Period(s): 4

Week of/Dates of Unit: September 25- 29, 2017

	Standards	Goals	As a result of this lesson the student will be able to:	Instructional Plan	Activities(aligned, sequenced, build, time) (Grouping, Materials, Accommodations)	Student Work:	(Thinking & Problem Solving, Real World)	Assessment	(aligned, rubrics, written)
Monday	PS.SPMJ.1	process for n	tributions as a naking pout population pased on a	of assignments directions as n group extended reduce number on or alternate assessments as Powerpoint No	earning, for completion s, rephrase eeded, small d learning, and r of questions forms of s needed. otes, ignments such cards, nes, and MDC learning to	Alterna Openers: Ele Classroom Classro Lesson 1-2 N Examp	oom Activity: lotes bles 1–4: PE Examples 1–4	Lesson 1-2 D	Pata Classification

	PS.SPMJ.1	Understand statistics and	ESOL Accommodations:	Essential Question: TE	Lesson 1-2 Data Classification
у		sampling distributions as a	Cooperative learning,	Alternative Lesson	
		process for making	extended time for completion	Openers: Electronic	
		inferences about population	of assignments, rephrase	Classroom	
		parameters based on a	directions as needed, small	Classroom Activity:	
		random sample from the	group extended learning, and	Lesson 1-2 Classwork	
		population.	reduce number of questions	Examples 1–4: PE	
Tuesday			on or alternate forms of	Extra Examples 1–4	
nes			assessments as needed.	with Key Questions: TE	
Ĥ			Powerpoint Notes,		
			Interactive assignments such		
			as vocabulary cards,		
			electronic games, and MDC		
			activities.		
			Project based learning to		
			ensure mastery of concepts.		
	PS.SPMJ.2	See Below.	ESOL Accommodations:	Essential Question: TE	Lesson 1-3 Data Collection
	PS.SPMJ.3		Cooperative learning,	Alternative Lesson	and Experimental Design
	PS.SPMJ.5		extended time for completion	Openers: Electronic	
	PS.SPMJ.6		of assignments, rephrase	Classroom	
			directions as needed, small	Classroom Activity:	
5			group extended learning, and	Lesson 1-3 Notes	
day			reduce number of questions	Examples 1–4: PE	
les			on or alternate forms of	Extra Examples 1–4	
Wednesday			assessments as needed.	with Key Questions: TE	
l ≥			Powerpoint Notes,		
			Interactive assignments such		
			as vocabulary cards,		
			electronic games, and MDC		
			activities.		
			Project based learning to		
			ensure mastery of concepts.		

	PS.SPMJ.2	See Below.	ESOL Accommodations:	Essential Question: TE	Lesson 1-3 Data Collection
	PS.SPMJ.3	See Below.	Cooperative learning,	Alternative Lesson	and Experimental Design
	PS.SPMJ.5		extended time for completion	Openers: Electronic	and Experimental Design
	PS.SPMJ.6		of assignments, rephrase	Classroom	
	1 5.51 MJ.0		directions as needed, small	Classroom Activity:	
			group extended learning, and	Lesson 1-3 Classwork	
			reduce number of questions	Examples 1-4: PE	
Thursday			on or alternate forms of	-	
ILS			assessments as needed.	Extra Examples 1–4	
Thu				with Key Questions: TE	
			Powerpoint Notes,		
			Interactive assignments such		
			as vocabulary cards,		
			electronic games, and MDC		
			activities.		
			Project based learning to		
			ensure mastery of concepts.		
	PS.SPMJ.2	See Below.	ESOL Accommodations:	Essential Question: TE	Chapter 1 Assessment
	PS.SPMJ.3		Cooperative learning,	Alternative Lesson	
	PS.SPMJ.5		extended time for completion	Openers: Electronic	
	PS.SPMJ.6		of assignments, rephrase	Classroom	
			directions as needed, small	Classroom Activity:	
			group extended learning, and	Chapter 1 Assessment	
∧			reduce number of questions	Examples 1-4: PE	
Friday			on or alternate forms of	Extra Examples 1–4	
Fri			assessments as needed.	with Key Questions: TE	
			Powerpoint Notes,		
			Interactive assignments such		
			as vocabulary cards,		
			electronic games, and MDC		
			activities.		
	5		Project based learning to		
	<u> </u>		ensure mastery of concepts.		

* All plans are subject to change. Student progress will be monitored and adjustments will be made.

PS.SPMJ.2* Distinguish between experimental and theoretical probabilities. Collect data on a chance event and use the relative frequency to estimate the theoretical probability of that event. Determine whether a given probability model is consistent with experimental results.

PS.SPMJ.3 Plan and conduct a survey to answer a statistical question. Recognize how the plan addresses sampling technique, randomization, measurement of experimental error and methods to reduce bias.

PS.SPMJ.5 Distinguish between experiments and observational studies. Determine which of two or more possible experimental designs will best answer a given research question and justify the choice based on statistical significance.

PS.SPMJ.6 Evaluate claims and conclusions in published reports or articles based on data by analyzing study design and the collection, analysis, and display of the data.