|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade Level** 10-12  AP STATISTICS | | **Teacher/Room**: LPAYNE/ 181 Week of: September 5-9 | | | |
| **Unit Vocabulary: SEE ATTACHED** | | | | | |
| **Instructional Strategies Used:** direct instruction, independent study, interactive instruction **, case studies, case closed, activities, homework** | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:  Labor Day | **Common Core Standard(s)**:  [C2b][C2c][C4][C5]   * Probability models are useful tools for making decisions and predictions. * Probability is the basis of statistical inference. * The notion and behavior of a random variable is foundational to understanding   probability distributions.   * Probability is based on relative frequencies. * The Law of Large Numbers is an important concept when simulating probability   experiments. | | **Common Core Standard(s)**:  [C2b][C2c][C4][C5]   * Probability models are useful tools for making decisions and predictions. * Probability is the basis of statistical inference. * The notion and behavior of a random variable is foundational to understanding   probability distributions.   * Probability is based on relative frequencies. * The Law of Large Numbers is an important concept when simulating probability   experiments. | **Common Core Standard(s)**:  [C2b][C2c][C4][C5]   * Probability models are useful tools for making decisions and predictions. * Probability is the basis of statistical inference. * The notion and behavior of a random variable is foundational to understanding   probability distributions.   * Probability is based on relative frequencies. * The Law of Large Numbers is an important concept when simulating probability   experiments. | **Common Core Standard(s)**:  [C2b][C2c][C4][C5]   * Probability models are useful tools for making decisions and predictions. * Probability is the basis of statistical inference. * The notion and behavior of a random variable is foundational to understanding   probability distributions.   * Probability is based on relative frequencies. * The Law of Large Numbers is an important concept when simulating probability   experiments. |
| **EQ Question:** | **EQ Question:**   1. What is the probability of understanding probability? 2. When is probability a sure thing? 3. How can we base decisions on chance? 4. How can probability be used to simulate events and to predict future happenings? 5. What are the benefits of simulating events as opposed to gathering real data? | | **EQ Question:**   1. What is the probability of understanding probability? 2. When is probability a sure thing? 3. How can we base decisions on chance? 4. How can probability be used to simulate events and to predict future happenings? 5. What are the benefits of simulating events as opposed to gathering real data? | **EQ Question:**   1. What is the probability of understanding probability? 2. When is probability a sure thing? 3. How can we base decisions on chance? 4. How can probability be used to simulate events and to predict future happenings? 5. What are the benefits of simulating events as opposed to gathering real data? | **EQ Question:**   1. What is the probability of understanding probability? 2. When is probability a sure thing? 3. How can we base decisions on chance? 4. How can probability be used to simulate events and to predict future happenings? 5. What are the benefits of simulating events as opposed to gathering real data? |
| **Mini Lesson:**  **Activating Strategies:**  **Resource/Materials:** | **Mini Lesson:**  **CS: How well can babies hear**  **Activating Strategies:**  The “1 in 6” wins game  Lesson:  **5.1 Randomness, Probability and Simulation**  **Resource/Materials:**  **TEXT, PowerPoint, calculator** | | **Mini Lesson:**  **Checking homework**  **Activating Strategies:**  **Probability Applet**  **Investigating Randomness**  **Lesson:**  **5.2 Probability Rules**  **Resource/Materials:**  **TEXT, PowerPoint , calculator, computer for applet** | **Mini Lesson:**  **Checking homework**  **Activating Strategies:**  **CC: how well can Babies hear?**  **Lesson:**  5.3 Conditional Probability and Independence  **Resource/Materials:**  **TEXT, PowerPoint , calculator, computer for applet** | **Mini Lesson:**  **Checking homework**  **Activating Strategies:**  **Alternate examples for all 3 sections**  **Lesson:**  **Chapter Review /Test**  **Resource/Materials:**  **TEXT, PowerPoint , calculator, computer for applet** |
| **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy: Students will randomly select using technology* | | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy: Students will randomly select using probability and technology* |
| **Assessment :** | **Assessment: Formative – homework** | | **Assessment:**  ***Formative homework*** | **Assessment:**  **Formative homework** | **Assessment:**  **Frappy - formative** |
| **Homework:** | **Homework:**  **page 293 (1, 3, 9, 11, 25\*, 27\*, 37)(15, 17, 19, 23, 29\*, 38) \*Do at least 10 trials** | | **Homework: page 297 (30\*, 31–36), page 309 (43, 45, 47) \*Do at least 10 trials**  **page 309 (49–55 odd)** | **Homework: page 311 (57–60), page 329 (63, 65, 67, 69, 73, 77, 79)** | **Homework:**  **page 330 (83\*, 85, 87, 91\*, 93, 95, 97, 99, 104–108)** *\*don’t need 4-steps for section 5.3* |

Resources and Reflective Notes:

