Teacher: Marc Belfer   Course: **Prob & Stats**   Period(s): 4   Week of/Dates of Unit: October 16- 20, 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 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.		_____Essential Question: TE _____Alternative Lesson Openers: Electronic Classroom _____Classroom Activity: Lesson 2-1 Notes _____Examples 1–4: PE _____Extra Examples 1–4 with Key Questions: TE		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.	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.	_____Essential Question: TE _____Alternative Lesson Openers: Electronic Classroom _____Classroom Activity: Lesson 2-1 Classwork _____Examples 1–4: PE _____Extra Examples 1–4 with Key Questions: TE	Lesson 2.1 (Frequency Distributions and Their Graphs)- Various Questions of Varying Difficulty Levels
Wednesday	PS.SPID.1 PS.SPID.5 PS.SPID.6	See Below.	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.	_____Essential Question: TE _____Alternative Lesson Openers: Electronic Classroom _____Classroom Activity: Lesson 2-2 Notes _____Examples 1–4: PE _____Extra Examples 1–4 with Key Questions: TE	Lesson 2.2 (More Graphs and Displays)- Various Questions of Varying Difficulty Levels

Thursday	PS.SPID.1 PS.SPID.5 PS.SPID.6	See Below.	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.	Essential Question: TE _____Alternative Lesson Openers: Electronic Classroom _____Classroom Activity: Lesson 2-2 _____Examples 1-4: PE _____Extra Examples 1–4 with Key Questions: TE	Section 2.2 (More Graphs and Displays)- Various Questions of Varying Difficulty Levels
Friday	PS.SPID.1 PS.SPID.5 PS.SPID.6	See Below.	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.	Essential Question: TE _____Alternative Lesson Openers: Electronic Classroom _____Classroom Activity: Lesson 2-2 _____Examples 1-4: PE _____Extra Examples 1–4 with Key Questions: TE	Section 2.2 (More Graphs and Displays)- Various Questions of Varying Difficulty Levels

* 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.