|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade Level:** **LESSON PLANS ARE SUBJECT TO CHANGE DAILY!** | 11-12 | **Teacher/Room**: | LPAYNE | / | 181 |  | AP STATS | / | 2nd 3rd  | **Jan 11-15** |  |
| **Unit Vocabulary:**  | See attached  |
| **Instructional Strategies Used:**  | direct instruction, independent study, interactive instruction |
| **Monday**  | **Tuesday** | **Wednesday** | **Thursday** | **Friday**  |
| **Common Core Standard(s)**: | **Common Core Standard(s)** | **Common Core Standard(s)**: | **Common Core Standard(s)**: | **Common Core Standard(s)**: |
| S-IC.3,S-ID.6a, 6b & 6c, S-ID.7,  S-ID.8 | S-IC.3,S-ID.6a, 6b & 6c, S-ID.7,  S-ID.8 | S-IC.3,S-ID.6a, 6b & 6c, S-ID.7,  S-ID.8 | S-IC.3,S-ID.6a, 6b & 6c, S-ID.7,  S-ID.8 | S-IC.3,S-ID.6a, 6b & 6c, S-ID.7,  S-ID.8 |
| **Essential Question:** | **Essential Question:** | **Essential Question:** | **Essential Question:** | **Essential Question:** |
| How do we obtain data?  Why is it important? What is bias? How can it be identified? How can it be prevented?To what extent is data biased? To what extent can data be purposely biased?To what extent does data collection methodology affect results?Does size matter? | How do we obtain data?  Why is it important? What is bias? How can it be identified? How can it be prevented?To what extent is data biased? To what extent can data be purposely biased?To what extent does data collection methodology affect results?Does size matter? | How do we obtain data?  Why is it important? What is bias? How can it be identified? How can it be prevented?To what extent is data biased? To what extent can data be purposely biased?To what extent does data collection methodology affect results?Does size matter? | How do we obtain data?  Why is it important? What is bias? How can it be identified? How can it be prevented?To what extent is data biased? To what extent can data be purposely biased?To what extent does data collection methodology affect results?Does size matter? | How do we obtain data?  Why is it important? What is bias? How can it be identified? How can it be prevented?To what extent is data biased? To what extent can data be purposely biased?To what extent does data collection methodology affect results?Does size matter? |
| **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  |
| **Caffeine activity**  | * **Distracted Driving**
* **Get your heart beating**
 | * **Check homework**
 | * **Check homework**
 | * **Check homework**
 |
| **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  |
| * **CS : can magnets help reduce pain?**
 | * **DA: Nitrogen in Tires—A lot of hot air?**
 | * **Response Bias**
 | * **Complete any activities that we haven’t finished**
 | * **Review powerpoints**
 |
| **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  |
| * **Sampling & Surveys *(IIA1-2, IIB1-4)***
 | * **4.2  Experiments *(IIB3-4, IIC1-5)***
 | * **4.3  Using Studies Wisely *(IID)***.
 | * **Chapter Review/ Chapter test**
 | * **TEST**
 |
| **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** |
| * **Text**
* **Powerpoint**
* **Calculator**
* **Turkey activity**
 | * **Text**
* **Calculator**
* **Activity packet**
* **Powerpoint**
 | * **Text**
* **Calculator**
* **Activity packet**
* **Powerpoint**
 | * **Text**
* **Calculator**
* **Activity packet**
* **Powerpoint**
 | * **Text**
* **Calculator**
* **Activity packet**
* **Powerpoint**
 |
| **Differentiation:** ***Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  | **Differentiation:*****Content/Process/Product:***  |
| * **Digital poster/project (3)**
 | * Graphic Organizers
 | * Graphic Organizers
 | * NA
 | * NA
 |
| ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** | ***Grouping Strategy (if any):*** |
|  | * Flexible Grouping
 | * Flexible Grouping
 | * NA
 | * NA
 |
| ***Assessment Strategy:*** | ***Assessment Strategy:*** | ***Assessment Strategy:*** | ***Assessment Strategy:*** | ***Assessment Strategy:*** |
|  | * Grouping based on formative assessment
 | * Grouping based on formative assessment
 | * NA
 | * NA
 |
| **Assessment :** | **Assessment :** | **Assessment :** | **Assessment :** | **Assessment :** |
| ***Formative:*** student observation |  | ***Formative:***  | Thumbs Up/Down | ***Formative:*** |  | ***Formative:*** | NA | ***Formative:*** | NA |
| ***Summative:***  | project | ***Summative:***  |  | ***Summative:*** | Check homework | ***Summative:*** | Check homework | ***Summative:***  TEST |  |
| **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  |
| 1, 3, 5, 7, 9, 11, 17, 19, 21, 23, 25, 27-29, 31, 33, 35 | 37-42, 45, 47, 49, 51, 53, 57, 63, 65, 67, 69, 71, 73, 75 77, 79, 81, 85 | HW: 55, 83, 87, 89, 91-98, 102-108 | Chapter Review /Test | Read Chapter 5 |
| Resources and Reflective Notes: |  |

|  |  |  |
| --- | --- | --- |
| **Explanatory****Variable** | **Response****Variable** | **Scatter Plot** |
| **Correlation****Coefficient, r** | **Strength, Form, Direction** | **Regression Line** |
| **Slope****Y-Intercept** | **Extrapolation** | **Residuals** |
| **Influential Observations** | **Lurking Variable** | **Coefficient of** **Determination, r2** |
| **Transformation** | **Power** | **Exponential****Growth** |
| **Two-Way Table** | **Conditional****Distribution** | **Simpson’s****Paradox** |
| **Common****Response** | **Confounding** | **Causation** |
| **Cause & Effect****Relationship** |  |  |