Teacher: Marc Belfer Course: Prob & Stats Period(s): 1 Week of/Dates of Unit: April 16-20, 2018

| | 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.2 PS.SPMJ.3 PS.SPMJ.5 PS.SPMJ.6 | See Below. | | of assignments directions as ne | 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 1-3 FExamp | oom Activity: Project ples 1–4: PE Examples 1–4 | Lesson 1-3 D and Experime | ental Design |

| | PS.SPMJ.2 | See Below. | ESOL Accommodations: | Essential Question: TE | Lesson 1-3 Data Collection |
|-----------|---------------|-------------|------------------------------|------------------------|----------------------------|
| | PS.SPMJ.3 | See Below. | Cooperative learning, | Alternative Lesson | and Experimental Design |
| | PS.SPMJ.5 | | extended time for completion | Openers: Electronic | and Emperimental Besign |
| | PS.SPMJ.6 | | of assignments, rephrase | Classroom | |
| | 1 8.81 1/10.0 | | directions as needed, small | Classroom Activity: | |
| | | | group extended learning, and | Lesson 1-3 Project | |
| | | | reduce number of questions | Examples 1–4: PE | |
| Tuesday | | | on or alternate forms of | Extra Examples 1–4 | |
| ×3 | | | assessments as needed. | with Key Questions: TE | |
| Tu | | | Powerpoint Notes, | with Key Questions. 12 | |
| | | | 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 bete w. | 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 Project | |
| Wednesday | | | reduce number of questions | Examples 1–4: PE | |
| SS | | | on or alternate forms of | Extra Examples 1–4 | |
| Å | | | assessments as needed. | with Key Questions: TE | |
| ĕ | | | 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 | See Below. | Cooperative learning, | Alternative Lesson | and Experimental Design |
| | PS.SPMJ.5 | | extended time for completion | Openers: Electronic | |
| | PS.SPMJ.6 | | of assignments, rephrase | Classroom | |
| | 1 5.51 1/15.0 | | directions as needed, small | Classroom Activity: | |
| A | | | group extended learning, and | Lesson 1-3 Project | |
| | | | reduce number of questions | Examples 1-4: PE | |
| da | | | on or alternate forms of | Extra Examples 1–4 | |
| Thursday | | | assessments as needed. | with Key Questions: TE | |
| l H | | | Powerpoint Notes, | with Key Questions. 12 | |
| _ | | | 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 | See Below. | Cooperative learning, | Alternative Lesson | Chapter 1 1 issessment |
| | 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 | |
| Lic | | | 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.