Secondary Math 3

Concept: **Sampling Data**

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| **Learning Objective:**  I know…I can… | **Assessment Examples:** |
| I can distinguish between random and non-random samples, and between representative and non-representative samples. | Determine a population and then give an example of each of the following types of samples that can be obtained from that population:  A random sample that represents the population  A non-random sample that represents the population  A random sample that does not represent the population  A non-random sample that does not represent the population  (For example, given that Colgate wants to determine what  percentage of dentists recommend their toothpaste.) |

**Launch:** (How will you begin your lesson to help students make connections to material already learned and help students understand why they are learning the new concept?)

Show a clip from a recent news show asking viewers to take a short survey about some interesting topic. Ask students what kind of information can be obtained from such a survey and what are some strengths or weaknesses of this survey?

**Explore:** (How will you allow students to construct their own understandings?)

Work through lesson 20.1 in our HMH text. Emphasize “Language Support – Communicate Mathematics” (Population-Census-Parameter & Sample-Sampling-Statistics)

**Discuss:** (How will you share students’ learning and assure all students have a minimal level of understanding?)

Discuss throughout the lesson using the Explains and Elaborates.

**Summarize:** (How will you help students understand what they learned, why they learned it, how does it connect to what you already know?)

Ask: What are the different methods for gathering data about a population? (To summarize you could make the chart from “Language Support.”) Assignment: 20.1 #1-9, 11, 12 (H-13) p.1042-7