

Verona Public School District Curriculum Overview

AP Statistics



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Curriculum Developed:
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Verona Public Schools
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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

This course is designed to prepare students for the Advanced Placement Statistics Exam. This course is for students that have completed Algebra II and possess sufficient mathematical maturity and quantitative reasoning ability. The topics for this course have been organized into four conceptual themes: Exploring Data, Sampling and Experimentation, Anticipating Patterns, and Statistical Inference. Student must provide their own TI NSpire CAS graphing calculator; these will be an important tool that will routinely be used in instruction.

Prerequisite(s):

Algebra II

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> A. Technology Operations and Concepts X B. Creativity and Innovation X C. Communication and Collaboration D. Digital Citizenship E. Research and Information Fluency X F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> A. The Nature of Technology: Creativity and Innovation B. Technology and Society C. Design X D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	CRP3. Attend to personal health and financial well-being. X CRP6. Demonstrate creativity and innovation. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	X CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	CRP5. Consider the environmental, social, and economic impact of decisions. X CRP7. Employ valid and reliable research strategies. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing X E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) B. Career Exploration (5-8) X C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing X O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> ● AP Statistics - 5th Edition 	<ul style="list-style-type: none"> ● Udemy Online Course-- How to Pass AP Statistics College Statistics & Probability ● FRAPPY Home Page ● AP Stats Free Response Problems & Solutions: 1998-2016 ● Math Ops: Targeted Math Instruction

Curriculum Scope & Sequence

Subject/Grade Level: MATH/HIGH SCHOOL

Course: ADVANCED PLACEMENT STATISTICS

Unit	Duration	Common Core Standards/ Unit Goals	Transfer Goal(s)	Enduring Understandings	Essential Questions
<p align="center">1 Exploring Data</p>	8 Days	<p>Unit Goals:</p> <p>1.1 Analyzing Categorical Data</p> <ul style="list-style-type: none"> • Bar Graphs & Pie Charts • Graphs: Good & Bad • Two-Way Tables & Marginal Distributions • Conditional Distributions • Organizing a Statistical Problem • Simpson's Paradox <p>1.2 Displaying Quantitative Data with Graphs</p> <ul style="list-style-type: none"> • Dotplots • Describing Shape • Comparing Distributions • Stemplots • Histograms • Using Histograms Wisely <p>1.3 Displaying Quantitative Data with Numbers</p> <ul style="list-style-type: none"> • Measuring Center: The Mean • Measuring Center: The Median • Comparing the Mean & the Median • Measuring Spread: The Interquartile Range (IQR) • Identifying Outliers • The Five-Number Summary 	Students will be able to independently use their learning of graphical and numerical analysis of data distributions to determine if discrimination exists in hiring practices.	<ul style="list-style-type: none"> • Interpretation of data is dependent upon the graphical displays and numerical summaries. • The <i>Who</i>, <i>What</i>, <i>Where</i>, <i>Why</i>, and <i>How</i> of the data are important information that must be depicted in each given data set. • The shape, center, and spread are important characteristics of a distribution. • The question to be answered determines the data to be collected and how best to collect it. 	<ul style="list-style-type: none"> • What is data? • How do we communicate and understand data? • Can you lie with statistics? How and to what extent? • How can data analysis be used to predict future happenings? • Does the data always lead to the truth? • Is all data “created equal”?

Unit	Duration	Common Core Standards/ Unit Goals	Transfer Goal(s)	Enduring Understandings	Essential Questions
		& Boxplots <ul style="list-style-type: none"> • Measuring Spread: The Standard Deviation • Choosing Measures of Center & Spread Standards: S.ID.1 S.ID.2 S.ID.3 S.ID.4 S.ID.5			
2 Modeling Distributions of Data	6 Days	Unit Goals: 2.1 Describing Location in a Distribution <ul style="list-style-type: none"> • Measuring Position: Percentiles • Cumulative Relative Frequency Graphs • Measuring Position: z-Scores • Transforming Data • Density Curves 2.2 Normal Distributions <ul style="list-style-type: none"> • The 65-95-99.7 Rule • The Standard Normal Distribution • Normal Distribution Calculations • Assessing Normality Standards: S.ID.2 S.ID.3 S.ID.4	Students will be able to independently use their learning and knowledge of the mean, standard deviation and normal distributions to analyze standardized test results.	<ul style="list-style-type: none"> • The normal distribution is a fundamental component of statistical inference. • Density curves are used to mimic probability. • The normal distribution is used to model the spread of data. 	<ul style="list-style-type: none"> • How does one assess normality? • Why is the normal distribution essential to the study of statistics? • How does the normal distribution apply to the real world? • How do density curves relate to probability?

Unit	Duration	Common Core Standards/ Unit Goals	Transfer Goal(s)	Enduring Understandings	Essential Questions
<p align="center">3 Describing Relationships</p>	<p>7 Days</p>	<p>Unit Goals:</p> <p>3.1 Scatterplots & Correlation</p> <ul style="list-style-type: none"> • Explanatory & Response Variables • Displaying Relationships: Scatterplots • Interpreting Scatterplots • Measuring Linear Association: Correlation • Facts about Correlation <p>3.2 Least Squares Regression</p> <ul style="list-style-type: none"> • Interpreting a Regression Line • Prediction • Residuals & the Least-Squares Regression Line • Calculating the Equation of the Least-Squares Line • How Well the Line Fits the Data: Residual Plots • How Well the Line Fits the Data: The Role of r^2 in Regression • Interpreting Computer Regression Output • Correlation & Regression Wisdom <p>Standards: S.ID.3 S.ID.6</p>	<p>Students will be able to independently use their learning and knowledge of scatterplots, correlations, and least squares regressions to determine the relationship between endangered species and modern technology.</p>	<ul style="list-style-type: none"> • Regression is an effective model for prediction. • There is a difference between causation and correlation. • Scatterplots and other graphs are used to illustrate solutions and solve problems. • The way that data is collected, organized, analyzed and displayed influences interpretation. • Data is analyzed to verify the truth. 	<ul style="list-style-type: none"> • What does it mean to regress? • What is association? What is correlation? How are they connected? • Does association imply causation? • How can modeling data help us to understand patterns? • Can we use extrapolation to predict the future? • Is it possible to test for lack of correlation?

Unit	Duration	Common Core Standards/ Unit Goals	Transfer Goal(s)	Enduring Understandings	Essential Questions
		S.ID.7 S.ID.8 S.ID.9			
<p align="center">4</p> <p>Designing Studies</p>	12 Days	<p>Unit Goals:</p> <p>4.1 Sampling & Surveys</p> <ul style="list-style-type: none"> • The Idea of a Sample Survey • How to Sample Badly • How to Sample Well: Random Sampling • Other Sampling Methods • Inference for Sampling • Random Surveys: What Can Go Wrong? <p>4.2 Experiments</p> <ul style="list-style-type: none"> • Observational Study versus Experiment • The Language of Experiments • How to Experiment Badly • How to Experiment Well: The Randomized Comparative Experiment • Three Principles of Experimental Design • Experiments: What Can Go Wrong? • Inference for Experiments • Blocking • Matched Pairs Design <p>4.3 Using Studies Wisely</p> <ul style="list-style-type: none"> • Scope of Inference • The Challenges of 	Students will be able to independently use their learning of sample surveys, experiments, and observational studies to design a study to measure the effect of texting on high school class work.	<ul style="list-style-type: none"> • Careful planning is essential to obtaining valid data. • Clarifying the question leads to the appropriate methodology. • The analysis is only as good as the data. • Well-designed experiments can allow us to reach appropriate cause-and-effect conclusions. 	<ul style="list-style-type: none"> • What is an experiment? • What is bias? How can it be identified? How can it be prevented? • To what extent is data biased? To what extent can data be purposely biased? • Does size matter? • Is all data “created equal”?

Unit	Duration	Common Core Standards/ Unit Goals	Transfer Goal(s)	Enduring Understandings	Essential Questions
		Establishing Causation <ul style="list-style-type: none"> • Data Ethics Standards: S.IC.1 S.IC.2 S.IC.3 S.IC.5 S.IC.6			
5 Probability: What are the Chances?	8 Days	Unit Goals: 5.1 Randomness, Probability & Simulation <ul style="list-style-type: none"> • The Idea of Probability • Myths about Randomness • Simulation 5.2 Probability Rules (IE, IE2, IIIA3) <ul style="list-style-type: none"> • Probability Models • Basic Rules of Probability • Two-Way Tables and Probability • Venn Diagrams and Probability 5.3 Conditional Probability & Independence <ul style="list-style-type: none"> • What is Conditional Probability • Conditional Probability and Independence • Tree Diagrams and the General Multiplication Rule • Independence: A Special Multiplication Rule • Calculating Conditional 	Students will be able to independently use their learning of randomness, probability and simulation to understand the operations of casinos.	<ul style="list-style-type: none"> • Probability models are useful tools for making decisions and predictions. • The notion and behavior of a random variable is foundational to understanding probability distributions. • Probability is based on relative frequencies. • The Law of Large Numbers is an important concept when simulating probability experiments but should be interpreted carefully. 	<ul style="list-style-type: none"> • What is the probability of understanding probability? • How can we base decisions on chance? • How can probability be used to simulate events and to predict future happenings? • What are the benefits of simulating events as opposed to gathering real data? • Is independence desirable?

Unit	Duration	Common Core Standards/ Unit Goals	Transfer Goal(s)	Enduring Understandings	Essential Questions
		Probabilities Standards: S.IC.1 S.IC.2 S.CP.1 S.MD.5 S.MD.6 S.MD.7 S.CP.1 S.CP.2 S.CP.3 S.CP.4 S.CP.5 S.CP.6 S.CP.7 S.CP.8 S.CP.9			
6 Random Variables	9 Days	Unit Goals: 6.1 Discrete & Continuous Random Variables <ul style="list-style-type: none"> • Discrete Random Variables • Mean (Expected value) of a Discrete Random Variable • Standard Deviation (and Variance) of a Discrete Random Variable • Continuous Random Variables 6.2 Transforming & Combining Random Variables <ul style="list-style-type: none"> • Linear Transformations • Combining Random Variables 	Students will be able to independently use their learning of discrete and continuous random variables to be able to analyze medical test results to determine how often false positives occur.	<ul style="list-style-type: none"> • Randomness and probability are the theoretical bases of statistical theory. • Probability models are useful tools for making decisions and predictions. • Probability is the basis of statistical inference. • The notion and behavior of a random variable is foundational to understanding probability distributions. 	<ul style="list-style-type: none"> • What is randomness? • How can modeling predict the future? • To what extent does our world exhibit binomial and geometric phenomena? • When is probability a sure thing? • How can we base decisions on chance? • Is anything in nature truly random?

Unit	Duration	Common Core Standards/ Unit Goals	Transfer Goal(s)	Enduring Understandings	Essential Questions
		<ul style="list-style-type: none"> • Combining Normal Random Variables <p>6.3 Binomial & Geometric Random Variables</p> <ul style="list-style-type: none"> • Binomial and Geometric Random Variables • Binomial Settings and Binomial Random Variables • Binomial Probabilities • Mean and Standard Deviation of a Binomial Distribution • Binomial Distributions in Statistical Sampling • Geometric Random Variables <p>Standards: S.IC.4 S.MD.1 S.MD.2 S.MD.3 S.MD.4</p>			
<p style="text-align: center;">7 Sampling Distributions</p>	<p>12 Days</p>	<p>Unit Goals:</p> <p>7.1 What is a Sampling Distribution?</p> <ul style="list-style-type: none"> • Parameters and Statistics • Sampling Variability • Describing Sampling Distributions <p>7.2 Sample Proportions</p> <ul style="list-style-type: none"> • The Sampling Distribution of p • Using the Normal Approximation for p <p>7.3 Sample Means</p>	<p>Students will be able to independently use their learning of data exploration, planning studies and probability to estimating endangered species populations from sample data.</p>	<ul style="list-style-type: none"> • Many discrete phenomena may be described and thus predicted by binomial and geometric models. • The normal distribution and central limit theorem are essential to analyzing samples of data. • Variation can be expected in the results of random samples and is affected by the design of the sample or 	<ul style="list-style-type: none"> • How can modeling predict the future? • How does the normal distribution apply to the real world? • Does the Central Limit Theorem test one's limit? • Is all data "created equal"?

Unit	Duration	Common Core Standards/ Unit Goals	Transfer Goal(s)	Enduring Understandings	Essential Questions
		<ul style="list-style-type: none"> • The Sampling Distribution of \bar{x}: Mean and Standard Deviation • The Central Limit Theorem <p>Standards: S.ID.4 S.IC.1 S.IC.2 S.IC.4</p>		experiment.	
<p style="text-align: center;">8</p> <p>Estimating with Confidence</p>	8 Days	<p>Unit Goals:</p> <p>8.1 Confidence Intervals: The Basics</p> <ul style="list-style-type: none"> • The Idea of a Confidence Interval • Interpreting Confidence Levels and Confidence Intervals • Constructing a Confidence Interval • Using Confidence Intervals Wisely <p>8.2 Estimating Population Proportion</p> <ul style="list-style-type: none"> • Conditions for Estimating p • Constructing a Confidence Interval for p • Putting It All Together: The Four-Step Process • Choosing the Sample Size <p>8.3 Estimating a Population Mean</p> <ul style="list-style-type: none"> • When σ is Known: The One-Sample z Interval for a Population Mean • Choosing the Sample Size • When σ is Unknown: The t 	Students will be able to independently use their learning of data exploration, design of experiments, probability and sampling distributions to analyze 911 call response times in a major United States city.	<ul style="list-style-type: none"> • Statistical inference guides the selection of appropriate models. • Inference is based upon chance. • Confidence intervals are effective tools for estimation. • Tests of significance and confidence intervals drive decision making in our world. • Error analysis is a critical component of significance testing. 	<ul style="list-style-type: none"> • How much evidence do you need before you are able to make a reasonable conjecture? • Is it reasonable to think that different people require different amounts of convincing? • How is statistical inference used to draw conclusions from data? • How is probability used to express the strength of our conclusions? • What is inference? • To what extent should decisions be made based on chance?

Unit	Duration	Common Core Standards/ Unit Goals	Transfer Goal(s)	Enduring Understandings	Essential Questions
		Distributions <ul style="list-style-type: none"> • Constructing a Confidence Interval for μ • Using t Procedures Wisely Standards: S.ID.4 S.IC.4 S.MD.2			
9 Testing a Claim	8 Days	Unit Goals: 9.1 Significance Tests: The Basics <ul style="list-style-type: none"> • The Reasoning of Significance Tests • Stating Hypotheses • Interpreting P-Values • Statistical Significance • Type I and Type II Errors • Planning Studies: The Power of a Statistical Test 9.2 Tests about Population Proportion <ul style="list-style-type: none"> • Carrying Out a Significance Test • The One-Sample z Test for a Proportion • Two-Sided Tests • Why confidence Intervals give More Information 9.3 Tests about a Population Mean <ul style="list-style-type: none"> • Carrying Out a Significance Test for μ • The One-Sample t Test • Two-Sided Tests and 	Students will be able to independently use their learning of data exploration and experimental design to determine the effect of steroids on baseball records.	<ul style="list-style-type: none"> • Confidence intervals are effective tools for estimating the mean or proportion of a population. • Significance tests determine the likelihood of a sample. • The analysis is only as good as the data. • Significance tests determine the likelihood of a sample. 	<ul style="list-style-type: none"> • To what extent are significance tests reliable? • How can one prepare for errors from significance tests? • Is all data “created equal”? • What makes an argument statistically convincing? • What is significant about significance?

Unit	Duration	Common Core Standards/ Unit Goals	Transfer Goal(s)	Enduring Understandings	Essential Questions
		Confidence Intervals <ul style="list-style-type: none"> • Inference for Means: Paired Data • Using Tests Wisely Standards: S.ID.4 S.IC.4 S.MD.2			
10 Comparing Two Populations or Groups	10 Days	Unit Goals: 10.1 Comparing Two Proportions <ul style="list-style-type: none"> • The Sampling Distribution of a Difference between Two Proportions • Confidence Intervals for $p_1 - p_2$ • Significance Tests for $p_1 - p_2$ • Inference for Experiments 10.2 Comparing Two Means <ul style="list-style-type: none"> • The Sampling Distribution of a Difference between Two Means • The Two-Sample t-Statistic • Confidence Intervals for $\mu_1 - \mu_2$ • Significance Tests for $\mu - \mu_2$ • Using Two-Sample <i>t</i> Procedures Wisely Standards: S.ID.4 S.IC.4 S.IC.5 S.MD.2	Students will be able to independently use their learning of population comparisons to determine the accuracy of fast food restaurant servers.	<ul style="list-style-type: none"> • Confidence intervals are effective tools for estimating the mean or proportion of a population. • Significance tests determine the likelihood of a sample. • The analysis is only as good as the data. • Inference is a tool for validating a claim about a population parameter. • Inference is a tool for estimating an unknown population parameter. 	<ul style="list-style-type: none"> • What does it mean to be 95% confident ? • How do you determine if there is a statistical significance? • What does it mean to make an inference? • What is a confidence interval? • What makes an argument statistically convincing?

Unit	Duration	Common Core Standards/ Unit Goals	Transfer Goal(s)	Enduring Understandings	Essential Questions
11 Inference for Distribution of Categorical Data	6 Days	<p>Unit Goals:</p> <p>11.1 Chi-Square Goodness-of-Fit Test</p> <ul style="list-style-type: none"> • Comparing Observed and Expected Counts: The Chi-Square Statistic • The Chi-Square Distributions and P-Values • Carrying Out a Test • Follow-Up Analysis <p>11.2 Inference for Relationships</p> <ul style="list-style-type: none"> • Comparing Distributions of a Categorical Variable • Expected Counts and the Chi-Square Statistic • The Chi-Square Test for Homogeneity • Follow-Up Analysis • Comparing Several Proportions • Relationships between Two Categorical Variables • The Chi-Square Test for Association/Independence • Using Chi-Square Tests Wisely <p>Standards: S.IC.1 S.IC.2 S.IC.3</p>	Students will be able to independently use their learning and knowledge of chi-square tests and inference to determine if M&Ms contain the correct amount of each color.	<ul style="list-style-type: none"> • Standardized residuals can be examined to divulge more about the data. • Significance tests can determine the likelihood of a sample from a series of proportions. • Significance tests can determine whether two variables are independent. • Inference is a tool for validating a claim about a population parameter. 	<ul style="list-style-type: none"> • How can we verify that two variables are independent? • How does one distinguish among the various tests of significance? • What does it mean to make an inference? • How can decisions be based on chance? • What makes an argument statistically convincing? • How do we make a declaration of independence statistically? • Is independence desirable?

Unit	Duration	Common Core Standards/ Unit Goals	Transfer Goal(s)	Enduring Understandings	Essential Questions
		S.IC.4 S.IC.5 S.IC.6			
12 More about Regression	9 Days	<p>Unit Goals:</p> <p>12.1 Inference for Linear Regression</p> <ul style="list-style-type: none"> The Sampling Distribution of b Conditions for Regression Inference Estimating the Parameters Constructing a Confidence Interval for the Slope Performing a Significance Test for the Slope <p>12.2 Transforming to Achieve Linearity</p> <ul style="list-style-type: none"> Transforming with Powers and Roots Transforming with Logarithms <p>Standards: S.IC.1 S.IC.2 S.IC.3 S.IC.4 S.IC.5 S.IC.6</p>	Students will be able to independently use their learning and knowledge of linear regression to analyze the relationship between salaries and movie grosses for Hollywood stars.	<ul style="list-style-type: none"> Significance tests can determine the likelihood of a sample from a series of proportions. Significance tests can determine the whether two variables are independent. Significance tests can determine the likelihood of a bivariate sample's slope. Regression is an instrument used to generalize relationships for bivariate data. Inference is a tool for validating a claim about a population parameter. 	<ul style="list-style-type: none"> How can we test a series of proportions? How can we test the slope of a correlation? How do we use a model to make statistical inference? How can decisions be made based on chance? Is all data "created equal"? What makes an argument statistically convincing?
13 AP Exam Review	10 Days	<p>Unit Goals:</p> <ul style="list-style-type: none"> Choosing the Correct Inference Procedure Participate in Mock Grading Sessions 	Students will be able to independently apply their learning to effectively complete the AP		

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		<ul style="list-style-type: none"> • Participate in Mock AP Exams • Practice Multiple Choice Questions • Practice Free Response Questions • Review Grading and Strategies for Success <p>Standards: All of the standards listed in units 1-12.</p>	Statistics Exam.		
14 Post Exam Project	14 Days	<p>Unit Goals:</p> <ul style="list-style-type: none"> • Apply all previously learned material <p>Standards: All of the standards listed in units 1-12.</p>	Students will be able to independently apply their learning to demonstrate an understanding of the major conceptual themes of statistics.		