



# WESTSIDE HIGH SCHOOL

Level Up: *RISE* to Your Potential

24-25 Lesson Plan Template

Teacher: **COACH BARROW**

Subject: **ON RAMPS STATISTICS**

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

		results such as large sample tests for proportion, mean, difference between two proportions, and difference between two independent means.	results such as large sample tests for proportion, mean, difference between two proportions, and difference between two independent means.	results such as large sample tests for proportion, mean, difference between two proportions, and difference between two independent means.
<b>Learning Objective</b>		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 A CLAIM.	STUDENTS WILL BE ABLE TO PERFORM AN INDEPENDENT SAMPLES T-TEST AND USE A CRITICAL VALUE AND P-VALUE TO REFUTE A CLAIM.
<b>Higher Order Thinking Questions</b>				
<b>Agenda</b>		<ol style="list-style-type: none"> <li>1. WAG</li> <li>2. 5.1 NOTES – INDEPENDENT T-TESTING</li> <li>3. HAND CALCULATION</li> </ol>	<ol style="list-style-type: none"> <li>1. SIMULATION WITH TWO SAMPLES</li> <li>2. LESSON CHECK 5.1</li> <li>3. CALCULATING ERROR</li> </ol>	<ol style="list-style-type: none"> <li>1. HOMEWORK 5.1</li> <li>2. R STUDIO 5.1</li> </ol>
<b>Demonstration of Learning</b>		<b>DIFFERENTIATE BETWEEN INDEPENDENT AND DEPENDENT SAMPLES AND WHEN SHOULD YOU USE EACH.</b>	<b>DESCRIBE THE CHANGES TO THE PROBABILITY OF A TYPE II ERROR WHEN YOU DECREASE/INCREASE THE VALUE OF THE</b>	<b>DESCRIBE THE CHANGES TO THE PROBABILITY OF A TYPE II ERROR WHEN YOU DECREASE/INCREASE THE VALUE OF THE</b>

			<b>SAMPLE SIZE.</b>	<b>ALPHA LEVEL, A.</b>
<b>Intervention &amp; Extension</b>		<b>LESSON 5.1 PRACTICE PROBLEMS</b>	<b>LESSON 5.1 PRACTICE PROBLEMS</b>	<b>LESSON 5.1 PRACTICE PROBLEMS.</b>
<b>Resources</b>		R STUDIO/CANVAS	R STUDIO/CANVAS	R STUDIO/CANVAS