**ARC Week at Glance**

**Subject: Math Course: A.P. Statistics Grade: 11th – 12th Dates: 2/10 – 2/14**

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| AP Standard IVA: Students will use statistical inference to guide the selection of appropriate models. Here they will construct and interpret confidence intervals to estimate population parameters by sampling with proportions.  **Assessment(s):  Quiz  Unit Test  MyMathLab/MathXL  Applet  FRQ’s** | | | | | | |
| **m** | **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** |
| *(Include at least one/two formatives\*in any part of the lesson as needed)* | | |
| **Monday** | I am learning about confidence intervals. | I can construct and interpret confidence intervals to estimate population parameters through proportions. | Return Quiz, view feedback, commentary and exemplars | Notes, modeling and practice on Chapter 18 Confidence Interval for Proportions  pages 471 – 474 | “Just Checking”  #’s 1 – 5 | After watching Price Is Right “Range Game” video, comment on what success means in this game. How does one achieve it? |
| **Tuesday** | I am learning about statistical inference for proportions. | I can construct confidence intervals to estimate unknown true parameters | #’s 1 – 2 page 488 | Notes, modeling and practice on Chapter 18 Confidence Interval for Proportions  pages 474 – 482 | P.A.N.I.C. | Explain how we use the acronym P.A.N.I.C. to describe and explain the process we use to construct confidence intervals. |
| **Wednesday** | I am learning about statistical inference for proportions. | I can determine and explain the margin of error within confidence intervals | Exercise # 18 | Notes, modeling and practice on Chapter 18 Confidence Interval for Proportions  pages 481 – 483 | Exercise #24 | Interpret and explain the meaning of confidence interval for exercises #18 and #24. |
| **Thursday** | I am learning about statistical inference for proportions. | I can calculate the sample size necessary to achieve targeted margins of error. | “For Example,”  page 484 | Notes, modeling and practice on Chapter 18 Confidence Interval for Proportions  pages 484 – 485 | Read and discuss “What If…” page 485 and “What Can Go Wrong” page 486  MML 18.1 | See Closing |
| **Friday** | Professional Learning Day |  |  |  |  |  |

**\*** 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 : \_\_\_\_\_\_\_\_\_\_\_