="#">Quadratic Modelling:</a></b></p> <p> <b>E-STAT</b></p> <ul style="list-style-type: none"><li>• Quadratic modelling of Canada's Baby Boom (<a href="#">view</a>)</li><li>• Quadratic modelling of the number of males registered in apprenticeship programs (<a href="#">view</a>)</li></ul> <p><b>Lesson Plans – <a href="#">Exponential, Sinusoidal Modelling:</a></b></p> <p> <b>E-STAT</b></p> <ul style="list-style-type: none"><li>• Exponential modelling of the farm value of potatoes (<a href="#">view</a>)</li><li>• Sinusoidal modelling of Canada's youth cohorts (<a href="#">view</a>)</li></ul>

	<ul style="list-style-type: none"> <li>• <a href="#">Exploring logistic regression of cable sales</a></li> </ul> <p>Teacher Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Function Modelling Using Secondary Data from E-STAT</a></li> </ul> <p>Websites:</p> <ul style="list-style-type: none"> <li>• <a href="#">E-STAT</a></li> <li>• <a href="#">More datasets and lessons related to function modelling using data from E-STAT</a></li> </ul>
<p>C3 gather data, plot the data using appropriate scales, and demonstrate an understanding of independent and dependent variables, and domain and range</p>	
<p>C4 create and analyze plots using appropriate technology</p>	
<p>C5 sketch graphs from words, tables and collected data</p>	<p>Lesson Plans – <a href="#">Graphing</a>:</p> <ul style="list-style-type: none"> <li>• <a href="#">Canada at a Glance – Graphing and Analysis</a></li> </ul> <p> <b>Census at School</b></p> <ul style="list-style-type: none"> <li>• Bullying-studying it to curb it.... (<a href="#">view</a>)</li> <li>• <a href="#">You are the researcher!</a></li> </ul> <p> <b>Census of Canada</b></p> <ul style="list-style-type: none"> <li>• Age and Sex (<a href="#">view</a>)</li> <li>• Getting to work (<a href="#">view</a>)</li> </ul> <p> <b>E-STAT</b></p> <ul style="list-style-type: none"> <li>• Analysing provincial forestry practices using bar graphs and scatter graphs (<a href="#">view</a>)</li> <li>• Creating a demographic profile for an urban school neighbourhood using census tract data (<a href="#">view</a>)</li> </ul> <p><b>UPDATED AUG. 28, 2009 TO HERE</b></p>
<p>C8 identify, generalize and apply</p>	

patterns	
C9 construct and analyze graphs and tables relating two variables	<p>Lesson Plans:</p> <ul style="list-style-type: none"> <li>• <a href="#">Linear modelling of the life expectancy of Canadians using E-STAT Data and Excel</a></li> <li>• <a href="#">Exploring linear functions</a></li> <li>• <a href="#">Talking feet activity</a></li> <li>• <a href="#">Analyzing annual forestry practices using bar graphs and scatter graphs</a></li> </ul>
C10 describe real-world relationships depicted by graphs, tables of values and written descriptions	<p>Lesson Plans:</p> <ul style="list-style-type: none"> <li>• <a href="#">Canada at a Glance – Graphing and Analysis</a></li> <li>• <a href="#">Assessing Quality of Life</a></li> <li>• <a href="#">Thank Goodness It's Friday</a></li> </ul>
C28 explore and describe the dynamics of change depicted in tables and graphs	
C32 determine if a graph is linear by plotting points in a given situation	
C33 graph by constructing a table of values, by using graphing technology, and when appropriate, by intercept-slope method	<p>Lesson Plans:</p> <ul style="list-style-type: none"> <li>• <a href="#">Linear modelling lessons</a></li> </ul>
F1 Design and conduct experiments using statistical methods and scientific inquiry	<p>Lesson Plans:</p> <ul style="list-style-type: none"> <li>• <a href="#">The Agri-Food Industry — It's Everywhere! III</a></li> <li>• <a href="#">Household Environment Survey – School Edition</a></li> </ul>
F2 Demonstrate an understanding of the concerns and issues that pertain to the collection of data	<p>Teacher Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Statistics: Power from Data!: Data collection</a></li> </ul>
F3 Construct various displays of data	<p>Lesson Plans:</p> <ul style="list-style-type: none"> <li>• <a href="#">Graphing in the Information Age</a></li> </ul> <p>Teacher Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Statistics: Power from Data!: Graph types</a></li> </ul> <p>Websites:</p> <ul style="list-style-type: none"> <li>• <a href="#">E-STAT</a></li> </ul>

<p><b>F4</b> Calculate various statistics using appropriate technology, analyse and interpret the displays, and describe the relationships</p>	<p>Lesson Plans:</p> <ul style="list-style-type: none"> <li>• <a href="#">What is the average height of your class?</a></li> </ul>
<p><b>F5</b> Analyse statistical summaries, draw conclusions, and communicate results about distributions of data</p>	<p>Lesson Plans:</p> <ul style="list-style-type: none"> <li>• <a href="#">Canada at a Glance – Graphing and Analysis</a></li> <li>• <a href="#">Assessing Quality of Life</a></li> <li>• <a href="#">Thank Goodness It's Friday</a></li> </ul> <p>Teacher Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Canada at a Glance</a> booklet</li> </ul> <p>Websites:</p> <ul style="list-style-type: none"> <li>• <a href="#">Summary tables</a></li> </ul>
<p><b>F6</b> Solve problems by modelling real-world phenomena</p>	<p>Lesson Plans:</p> <ul style="list-style-type: none"> <li>• <a href="#">Quadratic Modelling of Canada's Baby Boom</a></li> <li>• <a href="#">Quadratic Modelling of the Number of Males Registered in Apprenticeship Programs</a></li> <li>• <a href="#">Exponential function modelling with Potatoes data</a></li> <li>• <a href="#">Household Environment Survey – School Edition</a></li> </ul> <p>Teacher Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Function Modelling Using Secondary Data from E-STAT</a></li> </ul> <p>Websites:</p> <ul style="list-style-type: none"> <li>• <a href="#">E-STAT</a></li> </ul>
<p><b>F7</b> Explore non-linear data using power and exponential regression to find a curve of best fit</p>	<p>Lesson Plans:</p> <ul style="list-style-type: none"> <li>• <a href="#">Quadratic Modelling of Canada's Baby Boom</a></li> <li>• <a href="#">Quadratic Modelling of the Number of Males Registered in Apprenticeship Programs</a></li> <li>• <a href="#">Exponential function modelling with Potatoes data</a></li> <li>• <a href="#">Exploring logistic regression of cable</a></li> </ul>

	<p><a href="#">sales</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Parabola Power: Youth Crimes in Canada</a></li> </ul> <p>Teacher Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Function Modelling Using Secondary Data from E-STAT</a></li> </ul> <p>Websites:</p> <ul style="list-style-type: none"> <li>• <a href="#">E-STAT</a></li> </ul>
<p><b>F8</b> Determine and apply the line of best fit using the least squares method and median-median method with and without technology, and describe the differences between the two methods</p>	<p>Lesson Plans:</p> <ul style="list-style-type: none"> <li>• <a href="#">Talking feet activity</a></li> <li>• <a href="#">Exploring linear functions</a></li> <li>• <a href="#">Analyzing annual forestry practices using bar graphs and scatter graphs</a></li> <li>• <a href="#">Analyzing economic data and seasonality using scatter graphs</a></li> </ul>
<p><b>F9</b> Demonstrate an intuitive understanding of correlation</p>	<p>Data Sources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Number of Earners Who Worked Full Year, Full Time and Their Average Earnings by Sex, Age Groups and Highest Level of Schooling</a></li> <li>• <a href="#">Earnings versus Income by Age and Sex</a></li> </ul>
<p><b>F10</b> Use interpolation, extrapolation and equations to predict and solve problems</p>	<p>Lesson Plans:</p> <ul style="list-style-type: none"> <li>• <a href="#">When will the average Canadian live to be 100?</a></li> </ul>
<p><b>F11</b> Describe real-world relationships depicted by graphs and tables of values</p>	<p>Lesson Plans:</p> <ul style="list-style-type: none"> <li>• <a href="#">Quadratic Modelling of Canada's Baby Boom</a></li> <li>• <a href="#">Quadratic Modelling of the Number of Males Registered in Apprenticeship Programs</a></li> <li>• <a href="#">Exponential function modelling with Potatoes data</a></li> <li>• <a href="#">Exploring logistic regression of cable sales</a></li> <li>• <a href="#">Parabola Power: Youth Crimes in Canada</a></li> <li>• <a href="#">Canada at a Glance – Graphing and Analysis</a></li> <li>• <a href="#">Canadian Reading Habits</a></li> <li>• <a href="#">Catches and landed value of fish</a></li> <li>• <a href="#">Figures don't lie, but ... IIIa</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">Thank Goodness It's Friday</a></li> </ul> <p>Teacher Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Function Modelling Using Secondary Data from E-STAT</a></li> <li>• <a href="#">Canada at a Glance</a> booklet</li> <li>• <a href="#">Family Studies Kit</a></li> </ul> <p>Websites:</p> <ul style="list-style-type: none"> <li>• <a href="#">E-STAT</a></li> <li>• <a href="#">Societal Indicators</a></li> <li>• <a href="#">Summary tables</a></li> <li>• <a href="#">Canada Year Book Historical Collection</a></li> </ul>
<b>F12</b> Explore measurement issues using the normal curve	<p>Teacher Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Statistics: Power from Data!: Data collection</a></li> </ul>
<b>F13</b> Calculate and apply mean and standard deviation using technology to determine if a variation makes a difference	<p>Lesson Plans:</p> <ul style="list-style-type: none"> <li>• <a href="#">What is the Average Height of Your Class?</a></li> </ul> <p>Teacher Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Statistics: Power from Data!: Measures of central tendency</a></li> <li>• <a href="#">Statistics: Power from Data!: Measures of spread</a></li> </ul>
<b>F14</b> Make and interpret frequency bar graphs while conducting experiments and exploring measurement issues	<p>Lesson Plans:</p> <ul style="list-style-type: none"> <li>• <a href="#">The Perfect Principal</a></li> <li>• <a href="#">Ontario Youths</a></li> </ul> <p>Teacher Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Statistics: Power from Data!: Organizing data</a></li> <li>• <a href="#">Statistics: Power from Data!: Bar graphs</a></li> </ul>

## Grade 11

Specific Outcome – Statistics Strand	Related Statistics Canada Resources
<b>GCO C: Students will explore, recognize, represent and apply</b>	



<b>patterns and relationships, both informally and formally.</b>	
C1 model real-world phenomena using quadratic functions	<p>Lesson Plans:</p> <ul style="list-style-type: none"> <li>• <a href="#">Quadratic Modelling of Canada's Baby Boom</a></li> <li>• <a href="#">Quadratic Modelling of the Number of Males Registered in Apprenticeship Programs</a></li> </ul>
C2 model real-world phenomena using exponential functions	<p>Lesson Plan:</p> <ul style="list-style-type: none"> <li>• <a href="#">Exponential function modelling with Potatoes data</a></li> </ul>
C3 sketch graphs from descriptions, tables and collected data	
<b>F1</b> Draw inferences about a population from a sample	<p>Lesson Plans:</p> <ul style="list-style-type: none"> <li>• <a href="#">Investigating sampling</a></li> <li>• <a href="#">The effect of sample size on data analysis</a></li> </ul> <p>Teacher Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Statistics: Power from Data!: Sampling methods</a></li> </ul> <p>Data Sources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Census at School International Database</a></li> </ul>
<b>F2</b> Identify bias in data collection, interpretation and presentation	<p>Lesson Plans:</p> <ul style="list-style-type: none"> <li>• <a href="#">Using the Statistics Canada Daily to write a newspaper style article</a></li> <li>• <a href="#">Bias or No Bias?</a></li> </ul> <p>Teacher Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Statistics: Power from Data!: Data collection</a></li> <li>• <a href="#">The Daily</a></li> </ul>
<b>F4</b> Demonstrate an understanding of how the size of a sample affects the variation in sample results	<p>Teacher Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Statistics: Power from Data!: Sampling methods</a></li> <li>• <a href="#">Sampling and Weighting notes from the 2001 Census</a></li> </ul>

<p><b>F6</b> Explore periodic data to determine the equations of sinusoidal curves using regression analysis</p>	<p>Lesson Plans:</p> <ul style="list-style-type: none"> <li>• <a href="#">Canada and its trading partners</a></li> <li>• <a href="#">Sinusoidal Modelling of Youth Cohorts</a></li> <li>• <a href="#">Sinusoidal Modelling of the Number of Marriages by Month using E-STAT Data and Fathom</a></li> </ul>  <p>Data sets:</p> <ul style="list-style-type: none"> <li>• <a href="#">Sinusoidal datasets</a></li> <li>• <a href="#">Dataset for the lesson Sinusoidal Modelling of Marriages by Month using E-STAT Data and Fathom</a></li> </ul>  <p>Teacher Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Function Modelling Using Secondary Data from E-STAT</a></li> </ul>
<p><b>F7</b> Draw inferences from graphs, tables, and reports</p>	<p>Lesson Plans:</p> <ul style="list-style-type: none"> <li>• <a href="#">Ontario Youths</a></li> </ul>
<p><b>F9</b> Construct, interpret, and apply 90% box plots</p>	<p>Teacher Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Statistics: Power from Data!: Measures of spread</a></li> <li>• <a href="#">Statistics: Power from Data!: Constructing box and whisker plots</a></li> <li>• <a href="#">National Longitudinal Survey of Children and Youth Ages 16-17: Analysis Ideas for Teachers</a></li> <li>• <a href="#">Analysing 2001 Census Microdata</a></li> </ul> <p>Websites:</p> <ul style="list-style-type: none"> <li>• <a href="#">E-STAT</a></li> </ul>
<p><b>F10</b> Interpret and apply histograms and probability bar graphs</p>	<p>Lesson Plans:</p> <ul style="list-style-type: none"> <li>• <a href="#">Canadians Your Age: Analysis of the 10-to-14 age group using E-STAT</a></li> </ul> <p>Websites:</p> <ul style="list-style-type: none"> <li>• <a href="#">E-STAT</a></li> </ul>
<p><b>F11</b> Determine, interpret and apply confidence intervals</p>	<p>Lesson Plans:</p> <ul style="list-style-type: none"> <li>• <a href="#">How weird is our class?</a></li> </ul>

Specific Outcome – Probability Strand	Related Statistics Canada Resources
<p><b>G1</b> Construct and apply 90% box plots and normal probability distributions, and determine confidence intervals</p>	<p>Lesson Plan:</p> <ul style="list-style-type: none"> <li>• <a href="#">Investigating sampling and confidence intervals</a></li> </ul> <p>Teacher Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Statistics: Power from Data!: Measures of spread</a></li> <li>• <a href="#">Statistics: Power from Data!: Constructing box and whisker plots</a></li> </ul>
<p><b>G3</b> Graph sample distributions and interpret them using 90% box plots, probability bar graphs, and the language of probability</p>	<p>Teacher Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Statistics: Power from Data!: Measures of spread</a></li> <li>• <a href="#">Statistics: Power from Data!: Constructing box and whisker plots</a></li> </ul>

## Grade 12

Specific Outcome – Statistics Strand	Related Statistics Canada Resources
<p><b>F1</b> Create and analyze scatter plots and determine the equations for the curves of best fit, using appropriate technology</p>	<p>Lesson Plans:</p> <ul style="list-style-type: none"> <li>• <a href="#">The Vitruvian theory – does it apply to you?</a></li> <li>• <a href="#">Analyzing annual forestry practices using bar graphs and scatter graphs</a></li> <li>• <a href="#">Analyzing economic data and seasonality using scatter graphs</a></li> <li>• <a href="#">Quadratic Modelling of Canada’s Baby Boom</a></li> <li>• <a href="#">Quadratic Modelling of the Number of Males Registered in Apprenticeship Programs</a></li> <li>• <a href="#">Function modelling with Potatoes data</a></li> <li>• <a href="#">Exploring logistic regression of cable sales</a></li> <li>• <a href="#">Parabola Power: Youth Crimes in Canada</a></li> <li>• <a href="#">Sinusoidal Modelling of Marriages by</a></li> </ul>

	<p style="text-align: right;"><a href="#"><u>Month using E-STAT Data and Fathom</u></a></p>  <p>Data Sources:</p> <ul style="list-style-type: none"> <li>• <a href="#"><u>E-STAT</u></a></li> <li>• <a href="#"><u>Census at School</u></a></li> <li>• <a href="#"><u>2001 Census microdata</u></a></li> <li>• <a href="#"><u>National Longitudinal Survey of Children and Youth Ages 16-17 microdata</u></a></li> <li>• <a href="#"><u>Datasets</u></a> from the Teacher resource, Function Modelling Using Secondary Data from E-STAT</li> <li>• <a href="#"><u>Dataset for the lesson Sinusoidal Modelling of Marriages by Month using E-STAT Data and Fathom</u></a></li> </ul> 
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<p><b>Specific Outcome – Probability Strand</b></p>	<p><b>Related Statistics Canada Resources</b></p>
<p><b>G2</b> Demonstrate an understanding of the fundamental counting principle and apply it to calculate probabilities</p>	<p>Teacher Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#"><u>Statistics: Power from Data!: Measures of spread</u></a></li> <li>• <a href="#"><u>Statistics: Power from Data!: Constructing box and whisker plots</u></a></li> </ul>