



WESTSIDE HIGH SCHOOL

Level Up: *RISE* to Your Potential

24-25 Lesson Plan Template

Teacher: **COACH BARROW**

Subject: **ON RAMPS STATISTICS**

Week of: NOVEMBER 11	Monday	Tuesday	Wed./Thurs.	Friday
TEKS	<p>1(C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p> <p>1(G) Display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p> <p>2(D) Distinguish between sample statistics and population parameters.</p> <p>3(D) Describe and model variability using population and sampling distributions.</p> <p>4(C) Analyze the</p>	<p>1(C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p> <p>1(G) Display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p> <p>2(D) Distinguish between sample statistics and population parameters.</p> <p>3(D) Describe and model variability using population and sampling distributions.</p> <p>4(C) Analyze the</p>	<p>1(C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p> <p>1(G) Display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p> <p>2(D) Distinguish between sample statistics and population parameters.</p> <p>3(D) Describe and model variability using population and sampling distributions.</p> <p>4(C) Analyze the</p>	<p>1(C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p> <p>1(G) Display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p> <p>2(D) Distinguish between sample statistics and population parameters.</p> <p>3(D) Describe and model variability using population and sampling distributions.</p> <p>4(C) Analyze the</p>

	<p>distribution characteristics of quantitative data, including determining the possible existence and impact of outliers.</p> <p>5(A) Determine probabilities, including the use of a two-way table.</p> <p>5(D) Compare statistical measures such as sample mean and standard deviation from a</p>	<p>distribution characteristics of quantitative data, including determining the possible existence and impact of outliers.</p> <p>5(A) Determine probabilities, including the use of a two-way table.</p> <p>5(D) Compare statistical measures such as sample mean and standard deviation from a</p>	<p>distribution characteristics of quantitative data, including determining the possible existence and impact of outliers.</p> <p>5(A) Determine probabilities, including the use of a two-way table.</p> <p>5(D) Compare statistical measures such as sample mean and standard deviation from a</p>	<p>distribution characteristics of quantitative data, including determining the possible existence and impact of outliers.</p> <p>5(A) Determine probabilities, including the use of a two-way table.</p> <p>5(D) Compare statistical measures such as sample mean and standard deviation from a</p>
Learning Objective	STUDENTS WILL BE ABLE TO IDENTIFY PROPERTIES AND USES OF THE STANDARD NORMAL MODEL AS WELL AS CALCULATE Z-SCORES FOR A GIVEN DATA SET USING TECHNOLOGY.	STUDENTS WILL BE ABLE TO IDENTIFY PROPERTIES AND USES OF THE STANDARD NORMAL MODEL AS WELL AS CALCULATE Z-SCORES FOR A GIVEN DATA SET USING TECHNOLOGY.	STUDENTS WILL BE ABLE TO DIFFERENTIATE BETWEEN A POPULATION AND SAMPLING DISTRIBUTION AND DEMONSTRATE THE CENTRAL LIMIT THEOREM USING TECHNOLOGY.	STUDENTS WILL BE ABLE TO DIFFERENTIATE BETWEEN A POPULATION AND SAMPLING DISTRIBUTION AND DEMONSTRATE THE CENTRAL LIMIT THEOREM USING TECHNOLOGY.
Higher Order Thinking Questions				
Agenda	<ol style="list-style-type: none"> 1. WAG 2. JEOPARDY REVIEW CHAPTER 1 & 3 	<ol style="list-style-type: none"> 1. JEOPARDY REVIEW MIDTERM EXAM 	<ol style="list-style-type: none"> 1. UT EXAM 3 2. UT MIDTERM REVIEW 	<ol style="list-style-type: none"> 1. RSTUDIO LAB EXAM PRACTICE
Demonstration of Learning			UT EXAM 3	RSTUDIO LAB EXAM REVIEW

Intervention & Extension				
Resources	UT CANVAS/RSTUDIO	UT CANVAS/RSTUDIO	UT CANVAS/RSTUDIO	UT CANVAS/RSTUDIO