



Curriculum and Instruction – Mathematics

Quarter 3

Statistics

Quarter 1		Quarter 2		Quarter 3		Quarter 4	
The Nature of Probability and Statistics, Frequency Distributions and Graphs, Data Description		Probability and Counting Rules, Discrete Probability Distributions, The Normal Distribution		Normal Distributions, Confidence Intervals and Sample Size, Hypothesis Testing		Testing the Difference Between Two Means, Two Proportions, and Two Variances, Other Chi-Square Tests, Correlation and Regression	
August 6 2018 – October 5, 2018		October 15, 2018 – December 19, 2018		January 7, 2019 – March 8, 2019		March 18, 2019 – May 23, 2019	
S.ID.A.1	S.IC.A.3	S.CP.A.1	S.MD.B.10	S.MD.A.6		S.ID.B.10	
S.ID.A.2	S.IC.A.4	S.CP.A.2		S.MD.A.8		S.ID.B.11	
S.ID.A.3	S.IC.A.5	S.CP.A.3		S.MD.B.10		S.ID.B.12	
S.ID.A.4	S.IC.B.8	S.CP.B.4		S.IC.A.6		S.ID.B.13	
S.ID.A.5	S.IC.B.9	S.CP.B.5		S.IC.A.7		S.MD.A.8	
S.ID.A.6	S.IC.B.10	S.MD.A.1		S.IC.C.14		S.IC.B.12	
S.ID.A.7	S.IC.B.11	S.MD.A.2		S.IC.D.15			
S.ID.A.8	S.IC.C.13	S.MD.A.3		S.IC.D.16			
S.ID.A.9		S.MD.A.4		S.IC.D.17			
S.MD.B.9		S.MD.A.5		S.IC.E.18			
S.MD.B.10		S.MD.A.6		S.IC.E.19			
S.IC.A.1		S.MD.A.7a & b		S.IC.E.20			
S.IC.A.2		S.MD.A.8					

[Tennessee Academic Standards for Mathematics](#)



Introduction

Destination 2025, Shelby County Schools' 10-year strategic plan, is designed not only to improve the quality of public education, but also to create a more knowledgeable, productive workforce and ultimately benefit our entire community.

What will success look like?



In order to achieve these ambitious goals, we must collectively work to provide our students with high quality, college and career ready aligned instruction. The Tennessee State Standards provide a common set of expectations for what students will know and be able to do at the end of a grade. The State of Tennessee provides two sets of standards, which include the Standards for Mathematical Content and The Standards for Mathematical Practice. The Content Standards set high expectations for all students to ensure that Tennessee graduates are prepared to meet the rigorous demands of mathematical understanding for college and career. The eight Standards for Mathematical Practice describe the varieties of expertise, habits of mind, and productive dispositions that educators seek to develop in all students. The Tennessee State Standards also represent three fundamental shifts in mathematics instruction: **focus, coherence and rigor**.

Instructional Shifts for Mathematics



[Tennessee Academic Standards for Mathematics](#)



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The **Standards for Mathematical Practice** describe varieties of expertise, habits of minds and productive dispositions that mathematics educators at all levels should seek to develop in their students. These practices rest on important National Council of Teachers of Mathematics (NCTM) “processes and proficiencies” with longstanding importance in mathematics education. Throughout the year, students should continue to develop proficiency with the eight Standards for Mathematical Practice. The following are the eight Standards for Mathematical Practice:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of them.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

This curriculum map is designed to help teachers make effective decisions about what mathematical content to teach so that ultimately our students can reach Destination 2025. Throughout this curriculum map, you will see resources as well as links to tasks that will support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources around the content standards and mathematical practice standards that teachers should consistently access. For a full description of each, click on the links below.

[Tennessee Mathematics Content Standards](#)

[Standards for Mathematical Practice](#)

[Literacy Skills for Mathematical Proficiency](#)

[Tennessee Academic Standards for Mathematics](#)



Structure of the Standards

Structure of the TN State Standards include:

- **Content Standards** - Statements of what a student should know, understand, and be able to do.
- **Clusters** - Groups of related standards. Cluster headings may be considered as the big idea(s) that the group of standards they represent are addressing. They are therefore useful as a quick summary of the progression of ideas that the standards in a domain are covering and can help teachers to determine the focus of the standards they are teaching.
- **Domains** - A large category of mathematics that the clusters and their respective content standards delineate and address. For example, Number and Operations – Fractions is a domain under which there are a number of clusters (the big ideas that will be addressed) along with their respective content standards, which give the specifics of what the student should know, understand, and be able to do when working with fractions.
- **Conceptual Categories** – The content standards, clusters, and domains in the 9th-12th grades are further organized under conceptual categories. These are very broad categories of mathematical thought and lend themselves to the organization of high school course work. For example, Algebra is a conceptual category in the high school standards under which are domains such as Seeing Structure in Expressions, Creating Equations, Arithmetic with Polynomials and Rational Expressions, etc.



How to Use the Maps

Overview

An overview is provided for each quarter and includes the topics, focus standards, intended rigor of the standards and foundational skills needed for success of those standards.

Your curriculum map contains four columns that each highlight specific instructional components. Use the details below as a guide for information included in each column.

Tennessee State Standards

TN State Standards are located in the left column. Each content standard is identified as Major Content or Supporting Content (for Algebra I, Algebra II & Geometry only). A key can be found at the bottom of the map.

Content

This section contains learning objectives based upon the TN State Standards. Best practices tell us that clearly communicating measurable objectives lead to greater student understanding. Additionally, essential questions are provided to guide student exploration and inquiry.

Instructional Support & Resources

District and web-based resources have been provided in the Instructional Support & Resources columns. You will find a variety of instructional resources that align with the content standards. The additional resources provided should be used as needed for content support and scaffolding. The inclusion of vocabulary serves as a resource for teacher planning and for building a common language across K-12 mathematics. One of the goals for Tennessee State Standards is to create a common language, and the expectation is that teachers will embed this language throughout their daily lessons.



Topics Addressed in Quarter

- Normal Distributions
- Confidence Intervals and Sample Size
- Hypothesis Testing

Overview

In this quarter students finish their study of normal distributions and continue to have the opportunity to apply concepts of probability and statistics to real-world situations. Students determine confidence intervals to begin to hypothesize if a large enough sample size has been taken to closely reflect the true mean of the population. Students classify the type of errors that can occur during experiments and will be able to make decisions on the hypothesis based on their own analysis of the data. Students will also be exposed to the level of significance and how this affects a decision to accept or deny a hypothesis.

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Chapter 6 (Sections 3 & 4) Normal Distributions (Allow approximately 2 weeks for instruction, review, and assessment)			
<p>Domain: Making Inferences and Justifying Conclusions</p> <p>Cluster: Know the characteristics of well-designed studies.</p> <p>S.IC.A.6 Describe the sampling distribution of a statistic and define the standard error of a statistic.</p> <p>S.IC.A.7 Demonstrate an understanding of the Central Limit Theorem.</p> <p>Domain: Using Probability to Make Decisions</p> <p>Cluster: Understand the normal probability</p>	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How do all normal distributions relate to each other? • How can we find examples of normal distribution in real world scenarios? <p>Objective(s) The student will:</p> <ul style="list-style-type: none"> • Use the Central Limit Theorem to solve problems involving sample means for large samples. 	<p>Elementary Statistics Textbook (Bluman) 6-3 Central Limit Theorem</p> <p>Additional Resource(s) Elementary Statistics 7th edition Bluman (PowerPoints, Chapter PDF files, Solutions Manual, etc.) Khan Academy: Central Limit Theorem STatistics Education Web: Who Sends the Most Text Messages (This lesson provides an informal introduction to concepts surrounding</p>	<p>Vocabulary (Sections 6-3 & 6-4) sampling distribution of sample means, Sampling error, standard error of the mean, central limit theorem, correction for continuity</p> <p>Elementary Statistics Textbook (Bluman) <i>Statistics Today</i>, p. 350 <i>Critical Thinking Challenges</i>, p. 352 <i>Applying the Concepts</i>, pp. 338, 346 <i>Extending the Concepts</i>, pp.340, 347 <i>Data Projects</i>, p. 397</p>



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<p>distribution. S.MD.B.10 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.</p>		<p>the Central Limit Theorem.)</p> <p>Task(s) Statistics - Cents & Central Limit Theorem Statistics Applet-Sampling Distributions Accelerated GSE Pre-Calculus Tasks: Unit 8: Inferences & Conclusions from Data <i>Colors of Skittles</i>, p. 120 <i>Pennies</i>, p.142 <i>The Gettysburg's Address</i>, p. 156</p>
<p>Domain: Using Probability to Make Decisions Cluster: Understand and use discrete probability distributions. S.MD.A.6 Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. Domain: Using Probability to Make Decisions Cluster: Understand the normal probability distribution. S.MD.B.10 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.</p>	<p>Essential Question(s):</p> <ul style="list-style-type: none"> How do all Normal distributions relate to each other? How can we find examples of normal distribution in real world scenarios? <p>Objective(s) The student will:</p> <ul style="list-style-type: none"> Use the normal approximation to compute probabilities for a binomial variable 	<p>Elementary Statistics Textbook (Bluman) 6-4 The Normal Approximation to the Binomial Distribution</p> <p>Additional Resource(s) Elementary Statistics 7th edition Bluman (PowerPoints, Chapter PDF files, Solutions Manual, etc.) Against All Odds Videos & Lessons: Normal Curves Against All Odds Videos & Lessons: Normal Calculations Statistics Education Web</p> <p>Task(s) Statistics Applet: Normal to Binomial</p>



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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
<p>Chapter 7- Confidence Intervals and Sample Size (Allow approximately 3 weeks for instruction, review, and assessment)</p>			
<p>Domain: Making Inferences and Justifying Conclusions Cluster: Make inferences about population parameters based on a random sample from that population. S.IC.C.14 Use properties of point estimators, including biased/unbiased, and variability.</p> <p>Domain: Making Inferences and Justifying Conclusions Cluster: Understand and use confidence intervals. S.IC.D.15 Understand the meaning of confidence level, of confidence intervals, and the properties of confidence intervals. S.IC.D.16 Construct and interpret a large sample confidence interval for a proportion and for a difference between two proportions. S.IC.D.17 Construct the confidence interval for a mean and for a difference between two means.</p> <p>Domain: Using Probability to Make Decisions Cluster: Understand and use discrete probability distributions. S.MD.A.8 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p>	<p>Essential Question(s):</p> <ul style="list-style-type: none"> How do I interpret the margin of error of a confidence interval? How do I use a margin of error to find a confidence interval? <p>Objective(s) The student will:</p> <ul style="list-style-type: none"> Find the confidence interval for the mean when σ is known and sample size is large. Determine the minimum sample size for finding a confidence interval for the mean. 	<p>Elementary Statistics Textbook (Bluman) 7-1 Confidence Intervals for the Mean When σ is Known</p> <p>Additional Resource(s) Elementary Statistics 7th edition Bluman (PowerPoints, Chapter PDF files, Solutions Manual, etc.) Against All Odds Videos & Lessons: Confidence Intervals Khan Academy: Confidence Intervals</p> <p>Task(s) Statistics- Confidence Interval</p>	<p>Vocabulary (Chapter 7): chi-square distribution, confidence interval, confidence level, consistent estimator, degrees of freedom, estimation, estimator, interval estimate, maximum error of the estimate, point estimate, proportion, relatively efficient, estimator, <i>t</i> distribution, unbiased estimator</p> <p>Elementary Statistics Textbook (Bluman) <i>Statistics Today</i>, pp. 356, 395 <i>Critical Thinking Challenges</i>, p. 397 <i>Speaking of Statistics</i>, pp. 381, 385 <i>Applying the Concepts</i>, pp. 365, 373, 381, 390 <i>Extending the Concepts</i>, pp. 375, 383, 391 <i>Data Projects</i>, p. 397 <i>TI-83/84 Step by Step</i>, pp. 368, 376, 384, 391</p>



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<p>Domain: Making Inferences and Justifying Conclusions</p> <p>Cluster: Use distributions to make inferences about a data set.</p> <p>S.IC.E.20 Interpret the t-distribution and determine the appropriate degrees of freedom.</p> <p>Domain: Making Inferences and Justifying Conclusions</p> <p>Cluster: Make inferences and justify conclusions from sample surveys, experiments, and observational studies</p> <p>(CCSS) S.IC.B.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.</p>		
<p>Domain: Making Inferences and Justifying Conclusions</p> <p>Cluster: Understand and use confidence intervals.</p> <p>S.IC.D.15 Understand the meaning of confidence level, of confidence intervals, and the properties of confidence intervals.</p> <p>S.IC.D.16 Construct and interpret a large sample confidence interval for a proportion and for a difference between two proportions.</p> <p>S.IC.D.17 Construct the confidence interval for a mean and for a difference between two means.</p>	<p>Objective(s) The student will:</p> <ul style="list-style-type: none"> Find the confidence interval for the mean when σ is unknown and sample size is small. 	<p>Elementary Statistics Textbook (Bluman) 7-2 Confidence Intervals for the Mean When σ is Unknown</p> <p>Additional Resource(s) Elementary Statistics 7th edition Bluman (PowerPoints, Chapter PDF files, Solutions Manual, etc.) Against All Odds Videos & Lessons Understanding Confidence Intervals Video Statistics Education Web</p>



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<p>Domain: Using Probability to Make Decisions Cluster: Understand and use discrete probability distributions. S.MD.A.8 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p> <p>Domain: Making Inferences and Justifying Conclusions Cluster: Make inferences and justify conclusions from sample surveys, experiments, and observational studies</p> <p>(CCSS) S.IC.B.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.</p>		<p>Task(s) Statistics- SAT Performance It Creeps. It Crawls. Watch Out For the Blob!</p>
<p>Domain: Making Inferences and Justifying Conclusions Cluster: Understand and use confidence intervals. S.IC.D.15 Understand the meaning of confidence level, of confidence intervals, and the properties of confidence intervals. S.IC.D.16 Construct and interpret a large sample confidence interval for a proportion and for a difference between two proportions. S.IC.D.17 Construct the confidence interval for a mean and for a difference between two</p>	<p>Objective(s) The student will:</p> <ul style="list-style-type: none"> Find the confidence interval for a proportion. Determine the minimum sample size for finding a confidence interval for a proportion. 	<p>Elementary Statistics Textbook (Bluman) 7-3 Confidence Intervals and Sample Size for Proportions</p> <p>Additional Resource(s) Elementary Statistics 7th edition Bluman (PowerPoints, Chapter PDF files, Solutions Manual, etc.) Against All Odds Videos & Lessons Statistics Education Web</p>



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<p>means.</p> <p>Domain: Using Probability to Make Decisions Cluster: Understand and use discrete probability distributions. S.MD.A.8 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p> <p>Domain: Making Inferences and Justifying Conclusions Cluster: Make inferences and justify conclusions from sample surveys, experiments, and observational studies</p> <p>(CCSS) S.IC.B.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.</p>		<p>Task(s)</p> <p>Statistics: M&Ms C1 Statistics: M&Ms C12 What Percent of the Continental US is Within One Mile of a Road?</p>	
<p>Domain: Making Inferences and Justifying Conclusions Cluster: Understand and use confidence intervals. S.IC.D.15 Understand the meaning of confidence level, of confidence intervals, and the properties of confidence intervals. S.IC.D.16 Construct and interpret a large sample confidence interval for a proportion and for a difference between two proportions. S.IC.D.17 Construct the confidence interval for</p>	<p>Objective(s) The student will:</p> <ul style="list-style-type: none"> Find the confidence interval for a variance and a standard deviation using Chi-Square. 	<p>Elementary Statistics Textbook (Bluman) 7-4 Confidence Intervals for Variances and Standard Deviations (OPTIONAL)</p> <p>Additional Resource(s) Elementary Statistics 7th edition Bluman (PowerPoints, Chapter PDF files, Solutions Manual, etc.) Against All Odds Videos & Lessons Statistics Education Web</p>	



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<p>a mean and for a difference between two means.</p> <p>Domain: Making Inferences and Justifying Conclusions</p> <p>Cluster: Use distributions to make inferences about a data set.</p> <p>S.I.C.E.18 Apply the properties of a Chi-square distribution in appropriate situations in order to make inferences about a data set.</p> <p>Domain: Using Probability to Make Decisions</p> <p>Cluster: Understand and use discrete probability distributions.</p> <p>S.MD.A.8 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p> <p>Domain: Making Inferences and Justifying Conclusions</p> <p>Cluster: Make inferences and justify conclusions from sample surveys, experiments, and observational studies</p> <p>(CCSS) S.IC.B.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.</p>		<p>Task(s)</p> <p>Accelerated GSE Pre-Calculus Tasks: Unit 8: Inferences & Conclusions from Data</p> <p><i>How Confident Are You? p. 177</i></p>	



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Chapter 8 - Hypothesis Testing (Allow approximately 4 weeks for instruction, review, and assessment)			
<p>Domain: Making Inferences and Justifying Conclusions</p> <p>Cluster: Understand and evaluate random processes underlying statistical experiments</p> <p>(CCSS) S.IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.</p> <p>Domain: Using Probability to Make Decisions</p> <p>Cluster: Understand and use discrete probability distributions.</p> <p>S.MD.A.8 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p>	<p>Essential Question(s):</p> <ul style="list-style-type: none"> How do you use statistical ideas to test assumptions about data? How are results of hypothesis testing used for statistical inference? How do we test the differences between two population parameters? <p>Objective(s): The student will:</p> <ul style="list-style-type: none"> Understand the definitions used in hypothesis testing. State the null and alternative hypotheses. State the five steps used in hypothesis testing. 	<p>Elementary Statistics Textbook (Bluman) 8-1 Steps in Hypothesis Testing—Traditional Method</p> <p>Additional Resource(s) Elementary Statistics 7th edition Bluman (PowerPoints, Chapter PDF files, Solutions Manual, etc.) Against All Odds Videos & Lessons Khan Academy: Simple Hypothesis Testing Statistics Education Web</p>	<p>Vocabulary (Chapter 8): α (alpha) alternative, hypothesis β (beta) chi-square test, critical or rejection region, critical value, hypothesis testing, left-tailed test, level of significance, noncritical or nonrejection region, null hypothesis, one-tailed test, power of a test, P-value, research hypothesis, right-tailed test, statistical hypothesis, statistical test, test value, t test, two-tailed test, type I error, type II error, z test</p> <p>Elementary Statistics Textbook (Bluman) <i>Statistics Today</i>, pp. 400, 465 <i>Critical Thinking Challenges</i>, p. 467 <i>Speaking of Statistics</i>, pp. 414, 433 <i>Applying the Concepts</i>, pp. 412, 421, 433, 441, 453, 460 <i>Extending the Concepts</i>, pp. 424, 443</p>
<p>(Domain: Making Inferences and Justifying Conclusions</p> <p>Cluster: Understand and evaluate random processes underlying statistical experiments</p> <p>(CCSS) S.IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.</p> <p>Domain: Making Inferences and Justifying Conclusions</p> <p>Cluster: Use distributions to make inferences</p>	<p>Objective(s): The student will:</p> <ul style="list-style-type: none"> Test means when σ is known and sample size is large, using a z-test. 	<p>Elementary Statistics Textbook (Bluman) 8-2 z-Test for a Mean</p> <p>Additional Resource(s) Elementary Statistics 7th edition Bluman (PowerPoints, Chapter PDF files, Solutions Manual, etc.) Against All Odds Videos & Lessons Statistics Education Web</p>	<p><i>Data Projects</i>, p. 468 <i>TI-83/84 Step by Step</i>, pp. 426, 436, 444, 456</p>



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<p>about a data set.</p> <p>S.IC.E.19 Apply the properties of the normal distribution in appropriate situations in order to make inferences about a data set.</p> <p>Domain: Using Probability to Make Decisions</p> <p>Cluster: Understand and use discrete probability distributions.</p> <p>S.MD.A.8 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p>		
<p>(CCSS) S.IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.</p> <p>Domain: Making Inferences and Justifying Conclusions</p> <p>Cluster: Use distributions to make inferences about a data set.</p> <p>S.IC.E.19 Apply the properties of the normal distribution in appropriate situations in order to make inferences about a data set.</p> <p>Domain: Using Probability to Make Decisions</p> <p>Cluster: Understand and use discrete probability distributions.</p> <p>S.MD.A.8 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Test means when σ is unknown and sample size is small, using a t-test. 	<p>Elementary Statistics Textbook 8-3 t-Test for a Mean</p> <p>Additional Resource(s) Elementary Statistics 7th edition Bluman (PowerPoints, Chapter PDF files, Solutions Manual, etc.) Against All Odds Videos & Lessons Statistics Education Web</p>



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<p>((CCSS) S.IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.</p> <p>Domain: Making Inferences and Justifying Conclusions</p> <p>Cluster: Use distributions to make inferences about a data set.</p> <p>S.IC.E.19 Apply the properties of the normal distribution in appropriate situations in order to make inferences about a data set.</p> <p>Domain: Using Probability to Make Decisions</p> <p>Cluster: Understand and use discrete probability distributions.</p> <p>S.MD.A.8 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Test proportions, using a z-test. 	<p>Elementary Statistics Textbook 8-4 z Test for a Proportion</p> <p>Additional Resource(s) Elementary Statistics 7th edition Bluman (PowerPoints, Chapter PDF files, Solutions Manual, etc.) Against All Odds Videos & Lessons Statistics Education Web</p> <p>I Always Feel Like Somebody's Watching Me Part I on Hypothesis Testing</p>
<p>(CCSS) S.IC.A.1 (See above)</p> <p>S.IC.E.19</p> <p>S.MD.A.8</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Test variances or standard deviations using the chi-square test. 	<p>Elementary Statistics Textbook 8-5 Chi Square Test for a Variance and a Standard Deviation (OPTIONAL)</p> <p>Additional Resource(s) Elementary Statistics 7th edition Bluman (PowerPoints, Chapter PDF files, Solutions Manual, etc.) Against All Odds Videos & Lessons Statistics Education Web</p>



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<p>(CCSS) S.IC.A.1 (See above) S.IC.E.19 S.MD.A.8</p>	<p>The student will:</p> <ul style="list-style-type: none"> Explain the relationship between Type I and Type II errors and the power of a test. 	<p>Elementary Statistics Textbook 8-6 Additional Topics Regarding Hypothesis Testing</p> <p>Additional Resource(s) Elementary Statistics 7th edition Bluman (PowerPoints, Chapter PDF files, Solutions Manual, etc.) Against All Odds Videos & Lessons Statistics Education Web</p> <p>Task(s) Statistics- Types of Errors</p>	

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RESOURCE TOOLBOX		
<p>Textbook Resources Elementary Statistics 7th edition Bluman (PowerPoints, Chapter PDF files, Solutions Manual, etc.)</p>	<p>Standards Common Core Standards - Mathematics Common Core Standards - Mathematics Appendix A The Mathematics Common Core Toolbox Link to common core glossary TN Math Standards</p>	<p>Videos Against All Odds Videos (with Study Guides) (A Video Series that introduces a statistical topic and illustrates it with a real-world example) Khan Academy</p>
<p>Calculator Texas Instruments Education http://www.casioeducation.com/educators</p>	<p>Interactive Manipulatives Stat Trek AmStat.org Applet Collection</p> <p>ACT TN ACT Resources ACT College & Career Readiness Mathematics Standards</p>	<p>Additional Sites The Data and Story Library Fed Stats Bureau of Labor Statistics Educational Statistics NCTM Math Illuminations United States Census Bureau STatistics Education Web Mathematics Vision Project: Modeling Data Georgia Standards of Excellence: Unit 9 Probability Georgia Standards of Excellence: Unit 8: Inferences & Conclusions from Data</p>