



WESTSIDE HIGH SCHOOL

Level Up: *RISE* to Your Potential

24-25 Lesson Plan Template

Teacher: **COACH BARROW**

Subject: **ON RAMPS STATISTICS**

Week of: JANUARY 27	Monday	Tuesday	Wed./Thurs.	Friday
TEKS	<p>4(E) Compare and contrast meaningful information derived from summary statistics given a data set.</p> <p>6(B) Explain how changes in the sample size, confidence level, and standard deviation affect the margin of error of a confidence interval.</p> <p>6(D) Calculate a confidence interval for a population proportion.</p> <p>6(F) Explain how a sample statistic provides evidence against a claim about a population parameter when using a hypothesis test.</p> <p>6(I) Interpret the results of a hypothesis test using technology-generated</p>	<p>4(E) Compare and contrast meaningful information derived from summary statistics given a data set.</p> <p>6(B) Explain how changes in the sample size, confidence level, and standard deviation affect the margin of error of a confidence interval.</p> <p>6(D) Calculate a confidence interval for a population proportion.</p> <p>6(F) Explain how a sample statistic provides evidence against a claim about a population parameter when using a hypothesis test.</p> <p>6(I) Interpret the results of a hypothesis test using technology-generated</p>	<p>4(E) Compare and contrast meaningful information derived from summary statistics given a data set.</p> <p>6(B) Explain how changes in the sample size, confidence level, and standard deviation affect the margin of error of a confidence interval.</p> <p>6(D) Calculate a confidence interval for a population proportion.</p> <p>6(F) Explain how a sample statistic provides evidence against a claim about a population parameter when using a hypothesis test.</p> <p>6(I) Interpret the results of a hypothesis test using technology-generated</p>	<p>4(E) Compare and contrast meaningful information derived from summary statistics given a data set.</p> <p>6(B) Explain how changes in the sample size, confidence level, and standard deviation affect the margin of error of a confidence interval.</p> <p>6(D) Calculate a confidence interval for a population proportion.</p> <p>6(F) Explain how a sample statistic provides evidence against a claim about a population parameter when using a hypothesis test.</p> <p>6(I) Interpret the results of a hypothesis test using technology-generated</p>

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Learning Objective	STUDENTS WILL BE ABLE TO PERFORM ANALYZE DATA FROM ANOVA TESTING AND POST-HOC TESTING.	STUDENTS WILL ANALYZE DATA AND MAKE PREDICTIONS FROM ANOVA TESTS.	STUDENTS WILL INTERPRET F-RATIO FROM AN ANOVA TEST AND ANALYZE RESULTS.	STUDENTS WILL USE TECHNOLOGY TO ANALYZE AND MAKE PREDICTIONS FROM ANOVA TEST RESULTS.
Higher Order Thinking Questions	WHAT HAPPENS TO THE P-VALUE AS STANDARD DEVIATION AND SAMPLE SIZE INCREASE?			
Agenda	<p>1. LESSON CHECK 5.2</p> <p>2. HOMEWORK 5.2</p>	<p>1. ANOVA FORMULA PRACTICE</p>	<p>1. INTERPRETING F-RATIO</p> <p>2. ARE THESE COUNTRIES ANY DIFFERENT</p>	<p>LAB 5.2</p>
Demonstration of Learning	AFTER APPLYING THE BONFERRONI CORRECTION TO THE TEST RESULTS, WHAT CONCLUSION SHOULD YOU REACH?	BASED ON THE F-STATISTIC, WHAT CAN WE CONCLUDE ABOUT THE MEAN SCORES OF THE THREE SECTIONS?	IS THERE A SIGNIFICANT DIFFERENCE BETWEEN CO2 EMISSIONS?	HOW DO FOX, SONY, AND WARNER BROTHERS STUDIO MOVIES COMPARE IN THEIR AVERAGE IMDB RATINGS?
Intervention & Extension				

Resources			R STUDIO/CANVAS	R STUDIO/CANVAS
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