**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):  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 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 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 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 154  Before 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  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 : \_\_\_\_\_\_\_\_\_\_\_