

<https://www.ready.gov/hurricanes>

Table 1. Hurricane names and death totals for the years 1950 to 2012.

Hurricane	Year	Gender of Name	Number of Deaths	Hurricane	Year	Gender of Name	Number of Deaths
Easy	1950	Female	2	Elena	1985	Female	4
King	1950	Male	4	Gloria	1985	Female	8
Able	1952	Male	3	Juan	1985	Male	12
Barbara	1953	Female	1	Kate	1985	Female	5
Florence	1953	Female	0	Bonnie	1986	Female	3
Carol	1954	Female	60	Charley	1986	Male	5
Edna	1954	Female	20	Floyd	1987	Male	0
Hazel	1954	Female	20	Florence	1988	Female	1
Connie	1955	Female	0	Chantal	1989	Female	13
Diane	1955	Female	200	Hugo	1989	Male	21
Ione	1955	Male	7	Jerry	1989	Male	3
Flossy	1956	Female	15	Bob	1991	Male	15
Helene	1958	Female	1	Andrew	1992	Male	62
Debra	1959	Female	0	Emily	1993	Female	3
Gracie	1959	Female	22	Erin	1995	Female	6
Donna	1960	Female	50	Opal	1995	Female	9
Ethel	1960	Female	0	Bertha	1996	Female	8
Carla	1961	Female	46	Fran	1996	Female	26
Cindy	1963	Female	3	Danny	1997	Male	10
Cleo	1964	Female	3	Bonnie	1998	Female	3
Dora	1964	Female	5	Earl	1998	Male	3
Hilda	1964	Female	37	Georges	1998	Male	1
Isbell	1964	Female	3	Bret	1999	Male	0
Betsy	1965	Female	75	Floyd	1999	Male	56
Alma	1966	Female	6	Irene	1999	Female	8
Inez	1966	Female	3	Lili	2002	Female	2
Beulah	1967	Female	15	Claudette	2003	Female	3
Gladys	1968	Female	3	Isabel	2003	Female	51
Camille	1969	Female	256	Alex	2004	Male	1

Celia	1970	Female	22	Charley	2004	Male	10
Edith	1971	Female	0	Frances	2004	Female	7
Fern	1971	Female	2	Gaston	2004	Male	8
Ginger	1971	Female	0	Ivan	2004	Male	25
Agnes	1972	Female	117	Jeanne	2004	Female	5
Carmen	1974	Female	1	Cindy	2005	Female	1
Eloise	1975	Female	21	Dennis	2005	Male	15
Belle	1976	Female	5	Ophelia	2005	Female	1
Babe	1977	Female	0	Rita	2005	Female	62
Bob	1979	Male	1	Wilma	2005	Female	5
David	1979	Male	15	Humberto	2007	Male	1
Frederic	1979	Male	5	Dolly	2008	Female	1
Allen	1980	Male	2	Gustav	2008	Male	52
Alicia	1983	Female	21	Ike	2008	Male	84
Diana	1984	Female	3	Irene	2011	Female	41
Bob	1985	Male	0	Isaac	2012	Male	5
Danny	1985	Male	1	Sandy	2012	Female	159

***Note: hurricanes Katrina in 2005 (1833 deaths) and Audrey in 1957 (416 deaths) were removed from the data set.**

4 Quadrant Math Problem

Problem

Show with Numbers

Show with a Picture or Graph

Show with Words

Explain your Thinking

Name: _____

The Perfect Storm (Name): Gale vs. Gail
Self-Assessment

Scoring Criteria

Directions: This rubric will be used to score your final product(s). Review your work so far against the scoring criteria and mark the box that describes your work. Make notes about ways you could improve your work.

Indicator	Beginning	Developing	Proficient	Expanding
Data, Statistics, and Probability 6.A Summarize, represent, and interpret data. HSS.ID.A HSS.ID.B HSS.ID.C	Construct a representation of data and identify a distribution or pattern of the data.	Construct a representation of data, identify the distribution or pattern of the data, and communicate the meaning of the data	Construct an appropriate representation of data, describe the distribution or pattern of the data, and communicate the meaning of the data.	Construct and use appropriate representation(s) of data to make predictions and justify conclusions.
Notes for improvement: Data, Statistics, and Probability 6.A				

Name: _____

Indicator	Beginning	Developing	Proficient	Expanding
Mathematical Reasoning and Communication 1.B Select strategies and appropriate tools to develop and implement a plan to solve a problem. MP1, MP5	Identify strategies and/or tools that could be used to solve a problem	Select strategies and tools to solve a problem and apply initial strategies to attempt to solve a problem.	Design and implement a plan, including appropriate tools and strategies, to solve a problem	Design, implement, and refine a plan including appropriate tools and strategies, to solve a problem
Notes for improvement: Mathematical Reasoning and Communication 1.B				

Name: _____

Indicator	Beginning	Developing	Proficient	Expanding
Mathematical Reasoning and Communication 1.E Precisely communicate mathematical understandings and connections using a variety of representations. MP1	Communicate understanding using language and representations.	Communicate mathematical understanding and connections using mathematical language and representation(s).	Clearly and logically communicate mathematical understanding and connections using technical mathematical language and appropriate representation(s)	Enhance communication through the intentional sequencing and presentation of ideas and the strategic selection and use of representations
Notes for improvement: Mathematical Reasoning and Communication 1.E				

Name: _____

Indicator	Beginning	Developing	Proficient	Expanding
<p>Communication Performance Indicator 3 Choose and apply an appropriate communication strategy according to audience and purpose.</p>	<p>Identify audience and purpose of communication.</p> <p>Use a method of communication (e.g., written, oral, visual, graphic, audio, and/or interactive) to present ideas.</p>	<p>Use some appropriate aspects of style, tone and language to partially address the needs of the audience and purpose.</p> <p>Select and use a method of communication (e.g., written, oral, visual, graphic, audio, and/or interactive) to present ideas.</p>	<p>Use appropriate style, tone, and language to address intended audience and purpose.</p> <p>Select and use a method of communication (e.g., written, oral, visual, graphic, audio, and/or interactive) that fits the audience and purpose.</p>	<p>Use strategic, engaging, and creative style, tone, and language to effectively address the intended audience and purpose.</p> <p>Select and use a strategic method of communication (e.g., written, oral, visual, graphic, audio, and/or interactive) that effectively addresses the audience and purpose.</p>
<p>Notes for improvement: Communication Performance Indicator 3</p>				