

- (1) **Knowledge and Conceptual Understanding:** I want students to be able to distinguish between an absolute number and a rate, and be able to calculate and express a rate (e.g., as a percentage or in some other analogous forms, such as the number of deaths per 100,000 people).
- (2) **Thinking and Other Skills:** I want students to be able to apply their understanding of the distinction between absolute numbers and rates to make arguments and understand societal trends. For example, I want students to be able to understand that even though China has one of the largest absolute numbers of cremations in the world, the actual rate of cremation is higher in Japan. And ultimately, I want students to be able to apply their knowledge from the course to better understand and explain this distinction.
- (3) **Attitudes, Values, Dispositions and Habits of Mind:** Analyze newspaper articles or statements about absolute numbers and (habitually) define the relative context that allows the numbers to be placed in an appropriate comparative context. (As I mentioned earlier, I want student to internalize the distinction between absolute numbers and rates so that they are constantly questioning data that plays on these distinctions -- but this is not easy to measure. For example, if someone says, "There are more homeless white people than homeless black people in the United States," they can turn around and say, "Well, that may be technically true, but to get a sense of homelessness you really need to look at rates." In short, I would say I want students to demonstrate an appreciation of the applicability and importance of the distinction between absolute numbers and rates, and to feel comfortable with their ability to apply it in everyday life.)