Period(s): 4

Week of/Dates of Unit: October 2-6, 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.SPID.1 PS.SPID.5 PS.SPID.6	See Below.		ESOL Accom Cooperative le extended time of assignments directions as n group extende reduce number on or alternate assessments as Powerpoint No Interactive ass as vocabulary electronic gam activities. Project based i	modations: earning, for completion s, rephrase leeded, small d learning, and r of questions e forms of s needed. otes, ignments such cards, nes, and MDC learning to y of concepts.	Essent Alterna Openers: Ele Classroom Classro Lesson 2-1 N Examp Extra I with Key Qu	ial Question: TE ative Lesson octronic oom Activity: Votes bles 1–4: PE Examples 1–4 estions: TE	Lesson 2.1 (F Distributions Graphs)- Vari Varying Diffic	requency and Their ous Questions of ulty Levels

	DC CDID 1	Saa Palow	ESOI Accommodations:	Eccential Question: TE	Lasson 2.1 (Eraguanay
A	PS.SPID.1	See Below.	ESOL Accommodations.		Discussion 2.1 (Frequency
	PS.SPID.5		Cooperative learning,	Alternative Lesson	Distributions and Their
	PS.SPID.6		extended time for completion	Openers: Electronic	Graphs)- Various Questions of
			of assignments, rephrase	Classroom	Varying Difficulty Levels
			directions as needed, small	Classroom Activity:	
			group extended learning, and	Lesson 2-1 Classwork	
			reduce number of questions	Examples 1–4: PE	
sda			on or alternate forms of	Extra Examples 1–4	
ne:			assessments as needed.	with Key Questions: TE	
H			Powerpoint Notes,		
			Interactive assignments such		
			as vocabulary cards,		
			electronic games, and MDC		
			activities.		
			Project based learning to		
			ensure mastery of concepts.		
	PS.SPID.1	See Below.	ESOL Accommodations:	Essential Question: TE	Lesson 2.2 (More Graphs and
	PS.SPID.5		Cooperative learning,	Alternative Lesson	Displays)- Various Questions of
	PS.SPID.6		extended time for completion	Openers: Electronic	Varying Difficulty Levels
			of assignments, rephrase	Classroom	
			directions as needed, small	Classroom Activity:	
			group extended learning, and	Lesson 2-2 Notes	
Wednesday			reduce number of questions	Examples 1–4: PE	
			on or alternate forms of	Extra Examples 1–4	
			assessments as needed.	with Key Questions: TE	
			Powerpoint Notes,	-	
			Interactive assignments such		
			as vocabulary cards,		
			electronic games, and MDC		
			activities.		
			Ducient hand learning to		
			Project based learning to		

	PS.SPID.1	See Below.	ESOL Accommodations:	Essential Question: TE	Section 2.2 (More Graphs and
	PS.SPID.5		Cooperative learning,	Alternative Lesson	Displays)- Various Questions of
	PS.SPID.6		extended time for completion	Openers: Electronic	Varying Difficulty Levels
			of assignments, rephrase	Classroom	
			directions as needed, small	Classroom Activity:	
ły			group extended learning, and	Lesson 2-2	
			reduce number of questions	Examples 1-4: PE	
sdi			on or alternate forms of	Extra Examples 1–4	
าทเ			assessments as needed.	with Key Questions: TE	
Ħ			Powerpoint Notes,		
			Interactive assignments such		
			as vocabulary cards,		
			electronic games, and MDC		
			activities.		
			Project based learning to		
			ensure mastery of concepts.		
	PS.SPID.1	See Below.	ESOL Accommodations:	Essential Question: TE	Section 2.2 (More Graphs and
	PS.SPID.5		Cooperative learning,	Alternative Lesson	Displays)- Various Questions of
	PS.SPID.6		extended time for completion	Openers: Electronic	Varying Difficulty Levels
			of assignments, rephrase	Classroom	
day			directions as needed, small	Classroom Activity:	
			group extended learning, and	Lesson 2-2	
			reduce number of questions	Examples 1-4: PE	
			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.		
			Project based learning to		
			ensure mastery of concepts.		

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

PS.SPID.1*Select and create an appropriate display, including dot plots, histograms, and box plots, for data that includes only real numbers. PS.SPID.5*Analyze bivariate categorical data using two-way tables and identify possible associations between the two categories using marginal, joint, and conditional frequencies.

PS.SPID.6*Using technology, create scatterplots and analyze those plots to compare the fit of linear, quadratic, or exponential models to a given data set. Select the appropriate model, fit a function to the data set, and uses the function to solve problems in the context of the data.