**ARC Week at Glance**

**Subject: Math Course: A.P. Statistics Grade: 11th – 12th Dates: 9/9 – 9/13**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 use properties of Normal distributions to solve problems | I can calculate z-scores and determine probabilities within Normal models | Return **Ch 5 Quiz** then assign  **FRQ #3 from 2004B** (Modified) | **FRQ #1 from 2011** | A.P. Grading Rubric | Discuss AP Grading Rubric and characteristics of essentially correct vs partially correct responses with exemplars |
| **Tuesday** | I am learning how to analyze bivariate categorical data. | I can make sense of categorical data using frequency tables and bar graphs. | What do you know about the Titanic? Find a fact to share. | Notes, modeling and guided practice on  Chapter 2: Displaying and Describing Categorical Data pages 13 - 20 | Now look at your distribution of Titanic passengers’ class **contingent upon survival**, comment on what you see. | See Opening and Closing |
| **Wednesday** | I am learning how to analyze bivariate categorical data. | I can determine marginal and conditional distributions for categorical variables. | List the variables of interest, indicate whether each is categorical or quantitative, and if it is quantitative, state the unit of measure in exercises #’s 14, 16, and 18 on page 11. | Notes, modeling and guided practice on Chapter 2:  Displaying and Describing Categorical Data pages 20 – 22 | What is the denominator when calculating **marginal distributions**?  What is it when calculating **conditional** distributions?  **\*MyMathLab 2.1** due Monday by 8:am | **Categorize data** (opener)  **Compare** and **contrast** marginal and conditional distributions  (closing) |
| **Thursday** | I am learning about graphical displays for categorical data. | I can use bar graphs and pie charts to explore categorical data. | Just Checking page 23 | Notes, modeling and guided practice on Chapter 2: Displaying and Describing Categorical Data pages 23 – 28 | How can you determine whether two events are independent?  **\*MyMathLab 2.1** due Monday by 8:am | Explain your reasoning when answering question “Does it seem eye color and gender are independent?” |
| **Friday** | 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 pages 28 – 29  Baseball Paradox | #’s 40 and 41 pages 38 - 39 | **Chapter 2 Practice**  **\*Formative**  **\*MyMathLab 2.1** due Monday by 8:am | Read a famous example of Simpson’s Paradox at Berkeley University and discuss |

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