**ARC Week at Glance**

**Subject: Math Course: A.P. Statistics Grade: 11th – 12th Dates: 9/15 – 9/19**

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| **Standard IB:** Students will be able to describe patterns and departures from patterns using positions, percentiles, and standardized scores (z-scores).  **Standard IIIC:** Students will be able to describe properties of the Normal distribution and use it as a model for measurements.  **Standard IE:** Explore categorical data using frequency tables, bar graphs, two-way tables, and pie charts.  **Assessment(s):  Quiz  Unit Test  MML  Lab  FRQ** | | | | | | |
|  | **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 how to analyze bivariate categorical data. | I can make sense of categorical data using frequency tables and bar graphs. | I can make sense of categorical data using frequency tables and bar graphs. | **Chapter 2 Quiz** | FRQ and Multiple-Choice Questions with Two-Way Tables | Do you think mode of transportation is independent of gender? Give statistical evidence to support your conclusion. |
| **Tuesday** | I am learning how to analyze bivariate quantitative data. | I can describe relationships between bivariate quantitative data and I can construct scatterplots to graph the data | Determine whether there is a positive, negative or no correlation between the variables:  A. Chirps of Crickets and Temperature  B. % of Calories from Fat and % Calories from Carbohydrates  C. National Parks Size and Number of Visitors  D. Price of Used Car and Model Year  E. Year of Olympic Freestyle Event and Winning Time | Notes, modeling and guided practice on **Chapter 6: Scatterplots: Association and Correlation pages 147 – 157** | Return Quiz then check **Free Response Question and Multiple-Choice Practice with Two-Way Tables** | T&T: See Opening |
| **Wednesday** | I am learning about correlation and lurking variables with quantitative bivariate data. | I can find correlation and determine whether lurking variables or outliers are influencing the relationship observed | “Just Checking” page 154 | Notes, modeling and guided practice on **Chapter 6: Scatterplots: Association and Correlation pages 154 – 157** | Determine the correlation between sales of pistachios and sales of almonds using TI-84 | “Just Checking”  page 154  Before determining correlation, what would you like to see? And more |
| **Thursday** |  |  | \*Asynchronous Learning Day | **AP Classroom Unit 1**  **MCQ Progress Check Part A** |  |  |
| **Friday** |  |  | \*Asynchronous Learning Day | **AP Classroom Unit 1**  **MCQ Progress Check Part B** |  |  |

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