

Any standard **highlighted in yellow** has been determined by our WCSD teachers, district and state experts as essential for students to master.

<p><b>Strand 10.S.CP: I understand independence and conditional probability and use them to interpret data (Standards S.CP.1,4-5). I can use the rules of probability to compute probabilities of compound events in a uniform probability model (Standard S.CP.6).</b></p>			
<p><b>Standard 10.S.CP.1: I can 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.</b></p>			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>I can describe events as subsets of a sample space.</li> <li>I can use characteristics or categories of the outcomes, or as unions, intersections, or complements of other events (“or” and “not”)</li> </ul>	<p><b>Academic Vocabulary &amp; Notation</b></p> <ul style="list-style-type: none"> <li>describe, events, subsets, sample space, characteristics, outcomes, unions, intersections, complements</li> </ul>	<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li>How does this relate to other math that we’ve learned?</li> <li>What questions arose as you were working?</li> </ul>	<p><b>Possible Assessments</b></p> <ul style="list-style-type: none"> <li><u>District CFAs</u></li> </ul>
<p><b>Standard 10.S.CP.4: I can construct and interpret two-way frequency tables of data when two categories are associated with each object being classified.</b></p>			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>I can use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities.</li> </ul>	<p><b>Academic Vocabulary &amp; Notation</b></p> <ul style="list-style-type: none"> <li>two-way table, sample space, independent, approximate, conditional probability</li> </ul>	<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li>A question I had was.....</li> </ul>	<p><b>Possible Assessments</b></p> <ul style="list-style-type: none"> <li><u>District CFAs</u></li> </ul>
<p><b>Standard 10.S.CP.5: I can recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.</b></p>			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>I can compare the chance of having (lung cancer) if you are a (smoker) with the chance of being a (smoker) if you have (lung cancer) an example.</li> </ul>	<p><b>Academic Vocabulary &amp; Notation</b></p> <ul style="list-style-type: none"> <li>compare, chance</li> </ul>	<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li>Construct a scenario that you can gather data (similar to the example).</li> </ul>	<p><b>Possible Assessments</b></p> <ul style="list-style-type: none"> <li><u>District CFAs</u></li> </ul>

**Standard 10.S.CP.6: I can 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.**

<b>Learning Targets</b>	<b>Academic Vocabulary &amp; Notation</b>	<b>Question Stems</b>	<b>Possible Assessments</b>
<ul style="list-style-type: none"><li>I can find conditional probability and interpret it.</li></ul>	<ul style="list-style-type: none"><li>conditional probability, interpret</li></ul>	<ul style="list-style-type: none"><li>What was the most challenging part of the task?</li></ul>	<ul style="list-style-type: none"><li><u>District CFAs</u></li></ul>