WESTSIDE HIGH SCHOOL
Level Up: RISE to Your Potential

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

Week of: AUGUST 19	Monday	Tuesday	Wed./Thurs.	Friday
TEKS	DISPLAY EACH VARIABLE TYPE WITH AN APPROPRIATE CHART AND/OR GRAPH.	PROVIDE EXAMPLES OF STATISTICS IN THE REAL WORLD HIGHLIGHTING THE IMPORTANCE OF STATISTICS.	DEFINE WHAT MAKES SOMETHING DATA.\n\nDISTINGUISH BETWEEN NUMERICAL AND CATEGORICAL DATA.	PROVIDE EXAMPLES OF STATISTICS IN THE REAL WORLD HIGHLIGHTING THE IMPORTANCE OF STATISTICS.
Learning Objective	STUDENTS WILL BE ABLE TO DRAW A GRAPH OR CHART BASED ON A DESCRIPTION OF DATA.	STUDENTS WILL BE ABLE TO ANALYZE A GRAPH/CHART BY NAMING THE VARIABLES AND POSSIBLE RESULTS OF THE DATA.	STUDENTS WILL BE ABLE TO DIFFERENTIATE BETWEEN VARIOUS TYPES OF RAW AND STRUCTURED DATA.	STUDENTS WILL BE ABLE TO EXPLAIN WHY STATISTICS ARE IMPORTANT.
Higher Order Thinking Questions	DESCRIBE THE CHALLENGES FACED IN THIS ACTIVITY.	WHEN ANALYZING A GRAPH/CHART, WHAT COMPONENTS HELP US DETERMINE THE STATISTICAL RESULTS?	HOW COULD YOU BETTER ORGANIZE, SUMMARIZE OR VISUALIZE THIS DATA?	WHY ARE STATISTICS IMPORTANT?
Agenda	1. DISCUSS DIFFERENT GRAPHS/CHARTS THAT STUDENTS	1. DISCUSS DIFFERENT GRAPHS/CHARTS PROVIDED BY THE	1. DISCUSS LESSON 1.1 AND LESSON CHECK 1.1.	1. **HOMEWORK 1.1 (20 MINUTES)** 2. READ "THE NEED FOR STATISTICS"

	KNOW. 2. DISCUSS IMPORTANT INFORMATION THAT NEEDS TO BE REPRESENTED IN A GRAPH/CHART. 3. DATA VISUALIZATION ACTIVITY	NEW YORK TIMES. 2. ANALYZE DATA IN GRAPHS AND MAKE ASSUMPTIONS BASED OFF THE DATA. 3. WHAT'S GOING ON WITH THIS GRAPH ACTIVITY	2. SPLIT STUDENTS INTO GROUPS AND BEGIN DATA COLLECTION ACTIVITY.	AND "COLLEGE MAJORS REQUIRING STATISTICS".
Demonstration of Learning	CREATE A GRAPH/CHART BASED OFF A VERBAL DESCRIPTION.	ANALYZE A GRAPH AND MAKE A PREDICTION.	DIFFERENTIATE BETWEEN RAW DATA AND STRUCTURED DATA.	WRITE AN ESSAY SUMMARIZING THE TWO ARTICLES.
Intervention & Extension	• REPEAT STEPS 2 AND 3 AS MANY TIMES AS NEEDED OR DESIRED, PERHAPS PASS OUT NEW SETS OF GRAPHS. • ADD A POINT SYSTEM AND TURN IT INTO A CLASSROOM COMPETITION • COLLECT DATA FROM STUDENTS DURING A PREVIOUS CLASS AND USE THAT DATA TO CREATE THE GRAPHS USED IN THIS ACTIVITY	**FLIPPED WORK LESSON 1.1** – DATA, STATISTICS, RAW DATA, INFERENCE, STRUCTURED DATA, AND PROBABILITY **LESSON CHECK 1.1 (DUE 8/21 OR 8/22)**		**FLIPPED WORK LESSON 1.2** – NUMERICAL, CATEGORICAL, DISCRETE, CONTINUOUS, NOMINAL AND ORDINAL. **LESSON CHECK 1.1 (DUE 8/26)**
Resources	DATA VISUALIZATION	WHAT'S GOING ON WITH	DATA COLLECTION	"THE NEED FOR

	ACTIVITY	THIS GRAPH ACTIVITY	ACTIVITY	STATISTICS" AND "COLLEGE MAJORS REQUIRING STATISTICS".