**Stats Medic Block Schedule Pacing**

For many of the combined lessons, we combine them into one activity with the experiences on one side (two per page) and the Important Ideas box (one large box) and Check Your Understandings (from each activity) on the back. [Click here](https://drive.google.com/file/d/1Hyavzt1FRVx84GP36Qj8-AXiZcbRaxPS/view?usp=sharing) for an example.

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| Day | Activities | Tips |
| 1 | [Can Joy Smell Parkinson’s](https://www.statsmedic.com/apstats-day1)  Intro to Stats |  |
| 2 | [Day 3: Lesson 1.1: How Are Your Favorite Classes Related?](https://www.statsmedic.com/apstats-day3)  [Mosaic Plots: What Will Be the Mascot?](https://www.statsmedic.com/mosaic-plot-lesson)  Categorical Data | We ended up doing each of these activities separately, but they’re both short and can be done and debriefed in one block period. |
| 3 | [Day 4: Lesson 1.2: How Many Pairs of Shoes Do You Own?](https://www.statsmedic.com/apstats-day4)  One-Variable Graphs |  |
| 4 | [Day 6: Lesson 1.3 Part 1: How Many Colleges Are You Applying to?](https://www.statsmedic.com/apstats-day6)  One-Variable Stats |  |
| 5 | [Day 7: Lesson 1.3 Part 2: Where Do I Stand?](https://www.statsmedic.com/apstats-day7)  Boxplots & 5-Number Summary |  |
| 6 | [Day 9: Chapter 1 Review](https://www.statsmedic.com/apstats-day9) | Practice skills learned in this chapter with the Chapter 1 Practice Test in the textbook, worksheets, Check Your Understandings, MCQs from MyAP, etc. |
| 7 | [Day 10: Chapter 1 Quest](https://www.statsmedic.com/apstats-day10) (50 points)  [Day 12: Lesson 2.1: How Did I Do?](https://www.statsmedic.com/apstats-day11)  Z-Scores | 12 MCQ & 2 FRQs--45 minute time-limit so there’s enough time afterwards to complete the How Did I Do lesson; save the Important Ideas box for the next class period, if necessary (or put online for them to copy at home). |
| 8 | [Day 13: Lesson 2.2: Exploring Density Curves](https://www.statsmedic.com/apstats-day13)  Density Curves + Empirical Rule | Make a Google form for collecting the data. Assigned one activity to each group instead of having all groups do all activities so the activity goes quicker. |
| 9 | [Day 14: Lesson 2.2: Will Marty Make It Back to the Future?](https://www.statsmedic.com/apstats-day14)  Normal Distribution | \*\*Definitely focus on z-scores!!\*\*  We have used z-scores this year and the students’ understanding is so much better! |
| 10 | [Day 15: Lesson 2.2: Do We Have Normal Test Scores?](https://www.statsmedic.com/apstats-day15)  Normal Probability Plots | Follow the blog post and start with some practice (showing calculator steps for normalcdf and invNorm) and then move into the activity with test scores. |
| 11 | [Day 17: Chapter 2 Review](https://www.statsmedic.com/apstats-day17) | Practice skills learned in this chapter with the Chapter 2 Practice Test in the textbook, worksheets, Check Your Understandings, MCQs from MyAP, etc  PPC #1-MCQ.B is a great set of MC covering material from Chapters 1 and 2!. |
| 12 | [Day 18: Chapter 2 Quest](https://www.statsmedic.com/apstats-day18) (50 points)  [Day 19: Intro to Scatterplots](https://www.statsmedic.com/apstats-day19) | 12 MC & 2 FRQs (cumulative): 45 minute time limit!  This may be difficult to complete in one class period with the “quest,” so you could have them collect the data the day before, on the their own time, or pre-populate the data for the first activity so that they can work through the scatterplot lesson more quickly. |
| 13 | [Day 20: How Safe is Barbie?](https://www.statsmedic.com/apstats-day20)  [Day 21: How good are the predictions for Barbie?](https://www.statsmedic.com/apstats-day22)  Correlation and LSRL | Combine the lessons on correlation and LSRL. Or include correlation with scatterplots in the above lesson. |
| 14 | [Day 23: How many iPhones will be sold?](https://www.statsmedic.com/apstats-day23)  [Day 24: Can you guess my IQ?](https://www.statsmedic.com/apstats-day24)  Residual Plots, R^2, S | We did the iPhone activity as a warm-up and the IQ activity as the lesson. I changed the data to “Coronavirus Stats” because we taught this lesson virtually during the Quarantine! :) |
| 15 | [Day 25: How do outliers affect the LSRL?](https://www.statsmedic.com/apstats-day25)  [Day 125: How many iPhones will be sold?](https://www.statsmedic.com/apstats-day125)  [Day 126: How Close to the Finish Line Can You Get?](https://www.statsmedic.com/apstats-day126)  Outliers, Transforming Nonlinear Data | This is a lot to do in one day--try to combine the transforming lessons, if possible. Use the same data as the residual plot lesson to maintain continuity between lessons (I used coronavirus stats). |
| 16 | [Day 27: Chapter 3 Review](https://www.statsmedic.com/apstats-day27)  [Day 28: Chapter 3 Review Part 2](https://www.statsmedic.com/apstats-day27) |  |
| 17 | [Day 29: Chapter 3 Quest](https://www.statsmedic.com/apstats-day29)  [Day 32: Lesson 4.1 Day 3: What Is Wrong with These Surveys?](https://www.statsmedic.com/downloads-ap-day32)  Bias | 12 MC and 2 FRQs--45 minutes time limit  This may seem out of order, but the bias lesson is quick and can be done after the Chapter 3 Quest |
| 18 | Day 30: Lesson 4.1 Day 1: Does Beyonce Write Her Own Lyrics?  [Lesson 4.2 Day 2: How Much Do Fans Love Justin Timeberlake?](https://www.statsmedic.com/jtdownloads)  Types of Samples | It’s best if you can try and make one experience that covers SRS, stratified, cluster, and systematic. One suggestion would be to save the Beyonce activity for Sampling Distributions and do a convenience sample in the Justin Timberlake Activity to make it all one experience. |
| 19 | [Day 34: Lesson 4.2 Day 1: Does SAT Prep Improve Scores?](https://www.statsmedic.com/apstats-day34)  [Day 35: Lesson 4.2 Day 2: Would You Fall for That?](https://www.statsmedic.com/apstats-day35)  [Day 36: Lesson 4.2 Day 3: Does the Type of SAT Prep Matter?](https://www.statsmedic.com/apstats-day36)  Experimental Design | This is a lot in one day--definitely save the Check Your Understandings for homework.  We copied these by putting the experiences together on one piece of paper and the Important Ideas and Check Your Understandings two per page on another.  We also changed the context of the last lesson to “type of deodorant” and made a card sort activity to go through the different types of experiments. With more time, I would be more intentional about combining these and trying to make one fluid experience for the students, but it worked for us at the time! |
| 20 | [Day 38: Lesson 4.3 Day 1: Does Caffeine Increase Pulse Rate?](https://www.statsmedic.com/apstats-day38)  [Day 39: Lesson 4.3 Day 2: Does Listening to Music Improve GPA?](https://www.statsmedic.com/apstats-day39)  Scope of Inference | There’s plenty of time for both activities, but we had to cut the first one out because of some scheduling issues this year and it wasn’t a huge deal. |
| 21 | [Day 41: Chapter 4 Review](https://www.statsmedic.com/apstats-day41) | Practice skills learned in this chapter with the Chapter 4 Practice Test in the textbook, worksheets, Check Your Understandings, MCQs from MyAP, etc |
| 22 | [Day 42: Chapter 4 Quest](https://www.statsmedic.com/apstats-day42) (50 points)  [Day 43: Lesson 5.1 Day 1: How Good is Mrs. Gallas at Free Throws?](https://www.statsmedic.com/apstats-day43)  Intro to Probability | 12 MC & 2 FRQs (cumulative): 45 minute time limit!  This is a quick lesson for the students to do after the test. They can follow the directions on their own and collect data with the computer while other students are finishing the test. Then debrief & have the students complete the Check Your Understanding for homework. |
| 23 | [Day 44: Lesson 5.1: Are Soda Contests True?](https://www.statsmedic.com/apstats-day44)  Simulations | We supplemented this activity with the Quiz 5.1A and Quiz 5.1B from the textbook resources! |
| 24 | [Day 45: Lesson 5.2 Day 1: Odds or Evens: Who Will Win?](https://www.statsmedic.com/apstats-day45)  [Lesson 5.2 Day 2: Taco Tongue or Evil Eyebrow Day 1](https://www.statsmedic.com/taco-tongue-downloads)  Probability Rules | Use Day 1 of the Taco Tongue or Evil Eyebrow for this lesson and save Day 2 of the Taco Tongue/Evil Eyebrow lesson for the next day. |
| 25 | [Lesson 5.3 Day 1: Taco Tongue or Evil Eyebrow Day 2](https://www.statsmedic.com/taco-tongue-downloads)  Conditional Probability & Independence | Use Day 2 of the Taco Tongue/Evil Eyebrow to cover conditional probability and independence. |
| 26 | [Day 49: Lesson 5.3 Day 2: Can You Get a Pair of Aces or a Pair of Kings?](https://www.statsmedic.com/apstats-day49)  Tree Diagrams | Follow the blog post. :) |
| 27 | [Day 51: Chapter 5 Review](https://www.statsmedic.com/downloads-ap-day51) | The PPCs in MyAP are a great resource for MCQ practice as well! |
| 28 | [Day 52: Chapter 5 Quest (50 points)](https://www.statsmedic.com/apstats-day52)  [Day 53: Lesson 6.1 Day 1: How Many Children Are In Your Family?](https://www.statsmedic.com/apstats-day53)  Intro to Probability Distributions | Time limit for test: 45 minutes  There is only time for the activity and debrief, but not the Important Ideas box or Check Your Understanding...so be sure to put it online or go over those as a warm-up the next day. |
| 29 | [Day 54: Lesson 6.1 Day 2: How Much Do You Get Paid?](https://www.statsmedic.com/apstats-day54)  Probability Distributions | We did the first part of Quiz 6.1A from the TPS Resources to review the previous lesson and go back over the Normal Curve |
| 30 | [Day 55: Lesson 6.2 Day 1: Time for a Raise](https://www.statsmedic.com/apstats-day55)  [Day 56: Lesson 6.2 Day 2: What Will You Make Next Year?](https://www.statsmedic.com/apstats-day56)  Combining and Transforming Random Variables | We [combined the two lessons](https://drive.google.com/file/d/1Hyavzt1FRVx84GP36Qj8-AXiZcbRaxPS/view) onto one page (the two experiences on the front two-per-page, a large box on the back with the Check Your Understandings (two-per-page). |
| 31 | [Day 58: Lesson 6.3 Day 1: Is It Smart to Foul at the End of the Game?](https://www.statsmedic.com/apstats-day58)  [Day 59: Lesson 6.3 Day 2: Pop Quiz!](https://www.statsmedic.com/apstats-day59)  Binomial Distribution | We combined the two lessons onto one page the same as above, but changed the Pop Quiz scenario to continue with the free throws so it was more like one fluid experience. You have to read the Stats Medic blog post to follow along with the Mathalicious activity! |
| 32 | [Day 61: Lesson 6.3 Day 4: How Many Bottle Flips to Go Viral?](https://www.statsmedic.com/downloads-ap-day61)  Geometric Distribution | We skipped Day 60 (10% & Normal Condition) and moved it to an after-test activity (before sampling distributions) because we didn’t have time to cover it in a meaningful way. |
| 33 | [Day 63: Chapter 6 Review](https://www.statsmedic.com/apstats-day63) | We used [this Review](https://drive.google.com/file/d/1w1Nrf5fpcG_HSbwedagQSuVpYJLObo36/view?usp=sharing) for FRQs. The PPCs in MyAP are a great resource for MCQ practice as well! |
| 34 | [Day 64: Chapter 6 Test](https://www.statsmedic.com/apstats-day64) (70 points)  [Day 60: Lesson 6.3 Day 3: Where Are All the Green Skittles?](https://www.statsmedic.com/apstats-day61)  10% & Large Counts Conditions | We added a few points to this test to cover all of the topics in this chapter (6.1, 6.2, 6.3). 12 cumulative MC & 3 FRQs.  There wasn’t much time for the students to complete this experience in groups, but since they had just taken the test on Chapter 6, it was quick to have the students provide responses to the questions as we stood at the front of the room to make it go more quickly. Save the Check Your Understanding for next class. |
| 35 | [Day 65: Lesson 7.1 Day 1: What Was the Average for the Chapter 6 Test?](https://www.statsmedic.com/apstats-day65)  [Day 66: Lesson 7.1 Day 2: What Was the Average for the Chapter 6 Test?](https://www.statsmedic.com/apstats-day66)  Intro to Sampling Distributions | We actually adjusted the Beyonce activity to include the ideas for Sampling Distributions and did that here--biased, unbiased, variability, sampling distribution, etc. |
| 36 | [Day 68: Lesson 7.2: What Proportion of Reese’s Pieces Are Orange?](https://www.statsmedic.com/apstats-day68)  Sampling Distribution for One Proportion | Used the applet linked in the blog post. |
| 37 | [Lesson 7.2 Day 2: Do Skittles and M&Ms Have Different Proportions of Orange Candies?](https://drive.google.com/file/d/1Q0i4TRGE7N_ujAQl_LLWAYF72neHCwGG/view?usp=sharing)  Sampling Distribution for a Difference in 2 Proportions | *\*This is not currently on the Stats Medic website as a blog post, but we created this lesson and Luke edited it to fit the EFFL model. You can create “class sets” of 50 skittles and 50 M&Ms or use the Stapplet website to draw your samples.* |
| 38 | [Day 69: Lesson 7.3 Day 1: What Is My Height?](https://www.statsmedic.com/apstats-day69)  [Day 70: Lesson 7.3 Day 2: Who Has Better ACT Scores?](https://www.statsmedic.com/apstats-day70)  Sampling Distribution for One Mean | We adjusted the height lesson to be about ACT Scores to make the lessons for Sample Means, CLT, & Differences in Sample Means more fluid.  [ACT Scores Data](https://drive.google.com/file/d/1u1nw0zO6TFCSRUoojb_1nsQrg43wIQiV/view?usp=sharing)  [ACT Scores Lesson](https://drive.google.com/file/d/1eqtbmGfjFVIU7ttC4cFwy45queJZFlrU/view?usp=sharing) |
| 39 | [Lesson 7.3 Day 3: ACT Scores: Which School is Better?](https://drive.google.com/file/d/1IB-e-eA_IjjhAMoAlF8dohKSW-c7VDsU/view?usp=sharing)  Sampling Distribution for a Difference in 2 Means | *\*This is not currently on the Stats Medic website as a blog post, but we created this lesson to cover sampling distributions for the differences in sample means.* |
| 40 | [Day 72: Chapter 7 Review](https://www.statsmedic.com/downloads-ap-day72) | We used [this review](https://drive.google.com/file/d/1XhQx83bqx4PnsNeVF1HwZvD8uFaa9Xly/view?usp=sharing) for FRQs. The PPCs in MyAP are a great resource for MCQ practice as well! |
| 41 | [Day 73: Chapter 7 Test](https://www.statsmedic.com/apstats-day73)  Sampling Distributions Test | 12 MC (cumulative) and 2 FRQs--we gave them longer on this test and did not do an activity afterwards |
| Unit 6.1 = Confidence Intervals for Proportions  Unit 6.2 = Significance Tests for Proportions | | |
| 42 | [Unit 6.1 Day 1: Guess the Mystery Proportion](https://www.statsmedic.com/apunit6day1downloads)  [Unit 6.1 Day 2: Lesson 8.1 Day 2: Interpreting the Confidence Level](https://www.statsmedic.com/apstats-day79)  Intro to Confidence Levels | We put the two experiences on one side of the paper (two per page) and the Important Ideas box and Check Your Understandings on the back (two per page). Formalize after each experience, but do the Important Ideas box all together for the debrief. |
| 43 | [Unit 6.1 Day 4: Lesson 8.2 Day 1: Which way will the Hershey Kiss Land?](https://www.statsmedic.com/apstats-day81)  One-Proportion Z-Interval |  |
| 44 | [Unit 6.1 Day 7: Which grade is more likely to go to prom?](https://www.statsmedic.com/apcedunit6day5downloads)  Two-Proportion Z-Interval |  |
| 45 | [Unit 6.1 Day 5: Lesson 8.2 Day 2: What proportion of Earth is covered by water?](https://www.statsmedic.com/apstats-day82)  4-Step Process | We do the 4-step process day after both one and two-sample intervals so that we can use the day to review all intervals before moving onto tests. This way, we don’t have to spend 2 extra days reviewing and testing and can have one large “unit test” for Unit 6.  You could also do a Quiz here to break it up. |
| 46 | \*\*Quiz/Test\*\* |  |
| 47 | [Unit 6.2 Day 1: Is Mrs. Gallas a Good Free Throw Shooter?](https://www.statsmedic.com/apstats-day89)  [Unit 6.2 Day 2: Is This Gender Discrimination?](https://www.statsmedic.com/apstats-day90)  Intro to Significance Tests | Combine these two activities into one to make a more fluid introduction into significance tests. |
| 48 | [Unit 6.2 Day 3: Are You Sure Mrs. Gallas Isn’t a Good Free Throw Shooter?](https://www.statsmedic.com/apstats-day93)  One-Proportion Z-Test |  |
| 49 | [Unit 6.2 Day 6: Is Yawning Contagious?](https://www.statsmedic.com/apstats-day101)  Two-Proportion Z-Test |  |
| 50 | [Unit 6.2 Day 4: Can You Taste the Rainbow?](https://www.statsmedic.com/apstats-day94)  [Unit 6.2 Day 7: Are Some Groups Underrepresented?](https://www.statsmedic.com/apstats-day103)  The 4-Step Process for Significance Tests | Again, I moved the 4-step process lessons so that the students could practice both one- and two-sample procedures. These can be combined into one activity where they do the 4-step process with each type of test. |
| 51 | [Unit 6.2 Day 9: Should Rockford Switch to Bottled Water?](https://www.statsmedic.com/apstats-day91)  [Unit 6.2 Day 10: How Powerful is EKHS Math?](https://www.statsmedic.com/apstats-day97)  Type I and Type II Errors, Power | We didn’t have time for the full power lesson, so we included some questions in the Rockford activity. |
| 52 | Unit 6.2 Day 11: Review |  |
| 53 | Unit 6.2 Day 12: Test |  |
| Unit 7.1 = Confidence Intervals for Means  Unit 7.2 = Significance Tests for Means | | |
| 54 | [Unit 7.1 Day 1: How much does an Oreo weigh?](https://www.statsmedic.com/apstats-day84)  [Unt 7.1 Day 2: How many states can you name?](https://www.statsmedic.com/apstats-day85)  One-Sample T-Interval | We combined these with the “how many states” context to cover t-distribution, intervals for a mean, and the 4-step process. They’re familiar with the 4-step process from Unit 6, so it was easy for the students to keep up. |
| 55 | [Unit 7.2 Day 1: Are You Getting Enough Sleep?](https://www.statsmedic.com/apstats-day96)  One-Sample T-Test |  |
| 56 | [Unit 7.1 Day 4: Which Cookie Has the Most Chocolate Chips?](https://www.statsmedic.com/apstats-day106)  [Unit 7.2 Day 3: Is One Form of the AP Exam Harder?](https://www.statsmedic.com/apstats-day105)  [Unit 7.3 Day 4: Does Labeling Menus Reduce Calories?](https://www.statsmedic.com/apstats-day107)  Two-Sample T-Procedures for a Difference in Means | By this point, the students are very familiar with the 4-step process, the formulas for one-sample and two-sample procedure from proportions, and the difference between intervals and tests. In order to save time, I suggest combining these 3 lessons to do one lesson on intervals and tests for a difference in means. |
| 57 | [Unit 7.1 Day 5: Does Memory Training Help?](https://www.statsmedic.com/apstats-day108)  [Unit 7.2 Day 5: Does Memory Training Help? Part 2](https://www.statsmedic.com/apstats-day108)  Inference for Paired Data | Combine these lessons for one lesson on paired data. It saves time to have the students run a test and do an interval in one activity. |
| 58 | Unit 7.1 Day 7: Review  Unit 7.2 Day 7: Review | Unit 7 Review |
| 59 | Unit 7.1 Day 8: Test  Unit 7.2 Day 8: Test | Unit 7 Test -- We gave a cumulative test which included inference for proportions in the MC and Type I/II Errors in the FRQs. |
| 60 | [Unit 8 Day 1: Which Color M&M is the Most Common?](https://www.statsmedic.com/apstats-day113)  [Unit 8 Day 2: Which Color M&M is the Most Common? Part 2](https://www.statsmedic.com/apstats-day114)  Chi-Square GOF Test | Combine the 2 lessons to save time. |
| 61 | [Unit 8 Day 4: Does Gummy Bear Brand Matter?](https://www.statsmedic.com/apstats-day116)  Chi-Square Test of Homogeneity |  |
| 62 | [Unit 8 Day 5: Are Taco Tongue and Evil Eyebrow Independent?](https://www.statsmedic.com/apstats-day117)  Chi-Square Test of Independence |  |
| 63 | Unit 8 Day 7: Review |  |
| 64 | Unit 8 Day 8: Test  [Unit 9 Day 1: Does Seat Location Matter? Part 1](https://www.statsmedic.com/apstats-day121)  Intro to Sampling Distributions for Slope | Make this a shorter test so that you can do an introduction to Unit 9.  \*\*Only do Page 1 of the Seat Location lesson\*\* Students can work on this page independently after their test (or in partners/groups). |
| 65 | [Unit 9 Day 1: Does Seat Location Matter? Part 1](https://www.statsmedic.com/apstats-day121)  (finish the lesson from yesterday)  [Unit 9 Day 2: Does Seat Location Matter? Part 2](https://www.statsmedic.com/apstats-day122)  Confidence Intervals for Slope |  |
| 66 | [Unit 9 Day 3: How Does GPA Relate to ACT Score?](https://www.statsmedic.com/apstats-day123)  Significance Tests for Slope |  |
| 67 | Unit 9 Quiz | Give the students a quiz on Unit 9 and now you’re ready to start AP Exam Review! |
| At our school, we have about 75 days per class total before the AP Exam. I would probably find some other places to pare down (like Day 67--skip Unit 9 Quiz and do it with Review, Day 62--do with Chi-Square Test of Homogeneity as a “side note”) so that we have more time for Review at the end. It also helps to make all assessments cumulative, so you can cut your review time down some. | | |