Teacher: Marc Belfer Course: Prob & Stats Period(s): 4 Week of/Dates of Unit: October 16-20, 2017

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	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.		of assignments directions as n group extende reduce numbe on or alternate assessments as Powerpoint No	earning, for completion s, rephrase leeded, small d learning, and r of questions forms of s needed. learning such cards, learning to	Altern Openers: Ele ClassroomClassr Lesson 2-1 NExamp	oom Activity: Notes ples 1–4: PE Examples 1–4	Lesson 2.1 (F Distributions Graphs)- Vari Varying Diffic	and Their lous Questions of

	PS.SPID.1	See Below.	ESOL Accommodations:	Essential Question: TE	Lesson 2.1 (Frequency
	PS.SPID.5	See Below.	Cooperative learning,	Alternative Lesson	Distributions and Their
	PS.SPID.6		extended time for completion	Openers: Electronic	Graphs)- Various Questions of
	15.51 15.0		of assignments, rephrase	Classroom	Varying Difficulty Levels
			directions as needed, small	Classroom Activity:	varying Difficulty Devels
			group extended learning, and	Lesson 2-1 Classwork	
			reduce number of questions	Examples 1–4: PE	
lay			on or alternate forms of	Extra Examples 1–4. FE	
Tuesday				_ -	
Į Ž			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	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	
da da			reduce number of questions	Examples 1–4: PE	
Wednesday			on or alternate forms of	Extra Examples 1–4	
g			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	bee bete w.	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	
l s			reduce number of questions	Examples 1-4: PE	
Thursday			on or alternate forms of	Extra Examples 1–4	
ını			assessments as needed.	with Key Questions: TE	
Ī			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	
- E			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.