

	<b>MONDAY (2/10)</b> 10:33-11:18 AND 12:07-12:52  ELL WRITING DAY	<b>TUESDAY (2/11)</b> 10:33-11:18 AND 12:07-12:52	<b>WEDNESDAY (2/12)</b> 10:33-11:18 AND 12:07-12:52	<b>THURSDAY (2/13)</b> 10:33-11:18 AND 12:07-12:52	<b>FRIDAY (2/14)</b> REGULAR SCHEDULE: 10:33-11:18 + 12:07-12:52 ALTERNATE SCHEDULE 11:32-12:15 + 1:02-1:45
	<b>Objective(s): SWBAT</b> * Communicate statistical ideas in writing.	<b>Objective(s): SWBAT</b> • State the null and alternative hypotheses in context. • Identify $n$ , $x$ , $p$ -hat, and $p$ . • Discern normality using the checkpoints.	<b>Objective(s): SWBAT</b> • Calculate test statistic and the $p$ -value • Plot the normal curve and visualize where the $p$ -value, the level of significance, and the test statistic are.	<b>Objective(s): SWBAT</b> • Utilize the $p$ -value and the significance level to choose whether to fail to reject/reject the null hypothesis.	<b>Objective(s): SWBAT</b> • Make a complete conjecture on the proportion of people afflicted with polio based on hypothesis testing
P		<b>Engage</b> A brief history of Polio, the Iron Lung, and the vaccine that saved the world.	<b>Engage</b> Remind students of the goals we set at the end of the day prior as a segue into continuing hypothesis testing.	<b>Engage</b> Remind students that were approaching solving Polio quite imminently as we're on the final step.	<b>Engage</b> Instructions in the class for the escape room and then line everyone up outside of the room.
L  A	The entire class will spend the period do a writing assignment on statistics in practice. This a mandated day for ELL students.	We'll begin first with some review notes on extracting the information we know— $p$ , $p$ -hat, <i>sample size</i> , etc.—out of a word problem and then progress onto how to word null and alternative hypotheses and their meaning in context of hypothesis testing. We then will move into checks for normality including the 10% rule, large sampling sizes, and simple random samples. Once we finish the example together, students will break out into groups and work on the practice problems.	Manipulative in hand, students will have to identify on a normal curve where the terminology we learning is represented. Then we'll have an example/notes on test statistics and the $p$ -value and how to calculate them both by hand and in the calculator.	Run through the notes on significance level, how it's chosen, and whether to reject or fail to reject the null hypothesis based on significance level and the $p$ -value. Once the example and practice problems are done, students will have the remainder of time to complete a card sort on the steps of hypothesis testing create a pamphlet/foldable/poster/whatever reminder they please on the order and steps of hypothesis testing.	Students, in groups of 3 or 4, will have to "discover" the cure for polio piece by piece. They will be given an initial problem based on hypothesis testing and once they've figured it out, they will be given a hint as to where they can find the next step to the problem in the room. Each time a step is completed, they receive a stamp and another piece to the puzzle. Once they have completed the problem, they've discovered the "cure" to Polio and win a small prize, otherwise they are stuck in the room and Polio-ridden.
N	<b>Evaluate and Summary</b>	<b>Evaluate and Summary</b> Either turn in the practice problems at the end of class or finish it for homework. We also must figure out goals for the next day so we know what to do next.	<b>Evaluate and Summary</b> Finish anything leftover from class for homework.	<b>Evaluate and Summary</b> Finish your physical reminder on hypothesis testing.	<b>Evaluate and Summary</b> Turn in the (in)complete cure and have a lovely three day weekend!

