

A Flipped Classroom Lesson Plan using the Mastery Learning Model

Title of Lesson:	The Standard Deviation as a Ruler and the Normal Model
Targeted Grade Level:	12 th graders (and possibly a few 11 th and 10 th graders)
Subject:	AP Statistics
Goal(s) of Lesson:	The learner will shift or rescale data so that it is easier to understand, standardize data using the standard deviation as a ruler to create z-scores, and find that a normal model is a useful way to understand data.
Objective(s) of Lesson:	The learner will be able to calculate the z-score of an observation, compare values of two difference variables using their z-scores, use Normal models and the 68-95-99.7 rule to estimate the percentage of observations falling within 1, 2, or 3 standard deviations of the mean, find the percentage of observations falling below any value in a Normal model using a Normal table or appropriate technology, and check whether a variable satisfies the Nearly Normal Condition by making a Normal probability plot or a histogram.
Elements of Model:	In the Mastery Learning Models, content is carefully developed into instructional sequences of units, and each student is allowed to work at his/her own rate to complete each unit and perform successfully on a diagnostic test before moving on to the next unit. Data from diagnostic tests help teachers plan supplementary instruction for struggling students. If the social climate is positive and the teacher acts as an encourager and facilitator, then the self-esteem and academic achievement of students are improved. Problem-solving processes, motivation, self-evaluation, self-initiation, self-direction of learning is developed in students.
Materials/Resources Needed:	<ul style="list-style-type: none"> - 1 copy of the textbook <i>Stats: Modeling the World</i>, AP edition, by Bock, Velleman, and De Veaux (2007) for each student. - 1 copy of the fill-in-the-blank chapter notes for chapter 6 for each student (optional: post it on a class website and have students print it). The notes are on pages 23-26 and the answers are on pages 27-30 of http://mrskrummel.com/documents/BVD_chapter_notes.pdf - 1 copy of the chapter outline to use as a formative check for each student (or enough copies for 1 class set, and have students write their answers on notebook paper), from http://mrskrummel.com/documents/BVDch6.doc
Technology Used:	<ul style="list-style-type: none"> - Each student needs access to the Internet through a computer (at home, school, library, a friend or relative's house, etc.) or a mobile phone to do the flipped classroom component of this lesson. - Calculators with statistical functions (such as typical TI graphing calculators) are optional but very helpful.
Correlation with Bloom's Taxonomy and Marzano's Strategies:	<p>All elements of Bloom's taxonomy are evident in this lesson. Students will be:</p> <ol style="list-style-type: none"> 1. Creating—their own video tutorial (GT students only). 2. Evaluating—their own progress through the instructional sequence as they achieve proficiency in progressing units. 3. Analyzing—their mistakes on the practice exercises and make corrections immediately.

Mastery Learning Lesson Plan

Marcel A. Müller



Mastery Learning Lesson Plan:

Reviewing **Mastery Learning Lesson Plan**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**Mastery Learning Lesson Plan**," an enthralling opus penned by a highly acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve into the book's central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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