Teacher: Marc Belfer Course: Prob & Stats Period(s): 4 Week of/Dates of Unit: October 9-13, 2017

	Standards	Goals	As a result of this lesson the student will be able to:	Instructional Plan	Activities(aligned, sequenced, build, time) (Grouping, Materials,	Student Work:	(Thinking & Problem Solving, Real World)	Assessment (aligned, rubrics, written)
Monday	PS.SPID.1 PS.SPID.5 PS.SPID.6	See Below.		Accommodations) ESOL Accommodations: Cooperative learning, extended time for completion of assignments, rephrase directions as needed, small group extended learning, and reduce number of questions on or alternate forms of assessments as needed. Powerpoint Notes, Interactive assignments such as vocabulary cards, electronic games, and MDC activities. Project based learning to ensure mastery of concepts.		Alterna Openers: Ele ClassroomClassro Lesson 2-1 NExamp	oom Activity: Notes bles 1–4: PE Examples 1–4	Lesson 2.1 (Frequency Distributions and Their Graphs)- Various Questions of Varying Difficulty Levels
Tuesday	PS.SPID.1 PS.SPID.5 PS.SPID.6	See Below.		of assignment directions as r group extende reduce numbe on or alternate assessments as Powerpoint N	earning, for completion s, rephrase needed, small ed learning, and or of questions e forms of s needed. otes, signments such cards, nes, and MDC learning to	Alterna Openers: Ele ClassroomClassro Lesson 2-1 CExamp	oom Activity: Classwork bles 1–4: PE Examples 1–4	Lesson 2.1 (Frequency Distributions and Their Graphs)- Various Questions of Varying Difficulty Levels

	PS.SPID.1	See Below.	ESOL Accommodations:	Essential Question: TE	Lesson 2.2 (More Graphs and
	PS.SPID.5	See Below.	Cooperative learning,	Alternative Lesson	Displays)- Various Questions of
	PS.SPID.6		extended time for completion	Openers: Electronic	Varying Difficulty Levels
	F3.3F1D.0		of assignments, rephrase	Classroom	varying Difficulty Ecvers
			directions as needed, small	Classroom Activity:	
			1	Lesson 2-2 Notes	
<u>\$</u>			group extended learning, and		
Wednesday			reduce number of questions	Examples 1–4: PE	
nes			on or alternate forms of	Extra Examples 1–4	
eq			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.		
	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:	
			group extended learning, and	Lesson 2-2	
ay			reduce number of questions	Examples 1-4: PE	
Thursday			on or alternate forms of	Extra Examples 1–4	
			assessments as needed.	with Key Questions: TE	
E			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	
			directions as needed, small	Classroom Activity:	
			group extended learning, and	Lesson 2-2	
			reduce number of questions	Examples 1-4: PE	
Friday			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.		
			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.