Teacher: Marc Belfer

Course: Prob & Stats

Period(s): 1

Week of/Dates of Unit: March 26-30, 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.SPMJ.1	process for n	tributions as a naking pout population assed on a	of assignments directions as n group extender reduce number on or alternate assessments as Powerpoint No	earning, for completion s, rephrase eeded, small d learning, and r of questions forms of s needed. otes, ignments such cards, nes, and MDC	Altern Openers: Ele ClassroomClassr Lesson 1-2 NExamp	oom Activity: Notes bles 1–4: PE Examples 1–4	Lesson 1-2 D	Pata Classification

	PS.SPMJ.1	Understand statistics and	ESOL Accommodations:	Essential Question: TE	Lesson 1-2 Data Classification
	1 5.51 1415.1	sampling distributions as a	Cooperative learning,	Alternative Lesson	Lesson 1-2 Data Classification
		process for making	extended time for completion	Openers: Electronic	
		inferences about population	of assignments, rephrase	Classroom	
		parameters based on a	directions as needed, small	Classroom Activity:	
		random sample from the	group extended learning, and	Lesson 1-2 Classwork	
		population.	reduce number of questions	Examples 1–4: PE	
Tuesday		population.	on or alternate forms of	<u> </u>	
esq			assessments as needed.	Extra Examples 1–4	
l Ä				with Key Questions: TE	
			Powerpoint Notes,		
			Interactive assignments such		
			as vocabulary cards,		
			electronic games, and MDC		
			activities.		
			Project based learning to		
	DG GD) (I O		ensure mastery of concepts.		1.05 . 6.11
	PS.SPMJ.2	See Below.	ESOL Accommodations:	Essential Question: TE	Lesson 1-3 Data Collection
	PS.SPMJ.3		Cooperative learning,	Alternative Lesson	and Experimental Design
	PS.SPMJ.5		extended time for completion	Openers: Electronic	
	PS.SPMJ.6		of assignments, rephrase	Classroom	
			directions as needed, small	Classroom Activity:	
 			group extended learning, and	Lesson 1-3 Notes	
da			reduce number of questions	Examples 1–4: PE	
Wednesday			on or alternate forms of	Extra Examples 1–4	
eg			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.SPMJ.2	See Below.	ESOL Accommodations:	Essential Question: TE	Lesson 1-3 Data Collection
	PS.SPMJ.3	bee belew.	Cooperative learning,	Alternative Lesson	and Experimental Design
	PS.SPMJ.5		extended time for completion	Openers: Electronic	
	PS.SPMJ.6		of assignments, rephrase	Classroom	
			directions as needed, small	Classroom Activity:	
			group extended learning, and	Lesson 1-3 Classwork	
<u></u>			reduce number of questions	Examples 1-4: PE	
Thursday			on or alternate forms of	Extra Examples 1–4	
lur.			assessments as needed.	with Key Questions: TE	
I			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	Chapter 1 Assessment
	PS.SPMJ.3		Cooperative learning,	Alternative Lesson	
	PS.SPMJ.5		extended time for completion	Openers: Electronic	
	PS.SPMJ.6		of assignments, rephrase	Classroom	
			directions as needed, small	Classroom Activity:	
			group extended learning, and	Chapter 1 Assessment	
_			reduce number of questions	Examples 1-4: PE	
Friday			on or alternate forms of	Extra Examples 1–4	
F.			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.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.