## **Table of Contents**

	Foreword	vii
	Acknowledgments	xi
	About Focus on Statistics	xiii
	Linking Investigations with GAISE Levels, Common Core State Standards, NCTM Catalyzing Change in High School Mathematics, and Mathematical Practices Through a Statistical LensLinking Investigations to High-School Mathematics Curriculum	
Section I: Gettin	g Started	
	Investigation: Questioning Through the Investigative Process	27
Section II: One-	Variable Data Analysis	
	Investigation 1: Could You Be an Olympic Swimmer?  Graphical Displays	39
	Investigation 2: Are Baseball Games Taking Longer?  Comparing Multiple Groups	49
	Investigation 3: How Good Is Your Memory? Standard Deviation	57
	Investigation 4: Do You Have Too Much Homework?  Exploratory Lesson	69
Section III: Two-	Variable Data Analysis	
	Investigation 5: How Many Calories?  Scatterplots	75
	Investigation 6: Are Gender and Pay Related?  Correlation	85
	Investigation 7: Are Gender and Pay Related? Continued  Assessing Linear Fit	97
	Investigation 8: How Long to Topple Dominoes?  Exploratory Lesson	111
	Investigation 9: Survey Says?  Analyzing Categorical Data in a Statistical Study	117

## Contents

	Investigation 10: Is There an Association?  Summarizing Bivariate Categorical Data	127
	Investigation 11: Independent or Not Independent Events?  Comparing Conditional Relative Frequencies	139
Section IV:	Probability	
	Investigation 12: Chances of Getting the Flu?  Simulations	151
	Investigation 13: What Is the Expected Cost to Raise a Child?  Expected Value	161
	Investigation 14: How Long Do the Subway Doors Stay Open?  Normal Distribution	171
Section V:	Inference	
	Investigation 15: How Many Can You Expect to Have a Job?  Sampling Distribution	185
	Investigation 16: Too Many Peanuts?  Investigating a Claim	193
	Investigation 17: How Many Hours of Volunteer Time?  Bootstrapping	201
	Investigation 18: How Stressed Are You? Exploratory Lesson: Comparing the Differences in Proportions	209
Section VI:	Teacher Resources	
	Overview of ASA Online Resources for K_12 Teachers	218