Teacher: Marc Belfer Course: Prob & Stats Period(s): 1 Week of: January 29- February 2, 2018

	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	PS.SPMJ.1	process for mabout popular	tributions as a naking inferences tion parameters ndom sample	examples in sr Cooperative le extended time of assignments directions as n group extende reduce number on or alternate assessments as Powerpoint No	structions to raphs using and illustrated mall groups. earning, for completion s, rephrase seeded, small d learning, and or of questions of s needed. Sotes, ignments such cards, nes, and MDC learning to	Alterna Openers: Elec ClassroomClassro Lesson 1-2 NExamp	oom Activity: otes les 1–4: PE Examples 1–4	Lesson 1-2 D Theme: Elect	Pata Classification tric Cars

	PS.SPMJ.1	Understand statistics and	ESOL Accommodations:	Essential Question: TE	Lesson 1-2 Data Classification
		sampling distributions as a	Follow oral instructions to	Alternative Lesson	Theme: Company Images
		process for making inferences	design math graphs using	Openers: Electronic	
		about population parameters	manipulatives and illustrated	Classroom	
		based on a random sample	examples in small groups.	Classroom Activity:	
		from the population.	Cooperative learning,	Lesson 1-2 Notes	
			extended time for completion	Examples 1–4: PE	
			of assignments, rephrase	Extra Examples 1–4	
Š			directions as needed, small	with Key Questions: TE	
Tuesday			group extended learning, and		
Ţ			reduce number of questions		
L			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.		

	PS.SPMJ.2	See Below.	ESOL Accommodations:	Essential Question: TE	Lesson 1-3 Data Collection
	PS.SPMJ.3		Follow oral instructions to	Alternative Lesson	and Experimental Design
	PS.SPMJ.5		design math graphs using	Openers: Electronic	Theme: Types of Milks
	PS.SPMJ.6		manipulatives and illustrated	Classroom	
			examples in small groups.	Classroom Activity:	
			Cooperative learning,	Lesson 1-3 Notes	
			extended time for completion	Examples 1–4: PE	
			of assignments, rephrase	Extra Examples 1–4	
Wednesday			directions as needed, small	with Key Questions: TE	
esc			group extended learning, and		
dp			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.		

	PS.SPMJ.2	See Below.	ESOL Accommodations:	Essential Question: TE	Lesson 1-3 Data Collection
	PS.SPMJ.3		Follow oral instructions to	Alternative Lesson	and Experimental Design
	PS.SPMJ.5		design math graphs using	Openers: Electronic	Theme: Aquatics
	PS.SPMJ.6		manipulatives and illustrated	Classroom	
			examples in small groups.	Classroom Activity:	
			Cooperative learning,	Lesson 1-3 Classwork	
			extended time for completion	Examples 1–4: PE	
			of assignments, rephrase	Extra Examples 1–4	
ay			directions as needed, small	with Key Questions: TE	
Thursday			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.		

	PS.SPMJ.2	See Below.	ESOL Accommodations:	Essential Question: TE	Laggor 1 2 Data Collection
		See Delow.		Essential Question: TE	Lesson 1-3 Data Collection
	PS.SPMJ.3		Follow oral instructions to	Alternative Lesson	and Experimental Design
	PS.SPMJ.5		design math graphs using	Openers: Electronic	Theme: Towns and States
	PS.SPMJ.6		manipulatives and illustrated	Classroom	
			examples in small groups.	Classroom Activity:	
			Cooperative learning,	Lesson 1-3 Classwork	
			extended time for completion	Examples 1-4: PE	
			of assignments, rephrase	Extra Examples 1–4	
.			directions as needed, small	with Key Questions: TE	
Friday			group extended learning, and		
ı.			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.		

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

PS.SPMJ.2* Distinguish between experimental and theoretical probabilities. Collect data on a chance event and use the relative frequency to estimate the theoretical probability of that event. Determine whether a given probability model is consistent with experimental results.

PS.SPMJ.3 Plan and conduct a survey to answer a statistical question. Recognize how the plan addresses sampling technique, randomization, measurement of experimental error and methods to reduce bias.

PS.SPMJ.5 Distinguish between experiments and observational studies. Determine which of two or more possible experimental designs will best answer a given research question and justify the choice based on statistical significance.

PS.SPMJ.6 Evaluate claims and conclusions in published reports or articles based on data by analyzing study design and the collection, analysis, and display of the data.