



**Georgia's K-12
Mathematics Standards
Curriculum Map**

2026 – 2027

STATISTICAL REASONING

FCS STATISTICAL REASONING CURRICULUM MAP

Georgia's Statistical Reasoning Mathematics Standards						
Semester 1			Semester 2			
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Statistical Modeling	Statistics as a Problem-Solving Process and the Role of Questioning	Collecting and Considering Data and Types of Studies (including non-traditional data)	Analyzing Data and the Role of Distributions	Interpreting Results to Answer the Statistical Investigative Question (Sampling Distribution)	Interpreting Results to Answer the Statistical Investigative Question (Confidence Interval)	Culminating Capstone Unit
27 Days	28 Days	28 Days	25 Days	27 Days	25 Days	10 Days
<u>Unit Dates</u> 8/5/2026 – 9/11/2026	<u>Unit Dates</u> 9/14/2026 – 10/29/2026	<u>Unit Dates</u> 10/30/2026 – 12/16/2026	<u>Unit Dates</u> 1/5/2027 – 2/9/2027	<u>Unit Dates</u> 2/10/2027 – 3/26/2027	<u>Unit Dates</u> 3/29/2027 – 5/7/2027	<u>Unit Dates</u> 5/10/2027 – 5/21/2027
Learning Expectations SR.MM.1.1 SR.MM.1.2 SR.MM.1.3 SR.MM.1.4	Learning Expectations SR.DSR.2.1 SR.DSR.2.2 SR.DSR.2.3 SR.DSR.2.4	Learning Expectations SR.DSR.3.1 SR.DSR.3.2 SR.DSR.3.3 SR.DSR.3.4 SR.DSR.3.5 SR.DSR.3.6 SR.DSR.3.7	Learning Expectations SR.DSR.4.1 SR.DSR.4.2 SR.DSR.4.3 SR.DSR.4.4 SR.DSR.4.5 SR.DSR.4.6	Learning Expectations SR.DSR.5.1 SR.DSR.5.2 SR.DSR.5.3 SR.DSR.5.4 SR.DSR.5.5	Learning Expectations SR.DSR.5.1 SR.DSR.5.2 SR.DSR.5.3 SR.DSR.5.4 SR.DSR.5.5	Learning Expectations All Standards
SR.MM.1-4 SR.MP.1-8	SR.MM.1-4 SR.MP.1-8	SR.MM.1-4 SR.MP.1-8	SR.MM.1-4 SR.MP.1-8	SR.MM.1-4 SR.MP.1-8	SR.MM.1-4 SR.MP.1-8	SR.MM.1-4 SR.MP.1-8

The [Framework for Statistical Reasoning](#), [Mathematical Modeling Framework](#), and the [K-12 Mathematical Practices](#) should be taught throughout the units.

Unit 1: Statistical Modeling

27 Days

Unit Dates: 8/5/2026 - 9/11/2026

SR.MM.1: Apply mathematics to real-life situations; model real-life phenomena using mathematics.

SR.MM.1.1: Explain contextual, mathematical problems using a mathematical model.

SR.MM.1.2: Create mathematical models to explain phenomena that exist in the natural sciences, social sciences, liberal arts, fine and performing arts, and/or humanities contexts.

SR.MM.1.3: Using abstract and quantitative reasoning, make decisions about information and data from a real-life situation.

SR.MM.1.4: Use various mathematical representations and structures with this information to represent and solve real-life problems.

Unit 2: Statistics as a Problem-Solving Process and the Role of Questioning

28 Days

Unit Dates: 9/14/2026 - 10/29/2026

SR.DSR.2: Formulate statistical investigative questions of interest to students that can be answered with data.

SR.DSR.2.1: Formulate statistical investigative questions about a population using samples taken from the population.

SR.DSR.2.2: Formulate comparative and associative statistical investigative questions for surveys, observational studies, and experiments to compare two or more groups or to investigate the association of two or more variables.

SR.DSR.2.3: Formulate multivariable statistical investigative questions.

SR.DSR.2.4: Formulate inferential statistical investigative questions regarding association and prediction.

Unit 3: Collecting and Considering Data and Types of Studies (including non-traditional data)

28 Days

Unit Dates: 10/30/2026 - 12/16/2026

SR.DSR.3: Collect data by designing and implementing a plan to address the formulated statistical investigative question.

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- SR.DSR.3.1:** Apply an appropriate data-collection plan when collecting primary or secondary data for the statistical investigative question of interest.
- SR.DSR.3.2:** Distinguish between surveys, observational studies, and experiments.
- SR.DSR.3.3:** Design sample surveys, experiments, and observational studies using accepted practices.
- SR.DSR.3.4:** Distinguish between random selection and random assignment and identify their impact on conclusions.
- SR.DSR.3.5:** Describe potential sources and effects of bias and confounding variables.
- SR.DSR.3.6:** Describe and adhere to the ethical use of data (e.g., sensitive information, privacy, and living subjects).
- SR.DSR.3.7:** Identify when data can be generalized to a target population.

Unit 4: Analyzing Data and the Role of Distributions

25 Days

Unit Dates: 1/5/2027 - 2/9/2027

SR.DSR.4: Analyze data by selecting and using appropriate graphical and numerical methods.

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- SR.DSR.4.1:** Summarize quantitative or categorical data using tables, graphical displays, and numerical summary statistics.
- SR.DSR.4.2:** Summarize and describe relationships among multiple variables.
- SR.DSR.4.3:** Use sampling distributions developed through simulation to describe the sample-to-sample variability of sample statistics.
- SR.DSR.4.4:** Use sampling distributions to compute simulated p-values.
- SR.DSR.4.5:** Describe the relationship between two quantitative variables by interpreting correlation (r) and a least-square regression line (using technology).
- SR.DSR.4.6:** Use simulations to investigate associations between two categorical variables and to compare groups.

Unit 5: Interpreting Results to Answer the Statistical Investigative Question (Sampling Distribution)

27 Days

Unit Dates: 2/10/2027 - 3/26/2027

SR.DSR.5: Interpret the results of the analysis, making connections to the formulated statistical investigative question.

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- SR.DSR.5.1:** Use statistical evidence from analyses to answer the formulated statistical investigative questions.
- SR.DSR.5.2:** Interpret the impact of outliers, missing values, or erroneous values on the results.
- SR.DSR.5.3:** Use and interpret the p-value to determine whether the estimate for a population characteristic is plausible.
- SR.DSR.5.4:** Interpret a given margin of error associated with an estimate of a population characteristic.
- SR.DSR.5.5:** Explain the impact of multiple variables on one another.

Unit 6: Interpreting Results to Answer the Statistical Investigative Question (Confidence Interval)

25 Days

Unit Dates: 3/29/2027 - 5/7/2027

SR.DSR.5: Interpret the results of the analysis, making connections to the formulated statistical investigative question.

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SR.DSR.5.1: Use statistical evidence from analyses to answer the formulated statistical investigative questions.

SR.DSR.5.2: Interpret the impact of outliers, missing values, or erroneous values on the results.

SR.DSR.5.3: Use and interpret the p-value to determine whether the estimate for a population characteristic is plausible.

SR.DSR.5.4: Interpret a given margin of error associated with an estimate of a population characteristic.

SR.DSR.5.5: Explain the impact of multiple variables on one another.

Unit 7: Culminating Capstone Unit

10 Days

Unit Dates: 5/10/2027 - 5/21/2027

ALL Standards Addressed in this Unit

The capstone unit applies content that has already been learned in previous interdisciplinary PBLs and units throughout the school year. The capstone unit is an interdisciplinary unit that allows students to create a presentation, report, or demonstration that could include their models used to answer an overarching driving question. (e.g., Students can present their solution(s), findings, project, or answer to the driving question to a larger audience during the culminating capstone unit.)