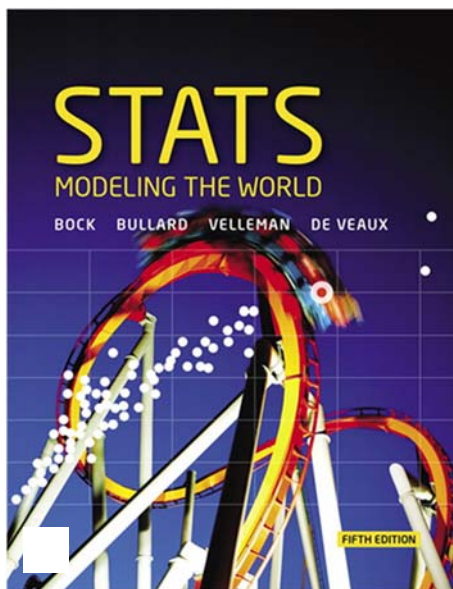


A Correlation of
Stats
Modeling the World
5th Edition, ©2019



Florida Department of Education
Probability & Statistics with Applications Honors
Course Code 1210300

**2018-19 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARD ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

SUBMISSION TITLE: Stats, Modeling the World 5th Edition, ©2019
GRADE LEVEL: 9-12
COURSE TITLE: Probability & Statistics with Applications Honors
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BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)
MAFS.912.S-CP.1.1:	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”). ★	SE/TE: 343-344, 347, 349-350, 352-353, 356-357, 362-368, 373-374, 377-378, 393, 420
MAFS.912.S-CP.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. ★	SE/TE: 344, 350-352, 354-357, 360, 369-374, 382-383, 385-386
MAFS.912.S-CP.1.3:	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. ★	SE/TE: 367-370, 374-379, 381-383, 387

SE = Student Edition

TE = Teacher’s Edition

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MAFS.912.S-CP.1.4:	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. <i>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.</i> ★	SE/TE: 677-679, 682-684, 686-688, 691-694, 696-700
MAFS.912.S-CP.1.5:	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. <i>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.</i> ★	SE/TE: 344, 350-352, 354-355, 360, 367-382, 385-386
MAFS.912.S-CP.2.6:	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. ★	SE/TE: 367-370, 374-382, 384, 387

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MAFS.912.S-CP.2.7:	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. ★	SE/TE: 349-350, 354-356, 358, 362-365, 382, 416
MAFS.912.S-CP.2.8:	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. ★	SE/TE: 350-352, 354-359, 373-377, 382-383, 414
MAFS.912.S-CP.2.9:	Use permutations and combinations to compute probabilities of compound events and solve problems. ★	Students calculate probabilities of compound events using the Multiplication Rule. They describe combinations generally, and they use permutations in statistics to compare means SE/TE: 371, 374, 348, 377, 556, 620-621, 343-344, 377, 694, 109
MAFS.912.S-IC.1.1:	Understand statistics as a process for making inferences about population parameters based on a random sample from that population. ★	SE/TE: 279-281, 283-289, 295-297, 301-302, 312, 331, 343, 424, 444-445, 448-449
MAFS.912.S-IC.1.2:	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. <i>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?</i>	SE/TE: 267-268, 270-274, 277, 285, 321, 336, 402, 421, 429, 444

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MAFS.912.S-IC.2.3:	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★	SE/TE: 278-282, 285-286, 288-292, 294-295, 297, 309-314, 325, 331, 339-340, 441
MAFS.912.S-IC.2.4:	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. ★	SE/TE: 282, 285-286, 294, 296, 584, 589, 574-575, 499, 331, 447
MAFS.912.S-IC.2.5:	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★	SE/TE: 305-306, 308, 313-315, 317, 321, 323, 327, 556, 743, 745
MAFS.912.S-IC.2.6:	Evaluate reports based on data. ★	SE/TE: 10, 82, 206-207, 295, 309, 331, 448, 502, 648, 723-724
MAFS.912.S-ID.1.1:	Represent data with plots on the real number line (dot plots, histograms, and box plots). ★	SE/TE: 41-42, 45, 47, 54-55, 68, 70-71, 121, 185, 492, 642
MAFS.912.S-ID.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. ★	SE/TE: 90, 101, 143-144, 310-311, 341, 562, 605, 614, 622, 646

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MAFS.912.S-ID.1.3:	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★	SE/TE: 23, 79-84, 89-90, 92-93, 98, 101, 135, 144, 341, 605
MAFS.912.S-ID.1.4:	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. ★	SE/TE: 109-126, 128-133, 445-462, 465-470
MAFS.912.S-ID.2.5:	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. ★	SE/TE: 17-18, 29, 30, 33, 125, 677, 683, 685-686, 692
MAFS.912.S-ID.2.6:	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. ★	SE/TE: 148-152, 154-158, 160-162, 164-170, 171-175, 177-179, 181, 184, 189-191, 196-203

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a.	Fit a function to the data; use functions fitted to data to solve problems in the context of the data. <i>Use given functions or choose a function suggested by the context. Emphasize linear, and exponential models.</i>	SE/TE: 174-180, 184-185, 191-192, 195-204, 208-210, 222, 227, 228-229, 232-240, 244-251
b.	Informally assess the fit of a function by plotting and analyzing residuals.	SE/TE: 180-183, 191, 195-204, 205-207, 212, 221-226, 229-230, 254, 256, 258
c.	Fit a linear function for a scatter plot that suggests a linear association.	SE/TE: 174-180, 184-185, 188-190, 192, 208-210, 222, 226-227, 229, 232-240, 244-251
MAFS.912.S-ID.3.7:	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. ★	SE/TE: 184-185, 190, 192, 195-204, 208-210, 222, 226-227, 253, 255, 257
MAFS.912.S-ID.3.8:	Compute (using technology) and interpret the correlation coefficient of a linear fit. ★	SE/TE: 152-163, 165-170, 185-187, 190, 195-204, 212-216, 219-221, 225, 227, 229
MAFS.912.S-ID.3.9:	Distinguish between correlation and causation. ★	SE/TE: 159-161, 192, 212-214, 217

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MAFS.912.S-MD.1.1:	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. ★	SE/TE: 388-410, 414-432, 443-463
MAFS.912.S-MD.1.2:	Calculate the expected value of a random variable; interpret it as the mean of the probability distribution. ★	SE/TE: 388-391, 393-399, 402, 405-409, 414-415, 674-676, 679, 681, 686, 688-689
MAFS.912.S-MD.1.3:	Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. <i>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.</i> ★	SE/TE: 413-432, 433-442

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MAFS.912.S-MD.1.4:	Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. <i>For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households? ★</i>	SE/TE: 443-463, 464-470
MAFS.912.S-MD.2.5:	Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. ★	SE/TE: 496-497, 504-506, 541, 675-676, 681, 686
a.	Find the expected payoff for a game of chance. <i>For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.</i>	SE/TE: 406-407, 429, 437, 469, 668, 694

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b.	Evaluate and compare strategies on the basis of expected values. <i>For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.</i>	SE/TE: 131, 275-277, 333, 387, 435, 437, 516, 523, 527
MAFS.912.S-MD.2.6:	Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator). ★	SE/TE: 445-450, 496-497, 502, 504-506, 511, 535, 660
MAFS.912.S-MD.2.7:	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★	SE/TE: 496-497, 504-506, 524, 535, 541-542, 645
MAFS.K12.MP.1.1:	Make sense of problems and persevere in solving them.	SE/TE: 5, 14, 61, 119-120, 190, 354, 393, 426, 480, 507
MAFS.K12.MP.2.1:	Reason abstractly and quantitatively.	SE/TE: 26, 129, 213, 346, 357-358, 381, 498, 544, 622, 708
MAFS.K12.MP.3.1:	Construct viable arguments and critique the reasoning of others.	SE/TE: 49, 113, 146, 264, 276, 328, 346, 489, 519, 620
MAFS.K12.MP.4.1:	Model with mathematics.	SE/TE: 109, 126, 178, 185, 188, 193, 219, 246, 427, 507

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MAFS.K12.MP.5.1:	Use appropriate tools strategically.	SE/TE: 42, 86-87, 117, 155, 191, 217, 314, 444, 531, 556
MAFS.K12.MP.6.1:	Attend to precision.	SE/TE: 46, 65, 124, 161, 281, 348, 404, 476-477, 548, 709
MAFS.K12.MP.7.1:	Look for and make use of structure. .	SE/TE: 156, 234, 249, 265, 270, 276, 399, 452, 539, 667
MAFS.K12.MP.8.1:	Look for and express regularity in repeated reasoning.	SE/TE: 180, 307, 310, 344, 444, 451, 509, 541, 549, 711
LAFS.1112.RST.1.3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	SE/TE: 54-55, 309-310, 353-355, 392-393, 400-401, 449-450, 552-554, 584-585, 588-590, 638-639
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.	SE/TE: 56, 103, 150, 174, 283, 350, 389, 579, 672, 711

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LAFS.1112.RST.3.7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	Technology available for use with the textbook includes MyLab Statistics, which provides access to multimedia resources. Exercises at the end of each chapter in the textbook provide opportunities for students to analyze data from a rich variety of sources, including newspapers and journals, reports and studies, websites and videos, and databases, which are cited so that students can explore them further. SE/TE: 11, 36-37, 76, 99, 143, 167-168, 202, 225, 300, 331-335
LAFS.1112.WHST.1.1:	Write arguments focused on <i>discipline-specific content</i> .	SE/TE: 49, 113, 146, 264, 276, 328, 346, 489, 519, 620
a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	SE/TE: 217, 496-497, 514, 517, 563, 639, 650, 658, 730, 733

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b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.	SE/TE: 143, 309, 351, 497, 502, 505, 511, 518, 603, 654
c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	The text models the use of words like "remember," phrases like "refer to," and clauses like, "In Chapter 2 we looked.... Here we'll explore...." to create cohesion and coherence throughout the book. A pervasive concept throughout the textbook is the use of statistical analysis to find evidence, and logic to state reasons, to make conjectures and support conclusions, as well as to reject false claims. SE/TE: 77, 228, 266, 445, 495, 505, 511, 530, 575, 636
d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Students are provided with opportunities to write in a formal style and objective tone as they solve multi-step problems that require them to interpret information, explain their reasoning, or justify their conclusions. SE/TE: 69-71, 100-101, 139-141, 146, 169, 254, 264, 310, 537, 724

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e.	Provide a concluding statement or section that follows from or supports the argument presented.	The problem-solving strategy modeled by examples in the textbook is based on a step-by-step process of Think, Show, and Tell. The Tell step requires students to report their findings as they draw conclusions from their work. SE/TE: 5, 61, 354, 507, 509, 515, 598, 626, 654-655, 695-698
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Students are provided with opportunities to produce clear and coherent writing to complete a task, solve a problem, or answer an open-ended question as they complete the exercises at the end of each chapter and unit. SE/TE: 33, 35, 38, 73-74, 76-77, 93, 95, 98, 140-141, 143
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.	SE/TE: 10-11, 31, 33, 68-69, 91, 335, 444, 491, 515, 566
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	Examples in the textbook and exercises at the end of a chapter or unit that ask students to discuss statistical findings can be used as the basis of collaborative classroom dialogues, providing opportunities to share and develop ideas. SE/TE: 28, 89, 92, 289, 463, 466, 630, 643, 713, 731

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a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	Examples in the textbook and exercises at the end of a chapter or unit that ask students to discuss statistical findings can be used as the basis for preparing to participate in a classroom dialogue. SE/TE: 28, 89, 92, 289, 463, 466, 630, 643, 713, 731
b.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	Examples in the textbook and exercises at the end of a chapter or unit that ask students to discuss statistical findings can be used as the basis for establishing classroom rules for collegial discourse. SE/TE: 28, 89, 92, 289, 463, 466, 630, 643, 713, 731
c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	Examples in the textbook and exercises at the end of a chapter or unit that ask students to discuss statistical findings can be used as the basis for dialogue on broader themes or larger ideas. SE/TE: 28, 89, 92, 289, 463, 466, 630, 643, 713, 731

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d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	Examples in the textbook and exercises at the end of a chapter or unit that ask students to discuss statistical findings can be used as the basis for collaborative discussions and provide students with opportunities to respond thoughtfully to diverse perspectives. SE/TE: 28, 89, 92, 289, 463, 466, 630, 643, 713, 731
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Students learn about survey bias, credible sources, and reputable polling organizations, SE/TE: 10, 293-297, 320, 340, 357, 443
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Examples in the textbook and exercises at the end of a chapter or unit that ask students to discuss statistical findings can be used as the basis for collaborative discussions and provide students with opportunities to evaluate a speaker's point of view. SE/TE: 28, 89, 92, 289, 463, 466, 630, 643, 713, 731

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LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Examples in the textbook and exercises at the end of a chapter or unit that ask students to discuss statistical findings can be used as opportunities to present information clearly, concisely, and logically. SE/TE: 28, 89, 92, 289, 463, 466, 630, 643, 713, 731
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	English language learners have equal access to the textbook and other course materials, including MyLab Math and MyLab Statistics. Student online help includes Writing Space and Learning Catalytics. The following references are to extended writing opportunities. SE/TE: 69-71, 100-101, 139-141, 146, 169, 254, 264, 310, 537, 724
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.	English Language Learners have equal access to opportunities for collaborative discussion and social interaction provided by examples in the textbook and exercises at the end of a chapter or unit that ask students to discuss statistical findings SE/TE: 28, 89, 92, 289, 463, 466, 630, 643, 713, 731