**ARC Week at Glance**

**Subject: Math Course: A.P. Statistics Grade: 11th – 12th Dates: 9/16 – 9/20**

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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):** [x]  **Quiz** [ ]  **Unit Test** [x]  **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 about Simpson’s Paradox | I can identify Simpson’s paradox when data broken down by groups differs from the group as a whole. | Chapter 2: Displaying and Describing Categorical Data #’s 40 and 41 pages 38 - 39 | **Chapter 2 Practice** **\*Formative**STUDY-Quiz tomorrow! | **MML Chapter 2 due tomorrow!** | Read a famous example of Simpson’s Paradox at Berkeley University and discuss |
| **Tuesday** | Above | Above | Quick Q&A with Chapter 2 Practice and MML Chapter 2  | **Chapter 2 Quiz** |  | Do you think mode of transportation is independent of gender? Give statistical evidence to support your conclusion.  |
| **Wednesday** | 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 TemperatureB. % of Calories from Fat and % Calories from CarbohydratesC. National Parks Size and Number of VisitorsD. Price of Used Car and Model YearE. 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 assign **Free Response Question and Multiple-Choice Practice with Two-Way Tables** | T&T: See Opening |
| **Thursday** | 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 154Before determining correlation, what would you like to see? And more |
| **Friday** | I am learning about outliers and influential points in scatterplots. | I can find correlation and determine whether lurking variables or outliers are influencing the relationship observed | Describe the association between age of bridge and condition of bridge in upper state NY. | Notes, modeling and guided practice on **Chapter 6: Scatterplots: Association and Correlation pages 156 – 162** | How did Bozo the Clown’s data affect the correlation between shoe size and IQ? | Describe the distribution- hint use mnemonic devise D.F.S.O to hit all components for a complete response! |

**\***[ ]  Exit Ticket/Final Stretch Check [x]  Electronic Tools [ ]  Dry Erase Boards – quick checks [x]  Turn & Talk Discussion (verbal responses) [x]  Teacher Observation – document Clipboard

 [ ]  Quick Write/Draw [ ]  Annotation [ ]  Extended Writing [x]  Socratic Seminar [ ]  Jigsaw [ ]  Thinking Maps [x]  Worked Examples [ ]  Other : \_\_\_\_\_\_\_\_\_\_\_