



AP Statistics UNIT PLANNER



Unit title	Unit 3: 2 Variable Data	Unit duration	5 Class Blocks
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Essential Questions (OR GUIDING QUESTIONS?)
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How do we identify the explanatory and response variables in a situation?
 How do we describe the direction, form and strength of a relationship?
 How do we interpret correlation?
 How do we interpret the slope and y-intercept?
 How do we find the equation of a least-square regression line?

Assessments



Common Formative Assessment – Ticket out the Door, Homework, Group Presentations, Quiz

 Common Summative Assessment – Unit 3 Test (50% Multiple Choice/50% Free Response)

Content Standards

Topic I: Exploring data D. Exploring Bivariate Data

Learning Activities and Experiences
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Topic	Resource	Content Covered	Standards Addressed
Scatterplots and Correlation	Barbie Bungee Jumping  Barbie Bungee.docx	<ul style="list-style-type: none"> Scatterplots Correlation Explanatory and Response Variables Describing a Relationship (Direction, Form, and Strength) 	
	Additional Resources: <ul style="list-style-type: none"> The Practice of Statistics, 5th Edition: Section 3.1 Scatterplots and Correlation 		
Least-Square Regression	How Good are the Predictions for Barbie  How Good are the Predictions for Barbie	<ul style="list-style-type: none"> LSRL Slope Y-Intercept Making Predications Correlation Outliers 	

Additional Resources:

- The Practice of Statistics, 5th Edition: Section 3.2: Least-Square Regression

Personalized Learning and Differentiation

Teachers differentiate by providing examples (work samples or task-specific clarifications of assessment criteria); structuring support (advance organizers, flexible grouping, peer relationships); establishing flexible deadlines, and adjusting the pace.

- SWD/504- Accommodations provided
- ELL- Five Principle ELL Curriculum Framework and Vocabulary Supports
- Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring
- Extensions- Enrichment Tasks and Projects

Resources

Notes, Review, and Extra Practice provided on Schoology.

Prior to teaching the unit	During teaching	After teaching the unit
<p>What do students already know and what can they do?</p> <p>What have students encountered in this discipline before?</p> <p>What potential interdisciplinary connections can we identify?</p>	<p>What can we adjust or change?</p> <p>How can we scaffold learning for students who need more guidance?</p> <p>What skills need more practice?</p>	<p>What evidence of learning can we identify?</p> <p>What teaching strategies were effective? Why?</p> <p>What will we do differently next time?</p>