*Unit 8- Statistics

Content Area: **Mathematics**
Course(s): **Algebra 2 Honors**
Time Period: **May**
Length: **11 blocks**
Status: **Published**

Transfer Skills

In this unit students will interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). Students will 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. Students will use sample data to critique inferences and conclusions about the corresponding population.

Instructional Notes

A distinguished command describes a student who recognizes, calculates and uses conditional probability and independence in a multi-step contextual problem, using appropriate set language and appropriate representations including two-way frequency tables. This student also applies the addition rule of probability and interprets the answers in terms of the model.

Teacher should create a Performance Task for students to complete based on the ability to analyze and interpret data.

Enduring Understandings

The study of statistics includes observational studies, sample surveys, and experimental design.

Describing center, spread, and shape is essential analysis of both univariate and bivariate data.

Essential Questions

How does technology influence and enhance experimental studies?

How does analysis of data inform and influence decisions.

Content

Vocabulary

Center

Median

Mean

Spread

Interquartile Range

Standard Deviation

Extreme Data Points

Outliers

Normal Distribution

Inferences

Population Parameters

Random Sample

Surveys

Experiments

Observational Studies

Skills

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.

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

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.

Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation.

Recognize the purpose of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

Use data from a sample survey to estimate population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

Evaluate reports based on data.

+ Use probabilities to make fair decisions.

+ Analyze decisions and strategies using probability concepts.

See Instructional Notes above

+ Honors Only

Resources

Teacher Resources by Standard

www.illustrativemathematics.org

katm.org/wp/wp-content/uploads/flipbooks/High-School-CCSS-Flip-Book-USD-259-2012.pdf

illuminations.nctm.org/

www.pbslearningmedia.org/

Online Teaching Websites

www.khanacademy.org

www.ixl.com

Algebra 2 Common Core Textbook

Chapter 11 pg. 671

Standards

NJSLS 2016

Interpreting Categorical and Quantitative Data

S-ID A. Summarize, represent, and interpret data on a single count or measurement variable

1. Represent data with plots on the real number line (dot plots, histograms, and box plots).

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

3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

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.

B. Summarize, represent, and interpret data on two categorical and quantitative variables

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.

Making Inferences and Justifying Conclusions

A. Understand and evaluate random processes underlying statistical experiments

1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?

B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies

3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

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

5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

6. Evaluate reports based on data.

Conditional Probability and the Rules of Probability

S-CP A. Understand independence and conditional probability and use them to interpret data

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”).

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.

3. Understand the conditional probability of A given B as P(A 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.

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. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.

5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.

B. Use the rules of probability to compute probabilities of compound events in a uniform probability model

6. Find the conditionalprobability 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.

7. Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model.

Mathematical Practices

2 Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

3 Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

MA.S-ID	Interpreting Categorical and Quantitative Data
MA.S-ID.A	Summarize, represent, and interpret data on a single count or measurement variable
MA.K-12.2	Reason abstractly and quantitatively.
MA.S-ID.A.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).
MA.S-ID.A.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.
	Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a

	coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.S-ID.A.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
MA.S-ID.A.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. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
MA.S-ID.B	Summarize, represent, and interpret data on two categorical and quantitative variables
MA.S-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.
MA.S-IC.A	Understand and evaluate random processes underlying statistical experiments
MA.S-IC.A.1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
MA.S-IC.A.2	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?
MA.S-IC.B	Make inferences and justify conclusions from sample surveys, experiments, and observational studies
MA.S-IC.B.3	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
MA.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.
MA.S-IC.B.5	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.
MA.S-IC.B.6	Evaluate reports based on data.
MA.S-CP	Conditional Probability and the Rules of Probability
MA.S-CP.A	Understand independence and conditional probability and use them to interpret data
MA.S-CP.A.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”).
MA.S-CP.A.2	Understand that two events □ and □ are independent if the probability of □ and □ occurring together is the product of their probabilities, and use this characterization to determine if they are independent.
MA.S-CP.A.3	Understand the conditional probability of □ given □ as □(□ □□□ □)/□(□), and interpret independence of □ and □ as saying that the conditional probability of □ given □ is the same as the probability of □, and the conditional probability of □ given □ is the same as the probability of □.
MA.S-CP.A.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. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.
MA.S-CP.A.5	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.
MA.S-CP.B	Use the rules of probability to compute probabilities of compound events in a uniform probability model
MA.S-CP.B.6	Find the conditional probability of □ given □ as the fraction of □’s outcomes that also belong to □, and interpret the answer in terms of the model.
MA.S-CP.B.7	Apply the Addition Rule, □(□ □□ □) = □(□) + □(□) – □(□ □□□ □), and interpret the answer in terms of the model.
MA.S-CP.B.8	Apply the general Multiplication Rule in a uniform probability model, □(□ □□□ □) = [□(□)] × [□(□|□)] = [□(□)] × [□(□|□)], and interpret the answer in terms of the model.
MA.S-CP.B.9	Use permutations and combinations to compute probabilities of compound events and solve problems.
MA.S-MD	Using Probability to Make Decisions
MA.S-MD.A	Calculate expected values and use them to solve problems
MA.S-MD.A.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. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.
MA.S-MD.A.4	Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value.
MA.S-MD.B	Use probability to evaluate outcomes of decisions
MA.S-MD.B.5	Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.
MA.S-MD.B.5a	Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast food restaurant.
MA.S-MD.B.6	Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).
MA.S-MD.B.7	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).