

ARC Week at Glance

Subject: Math

Course: Advanced Algebra Concepts & Connections

Grade: 10th – 12th

Dates: 9/9 to 9/13

Standard(s):
 AA.DSR.2.4: Calculate and interpret z-scores as a measure of relative standing and as a method of standardizing units. AA.DSR.2.5: Given a normally distributed population, estimate percentages using the Empirical Rule, z-scores, and technology. AA.DSR.2.7: Given a margin of error, develop and compare confidence intervals of different models to make conclusions about reliability. AA.MM.1.1: Explain applicable, mathematical problems using a mathematical model. AA.MM.1.3: Using abstract and quantitative reasoning, make decisions about information and data from a mathematically applicable situation. AA.MM.1.4: Use various mathematical representations and structures to represent and solve real-life problems.

Assessment(s): Quiz Unit Test Project Lab None

	Learning Target (I am learning about...)	Criteria for Success (I can...)	Opening (10 - 15 Mins)	Work-Session (20 - 25 mins)	Closing (5 - 10 mins)	Literacy Tasks/Focus
			<i>(Include at least one/two formatives*in any part of the lesson as needed)</i>			
Monday	I am learning about Normal distributions and z-scores	I can calculate z-scores and determine the percentile data fall into.	Part I on Practice with Normal Distributions & Z-Scores with teacher guidance	Part II on Practice with Normal Distributions & Z-Scores *formative	Compare Part II with partner, share, then check	What do you know? What do you need to know?
Tuesday	I am learning about Normal distributions and z-scores	I can calculate z-scores and determine the percentile data fall into.	Study, Quick Q&A	Quiz on Normal Distributions & Z-Scores		
Wednesday	I am learning about confidence intervals	I can conduct statistical analyses included in studies to determine the confidence intervals of different models to make conclusions about the reliability of the data.	“Do You Have Confidence” Diagnostic Assessment	Watch video clips of The Price is Right’s “Range Game” in which the contestant is trying to guess the price of a prize, within a given range.	Complete the Range Game ILP then share with a partner	Interpret real-life confidence intervals and explain what they mean.

Thursday	I am learning about confidence intervals	I can critically evaluate confidence intervals to answer a statistical investigative question	“Which One Doesn’t Belong?”	The Confidence Game ILP	Display the answers for each of the 10 questions from the handout the students write the total number of “correct” responses Engage the students in a discussion about how well they did at estimating the true values with their intervals.	Class brainstorm about what it means to “estimate” something. Students come up with possible synonyms for the word “estimate.”
Friday	I am learning how to construct confidence intervals.	I can calculate a confidence interval and margin of error for a population proportion or mean	HMH (GA) Lesson 16.1 Practice Workbook page 247	HMH (GA) Lesson 16.1 Practice Workbook page 248 Example 2	HMH (GA) Lesson 16.1 Page 249 #'s 1 – 6	What part of our calculations account for the margin of error?

* Exit Ticket/Final Stretch Check Electronic Tools Dry Erase Boards – quick checks Turn & Talk Discussion (verbal responses) Teacher Observation – document Clipboard
 Quick Write/Draw Annotation Extended Writing Socratic Seminar Jigsaw Thinking Maps Worked Examples Other : _____