

	Standards	Goals As a result of this lesson the student will be able to:	Instructional Strategies What the teacher will do to ensure the student meets the goals:	Activities The student will:	Homework & Assessment Student achievement will be measured by:
Monday	<p>PS.SPCR.2</p> <p>PS.SPCR.3</p>	<p>Use the multiplication rule to calculate probabilities for independent and dependent events. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.</p> <p>Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.</p>	<p>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 game. Project based learning to ensure mastery of concepts.</p>	<p>Essential Question: TE ____Alternative Lesson Openers: Electronic Classroom ____Classroom Activity: Worksheet 3.1 ____Examples 1–4: PE ____Extra Examples 1–4 with Key Questions: TE</p>	<p>Section 3.1 (Basic Concepts of Probability and Counting)- Various Questions of Varying Difficulty Levels</p>

Tuesday	PS.SPCR.2	Use the multiplication rule to calculate probabilities for independent and dependent events. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.	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 game, and Edmodo. Project based learning to ensure mastery of concepts.	Essential Question: TE ____Alternative Lesson Openers: Electronic Classroom ____Classroom Activity: Worksheet 3.2 ____Examples 1–4: PE ____Extra Examples 1–4 with Key Questions: TE	Section 3.2 (Conditional Probability and the Multiplication Rule)- Various Questions of Varying Difficulty Levels
	PS.SPCR.3	Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.			

Wednesday	<p>PS.SPCR.2</p> <p>PS.SPCR.3</p>	<p>Use the multiplication rule to calculate probabilities for independent and dependent events. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.</p> <p>Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.</p>	<p>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 game, and Edmodo. Project based learning to ensure mastery of concepts.</p>	<p>_____ Essential Question: TE _____ Alternative Lesson Openers: Electronic Classroom _____ Classroom Activity: Worksheet 3.3 _____ Examples 1–4: PE _____ Extra Examples 1–4 with Key Questions: TE</p>	<p>Section 3.3 (The Addition Rule)- Various Questions of Varying Difficulty Levels</p>
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Thursday	PS.SPCR.2	Use the multiplication rule to calculate probabilities for independent and dependent events. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.	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 game, and Edmodo. Project based learning to ensure mastery of concepts.	_____ Essential Question: TE _____ Alternative Lesson Openers: Electronic Classroom _____ Classroom Activity: Worksheet 3.4 _____ Examples 1–4: PE _____ Extra Examples 1–4 with Key Questions: TE	Section 3.4 (Additional Topics in Probability and Counting)- Various Questions of Varying Difficulty Levels
	PS.SPCR.3	Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.			

Friday	PS.SPCR.2	Use the multiplication rule to calculate probabilities for independent and dependent events. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.	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 game, and Edmodo. Project based learning to ensure mastery of concepts.	_____ Essential Question: TE _____ Alternative Lesson Openers: Electronic Classroom _____ Classroom Activity: Chapter 3 Test _____ Examples 1–4: PE _____ Extra Examples 1–4 with Key Questions: TE	Chapter 3 Test
	PS.SPCR.3	Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.			

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