

(optional):Table
 Incidence of Downloading Music, Images, Videos, Games, Documents, and Drivers/Installers
 Total Group
 Boys
 Girls
 Minutes (per day/week)
 M
 SD
 M
 SD
 M
 SD
 Music Images Videos Games Documents Drivers/Installers

Sample Table3

(optional):Table
 Frequency of Downloading Music, Images, Videos, Games, and Documents
 Total Group
 Boys
 Girls
 Base: Number Answering (at least 50)
 %
 %
 %
 Frequently
 Frequently
 Seldom
 Very seldom
 Not reported
 Videos
 Videos
 Frequently
 Frequently
 Seldom
 Very seldom
 Not reported
 Images
 Images
 Frequently
 Frequently
 Seldom
 Very seldom
 Not reported

Sample of linear regression:GPA=

$a + b * X$ where: a = the intercept b = regression coefficient X = independent variable (e.g. minutes spent in games, homework, videos, etc.)
 The format of the linear regression is flexible, depending on your survey and data collection
 PRESENTATION: You will present your project to the class using Powerpoint, poster, video or other. Your presentation must include at least 3 graphs of the following: 1) Histograms/Bar graphs 2) Pie chart 3) Box and whisker plot 4) Line Graph/scatter plot 5) stem and leaf plot
 Please look at your textbook for lessons on creating these graphs. You must include the conclusion of your study
 POST PRESENTATION/FINAL CONCLUSION
 Once we are done with all the presentations, we will combine the conclusion from all the groups to make a final conclusion.

Evaluation

You should refer to the Evaluation page to check your work against the rubrics. Although your results may not be what you anticipated, that is acceptable and should be anticipated.
 Culminating Rubric
 4321
 Total Organization, Sequencing of Information
 Students present information in logical, interesting sequence which audience can follow. Audience has difficulty following timeline because student jumps around. Audience cannot understand timeline because there is no sequence of information.
 Collecting Data
 Chose excellent and proper questions for data collecting. Chose good questions for data collecting. Chose average questions for data collecting. Chose poor and improper questions for data collecting.
 Data Analysis
 All the statistical tools are presented and correct. Only 1 or 2 of the statistical tools is not presented and correct. Only 1 or 2 of the statistical tools is not presented with several mistakes.
 Presentation
 Project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective study guide. Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate study guide. Project is missing more than two key elements. It would make an incomplete study guide. Project is lacking several key elements and has inaccuracies that make it a poor study guide.
 Graphs
 At least 3 graphs are shown correctly. 2 graphs are shown correctly. 1 graph is shown correctly. No graph is shown correctly.
 Each person put forth effort. Group delegates tasks and shares responsibility effectively all of the time. Group delegates tasks and shares responsibility effectively most of the time. Group delegates tasks and shares responsibility effectively some of the time. Group often is not effective in delegating tasks and/or sharing responsibility.
 Timing
 All assignments are done on time. Assignment is late 1 day. Assignment is late 2 days. Assignment is late more than 2 days.

Category and Score					Score
				Total Score	

Conclusion

After the presentation, you will be asked to write a journal. In the journal you will include your thoughts on the project, what you've learned and what you enjoyed/dislike about it and suggestions. Based on your studies, how will you spend your time when using the internet?

Teacher Page

The teaching plan:

Day 1

Project is introduced

Day 2

Students create survey questions

Day 3

Discussion on validity of survey questions

Day 4

Students edit their survey questions.

Day 5

Students work on conducting the survey

Day 6

Students use their books to review mean, median, mode, range, variance, standard deviation, linear regression to use on their data. They should understand how to obtain their graphs and statistical results by using formulas. At least one example of calculation should be shown.

Day 7

Students turn in their data analysis

Students use their book/online resources to learn histograms, bar graphs, pie chart, box and whisker plots, line graphs, scatter plots, stem and leaf plot

Day 8

Students get feedback on their work on data analysis

Students work on presentation

Day 9

Work on presentation

Day 10

Students present

Day 11

Whole class discussion. Combine all groups' presentations to make a final conclusion

Day 12

Make a final conclusion and presentation

This project applies the following standards:

Mathematics

Students collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program

Know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data.

Represent two numerical variables on a scatterplot and informally describe how the data points are distributed and any apparent relationship that exists between the two variables (e.g., between time spent on homework and grade level).

Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set

Students compute the variance and the standard deviation of a distribution of data.

English-Language Arts

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Communication

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

English-Language Development Standard

Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third person singular, male and female pronouns)

Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.

Standards

Credits

A group of teachers worked together to make this webquest.

Other