WESTSIDE HIGH SCHOOL

Level Up: RISE to Your Potential

24-25 Lesson Plan Template   Teacher: COACH BARROW   Subject: ON RAMPS STATISTICS

Week of: **JANUARY 13**	**Monday**	**Tuesday**	**Wed./Thurs.**	**Friday**
TEKS	**4(E)** Compare and contrast meaningful information derived from summary statistics given a data set. **6(B)** Explain how changes in the sample size, confidence level, and standard deviation affect the margin of error of a confidence interval. **6(D)** Calculate a confidence interval for a population proportion. **6(F)** Explain how a sample statistic provides evidence against a claim about a population parameter when using a hypothesis test. **6(I)** Interpret the results of a hypothesis test using technology-generated	**4(E)** Compare and contrast meaningful information derived from summary statistics given a data set. **6(B)** Explain how changes in the sample size, confidence level, and standard deviation affect the margin of error of a confidence interval. **6(D)** Calculate a confidence interval for a population proportion. **6(F)** Explain how a sample statistic provides evidence against a claim about a population parameter when using a hypothesis test. **6(I)** Interpret the results of a hypothesis test using technology-generated	**4(E)** Compare and contrast meaningful information derived from summary statistics given a data set. **6(B)** Explain how changes in the sample size, confidence level, and standard deviation affect the margin of error of a confidence interval. **6(D)** Calculate a confidence interval for a population proportion. **6(F)** Explain how a sample statistic provides evidence against a claim about a population parameter when using a hypothesis test. **6(I)** Interpret the results of a hypothesis test using technology-generated	**4(E)** Compare and contrast meaningful information derived from summary statistics given a data set. **6(B)** Explain how changes in the sample size, confidence level, and standard deviation affect the margin of error of a confidence interval. **6(D)** Calculate a confidence interval for a population proportion. **6(F)** Explain how a sample statistic provides evidence against a claim about a population parameter when using a hypothesis test. **6(I)** Interpret the results of a hypothesis test using technology-generated

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Learning Objective	STUDENTS WILL BE ABLE TO USE TECHNOLOGY TO ANALYZE INDEPENDENT DATA AND MAKE INFERENCES ON A POPULATION.	STUDENTS WILL BE ABLE TO DIFFERENTIATE BETWEEN INDEPENDENT AND DEPENDENT SAMPLES AND RECOGNIZE WHEN EACH SHOULD BE USED.	STUDENTS WILL BE ABLE TO PERFORM AN INDEPENDENT SAMPLES T-TEST AND USE A CRITICAL VALUE AND P-VALUE TO REFUTE OR SUPPORT A CLAIM.	STUDENTS WILL BE ABLE TO WRITE A HYPOTHESIS FOR ANOVA USING APPROPRIATE VOCABULARY AND NOTATION.
Higher Order Thinking Questions				
Agenda	**1. WAG** **2. LAB 5.1** **3. LAB 5.1 LEVEL 2**	**1. LAB 5.1 LEVEL 2**	**1. UT QUIZ 5** **2. ANOVA NOTES**	**1. ANOVA NOTES** **2. ANOVA HAND CALCULATIONS**
Demonstration of Learning	**DO STUDENTS WHO ARE IN "GREEK LIFE" SLEEP AT A DIFFERENT AVERAGE TIME ON SATURDAY THAN THOSE WHO ARE NOT IN "GREEK LIFE"?**	**HOW MIGHT THE RESULTS OF YOUR BULL RIDER INVESTIGATION BENEFIT OR HARM SOCIETY?**	**UT QUIZ 5**	**COMPLETE 4 OUT OF 5 ANOVA CALCULATIONS CORRECTLY.**
Intervention & Extension		**LESSON 5.1 PRACTICE PROBLEMS**		**LESSON 5.2 PRACTICE PROBLEMS.**

Resources		R STUDIO/CANVAS	R STUDIO/CANVAS	R STUDIO/CANVAS