

High School — Statistics and Probability

Adopted 2010

Standards for Mathematical Practice

- 1. Make sense of problems and persevere in solving them.** [CCSS.MATH.PRACTICE.MP1](#)
- 2. Reason abstractly and quantitatively.** [CCSS.MATH.PRACTICE.MP2](#)
- 3. Construct viable arguments and critique the reasoning of others.** [CCSS.MATH.PRACTICE.MP3](#)
- 4. Model with mathematics.** [CCSS.MATH.PRACTICE.MP4](#)
- 5. Use appropriate tools strategically.** [CCSS.MATH.PRACTICE.MP5](#)
- 6. Attend to precision.** [CCSS.MATH.PRACTICE.MP6](#)
- 7. Look for and make use of structure.** [CCSS.MATH.PRACTICE.MP7](#)
- 8. Look for and express regularity in repeated reasoning.** [CCSS.MATH.PRACTICE.MP8](#)

Interpreting Categorical and Quantitative Data

- A. Summarize, represent, and interpret data on a single count or measurement variable** [CCSS.MATH.CONTENT.HSS-ID.A](#)
 1. Represent data with plots on the real number line (dot plots, histograms, and box plots). [CCSS.MATH.CONTENT.HSS-ID.A.1](#)
 2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. [CCSS.MATH.CONTENT.HSS-ID.A.2](#)
 3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). [CCSS.MATH.CONTENT.HSS-ID.A.3](#)
 4. 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. [CCSS.MATH.CONTENT.HSS-ID.A.4](#)
- B. Summarize, represent, and interpret data on two categorical and quantitative variables** [CCSS.MATH.CONTENT.HSS-ID.B](#)

5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. **CCSS.MATH.CONTENT.HSS-ID.B.5**
6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. **CCSS.MATH.CONTENT.HSS-ID.B.6**
 - a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. **CCSS.MATH.CONTENT.HSS-ID.B.6A**
 - b. Informally assess the fit of a function by plotting and analyzing residuals. **CCSS.MATH.CONTENT.HSS-ID.B.6B**
 - c. Fit a linear function for a scatter plot that suggests a linear association. **CCSS.MATH.CONTENT.HSS-ID.B.6C**

C. Interpret linear models **CCSS.MATH.CONTENT.HSS-ID.C**

7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. **CCSS.MATH.CONTENT.HSS-ID.C.7**
 8. Compute (using technology) and interpret the correlation coefficient of a linear fit. **CCSS.MATH.CONTENT.HSS-ID.C.8**
 9. Distinguish between correlation and causation. **CCSS.MATH.CONTENT.HSS-ID.C.9**
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Making Inferences and Justifying Conclusions

A. Understand and evaluate random processes underlying statistical experiments **CCSS.MATH.CONTENT.HSS-IC.A**

1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population. **CCSS.MATH.CONTENT.HSS-IC.A.1**
 2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. **CCSS.MATH.CONTENT.HSS-IC.A.2**
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B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies **CCSS.MATH.CONTENT.HSS-IC.B**

3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. **CCSS.MATH.CONTENT.HSS-IC.B.3**
 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. **CCSS.MATH.CONTENT.HSS-IC.B.4**
 5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. **CCSS.MATH.CONTENT.HSS-IC.B.5**
 6. Evaluate reports based on data. **CCSS.MATH.CONTENT.HSS-IC.B.6**
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Conditional Probability and the Rules of

A. Understand independence and conditional probability and use them to interpret data **CCSS.MATH.CONTENT.HSS-CP.A**

Probability

1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not"). [CCSS.MATH.CONTENT.HSS-CP.A.1](#)
2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent. [CCSS.MATH.CONTENT.HSS-CP.A.2](#)
3. Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B. [CCSS.MATH.CONTENT.HSS-CP.A.3](#)
4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. [CCSS.MATH.CONTENT.HSS-CP.A.4](#)
5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. [CCSS.MATH.CONTENT.HSS-CP.A.5](#)

B. Use the rules of probability to compute probabilities of compound events in a uniform probability model [CCSS.MATH.CONTENT.HSS-CP.B](#)

6. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model. [CCSS.MATH.CONTENT.HSS-CP.B.6](#)
7. Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model. [CCSS.MATH.CONTENT.HSS-CP.B.7](#)
8. (+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B|A) = P(B)P(A|B)$, and interpret the answer in terms of the model. [CCSS.MATH.CONTENT.HSS-CP.B.8](#)
9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems. [CCSS.MATH.CONTENT.HSS-CP.B.9](#)

Using Probability to Make Decisions

A. Calculate expected values and use them to solve problems [CCSS.MATH.CONTENT.HSS-MD.A](#)

1. (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions. [CCSS.MATH.CONTENT.HSS-MD.A.1](#)
2. (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution. [CCSS.MATH.CONTENT.HSS-MD.A.2](#)
3. (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. [CCSS.MATH.CONTENT.HSS-MD.A.3](#)

4. (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. [CCSS.MATH.CONTENT.HSS-MD.A.4](#)
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B. Use probability to evaluate outcomes of decisions [CCSS.MATH.CONTENT.HSS-MD.B](#)

5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. [CCSS.MATH.CONTENT.HSS-MD.B.5](#)
 - a. Find the expected payoff for a game of chance. [CCSS.MATH.CONTENT.HSS-MD.B.5A](#)
 - b. Evaluate and compare strategies on the basis of expected values. [CCSS.MATH.CONTENT.HSS-MD.B.5B](#)
6. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator). [CCSS.MATH.CONTENT.HSS-MD.B.6](#)
7. (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). [CCSS.MATH.CONTENT.HSS-MD.B.7](#)