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| **Grade Level** 10-12 AP Statistics | **Teacher/Room**: LPAYNE/181 Week of: 8/15/16-8/19/19 |
| **Unit Vocabulary: Chapter 1**- Individual variable, bar-graph, stem plot, pie chart, histogram, outlier, categorical variable, median, quantitative variables, 5-number summary Standard Deviation, quartiles, non-resistant, mean, shape, center, spread, box plot, resistant measure**Chapter 2**- z-scores, mean, normal curve, percentiles, standard deviation, 68-95-99.7 rule, Density curve, normal distribution, normal probability plot |
| **Instructional Strategies Used:** direct instruction, independent study, interactive instruction |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:Describe why it is important to investigate relationships between variablesIdentify explanatory and response variable4s in situation where on variable helps to explain or influences the other.Make a scatterplot to display the relationship between two quantitative variablesDescribe the direction, form, and strength of the overall pattern of a scatterplotRecognize outliers in a scatterplot | **Common Core Standard(s)**:Graphical displays are created for the purpose of analysis and communication. Interpretation of data is dependent upon the graphical displays and numerical summaries. The Who, What, Where, Why, and How of the data are important information that must be depicted in each given data set.  The shape, center, and spread are important characteristics of a distribution. Statistical analysis and data display often reveal patterns that may not be obvious. The question to be answered determines the data to be collected and how best to collect it. | **Common Core Standard(s)**: Graphical displays are created for the purpose of analysis and communication. Interpretation of data is dependent upon the graphical displays and numerical summaries. The Who, What, Where, Why, and How of the data are important information that must be depicted in each given data set. The shape, center, and spread are important characteristics of a distribution. Statistical analysis and data display often reveal patterns that may not be obvious. The question to be answered determines the data to be collected and how best to collect it. | **Common Core Standard(s)**: The normal distribution is a fundamental component of statistical inference. The normal distribution and Central Limit Theorem are essential to analyzing samples of data.Density curves are used to mimic probability. The normal distribution is used to model the spread of data | **Common Core Standard(s)**: The normal distribution is a fundamental component of statistical inference. The normal distribution and Central Limit Theorem are essential to analyzing samples of data.Density curves are used to mimic probability. The normal distribution is used to model the spread of data |
| EQ Question:What is data? How do we understand and communicate data? Can you lie with statistics?How and to what extent? What assumptions can be made from data? How can graphical displays be manipulated to present misleading information?  | EQ Question:What is data? How do we understand and communicate data? Can you lie with statistics?How and to what extent? What assumptions can be made from data? How can graphical displays be manipulated to present misleading information?  | EQ Question:What is data? How do we understand and communicate data? Can you lie with statistics?How and to what extent? What assumptions can be made from data? How can graphical displays be manipulated to present misleading information?  | EQ Question:How do you describe location of an individual within a “normal” distribution and perform useful calculations using properties of Normal Distributions? | EQ Question:How do you describe location of an individual within a “normal” distribution and perform useful calculations using properties of Normal Distributions? |
| **Mini Lesson:** Check homework**Activating Strategies:**Dot plots, describing shape, comparing distributions, stem plots, histogramsLesson: Displaying data and describing quantitative dataChapter 1 Review **Resource/Materials:****Textbook Fathom****Powerpoint Calculators** | **Mini Lesson:** Check homework**Activating Strategies:****Case closed Do rewards Promote Creativity**Lesson: Chapter 1 Practice test**Resource/Materials:****Textbook****Powerpoint****Fathom****Calculators** | **Mini Lesson:** Answer any questions students may have**Activating Strategies:**PortfolioLesson: TEST chapter 1**Resource/Materials:****TEST****Textbook****Powerpoint****Fathom****Calculators** | **Mini Lesson:** **Activating Strategies:****Resource/Materials:****Textbook****Powerpoint****Fathom****Calculators** | **Mini Lesson:** **Activating Strategies:****Resource/Materials:****Textbook****Powerpoint****Fathom****Calculators** |
| **Differentiation:***Content/Process/Product: portfolio**Grouping Strategy:none* | **Differentiation:***Content/Process/Product: Frappy #2**Grouping Strategy: pairs*  | **Differentiation:***Content/Process/Product:**Grouping Strategy:none* | **Differentiation:***Content/Process/Product:**Grouping Strategy:**Assessment* | **Differentiation:***Content/Process/Product:**Grouping Strategy:**Assessment* |
| **Assessment : Chapter 1 test** | **Assessment: Chapter 1 test** | **Assessment: Chapter 1 test**  | **Assessment: Chapter 2 test** | **Assessment: Chapter 2 test** |
| **Homework:** **page 75 Chapter Review Exercises 1-10** | **Homework:** **page 78 Chapter 1 AP Statistics Practice Test 1-15** | **Homework:** Read Chapter 2**HW #1: page 105 (1, 5, 9, 11, 13, 15)** | **Homework:**  **HW #2, page 107 (19–31 odd, 40)** | **Homework:****HW #3: page 109 (33–38), page 131 (41, 43, 45)** |

Resources and Reflective Notes:

**HW 4: page 131 (47-53 odd, 56, 58, 59)**

**HW #4, page 132 (54, 60, 68–76)**

**HW #5: page 136: Chapter review exercises**

**Day 5: Chapter 2 Review/FRAPPY**

*FRAPPY: 2011 #1: Football players*

**HW #6: page 138: AP Statistics Practice Test (T2.2: choices are 1, 2, 3, 4, 5; skip T2.6)**

**Day 6: Chapter 2 Test**