

	MONDAY (2/17) 11:20-12:05 AND 12:54-1:39 NO SCHOOL PRESIDENT'S DAY	TUESDAY (2/18) 11:20-12:05 AND 12:54-1:39	WEDNESDAY (2/19) 11:20-12:05 AND 12:54-1:39	THURSDAY (2/20) 11:20-12:05 AND 12:54-1:39	FRIDAY (2/21) REGULAR SCHEDULE: 11:20-12:05 + 12:54-1:39 ALTERNATE SCHEDULE 11:32-12:15 + 1:02-1:45
	Objective(s): SWBAT	Objective(s): SWBAT <ul style="list-style-type: none"> Identify when to use a 1 Tail Z-Test versus a 2 Tail Z-Test 	Objective(s): SWBAT <ul style="list-style-type: none"> Recognize the difference between type I and II error. 	Objective(s): SWBAT <ul style="list-style-type: none"> Hypothesize how error could skew an entire situation. 	Objective(s): SWBAT <ul style="list-style-type: none"> Communicate the difficulties of type I and type II error. Digest the statistics in the news around them
P	Engage	Engage Continue the disease week theme, switching from Polio to Coronavirus.	Engage Grade the homework from the day prior, resolve and last questions on the methodology for hypothesis testing.	Engage Work through the homework, resolve any misunderstandings.	Engage Share out the type I and type II situations/storylines.
L A	Explore and Explain Elaborate	Explore and Explain Notes and example where we will work through a practice problem on Coronavirus as a 2 Tail Z test. Definitions and visualizations will pop up as needed. Elaborate Practice problems in class, finish them for homework.	Explore and Explain Finish out any confusion on two-tail tests. I expect approximately 10 minutes of misconception resolution. Notes on type I and type II error. Problem work time and lecture interspersed together. Elaborate Practice problems in class, finish them for homework.	Explore and Explain We will go through the possibilities of Type I and Type II error in the context of a Coronavirus vaccine and the misunderstandings and preposterous outcomes due to those errors. Elaborate Students will have to conjure up different situations and stories in which type I and type II error would cause severe issues.	Explore and Explain Students will become familiar with a recurring weekly event for the rest of the semester. They will receive instructions and a demonstration by me on how the presentation will look. At its bare bones, they will have to find a topic that interests them, find the stats on it, and present it to the class Elaborate The rest of the period is time to hunt for articles and statistics that interest them.
N	Evaluate and Summary	Evaluate and Summary Practice problems in class, finish for homework.	Evaluate and Summary Practice problems in class, finish for homework.	Evaluate and Summary Finish any remaining work.	Evaluate and Summary Turn in three different article ideas on Echo.