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| **Grade Level:** 10-12  **LESSON PLANS ARE SUBJECT TO CHANGE DAILY!** | |  | | **Teacher/Room**: | | | | LPAYNE/181 | | / | |  | **Course(s)/ Period(s): AP STATISTICS 3RD** | |  | | / |  | **Week of: September 12-16** | |  | |
| **Unit Vocabulary:** | | | SEE ATTACTHED | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | direct instruction, independent study, interactive instruction | | | | | | | | | | | | | | | | |
| **Monday** | | | | | **Tuesday** | | | | | | **Wednesday** | | | | **Thursday** | | | | | **Friday** | | |
| **Common Core Standard(s)**: | | | | | **Common Core Standard(s)** | | | | | | **Common Core Standard(s)**: | | | | **Common Core Standard(s)**: | | | | | **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 | | | | | 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. | | | | | | 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. | | | | 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. | | | | | 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. | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential 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? | | | | | What is the probability of understanding probability?  When is probability a sure thing?  How can we base decisions on chance?  How can probability be used to simulate events and to predict future happenings?  What are the benefits of simulating events as opposed to gathering real data? | | | | | | What is the probability of understanding probability?  When is probability a sure thing?  How can we base decisions on chance?  How can probability be used to simulate  events and to predict future happenings?  What are the benefits of simulating events as opposed to gathering real data? | | | | What is the probability of understanding probability?  When is probability a sure thing?  How can we base decisions on chance?  How can probability be used to simulate events and to predict future happenings?  What are the benefits of simulating events as opposed to gathering real data? | | | | | What is the probability of understanding probability?  When is probability a sure thing?  How can we base decisions on chance?  How can probability be used to simulate events and to predict future happenings?  What are the benefits of simulating events as opposed to gathering real data? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * **Checking homework** | | | | | * **Checking homework** | | | | | |  | | | | * **Checking homework** | | | | | * **Check homework** | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * **Alternate examples for all 3 sections** | | | | | * **CC: how well can Babies hear?** | | | | | |  | | | | * **Alternate examples for all 3 sections** | | | | | * **Answer questions** | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * 5.3 Conditional Probability and Independence | | | | | * Chapter Review | | | | | | * . **Chapter Test** | | | | * **Review game** | | | | | * **Test** | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * **TEXT, PowerPoint , calculator, computer for applet** | | | | | * **TEXT, PowerPoint , calculator, computer for applet** | | | | | |  | | | | * **TEXT, PowerPoint , calculator, computer for applet** | | | | | * **TEXT, PowerPoint , calculator, computer for applet** | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Graphic Organizers | | | | | * Graphic Organizers | | | | | | * Graphic Organizers | | | | * notebook | | | | | * NA | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
| * Flexible Grouping | | | | | * Flexible Grouping | | | | | | * Flexible Grouping | | | | * NA | | | | | * NA | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| * Grouping based on formative assessment | | | | | * Grouping based on formative assessment | | | | | | * Grouping based on formative assessment | | | | * NA | | | | | * NA | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***Formative:*** | Discussion of closed case activity | | | | ***Formative:*** | | | | Thumbs Up/Down | | ***Formative:*** | | |  | ***Formative:*** | NA | | | | ***Formative:*** | | NA |
| ***Summative:*** | Check homework | | | | ***Summative:*** | | | | NA | | ***Summative:*** | | | Check homework | ***Summative:*** | Check homework | | | | ***Summative:*** | |  |
| **Homework:** | | | | | **Homework:** 85, 87,  91, 93, 95, 97, 99 | | | | | | **Homework:**  **Chapter Review** | | | | **Homework:**  **Extra examples**  Review practice chapter 1-4,  Questions 13-17 | | | | | **Homework:**  **None- Fall break** | | |
| 57-60, 63, 65, 67,  69, 73, 77, 79, 83, | | | | | Review practice chapter 1-4,  Questions 1-6 | | | | | | Review practice chapter 1-4,  Questions 7-12 | | | |  | | | | |  | | |
| Resources and Reflective Notes: | | | | | | |  | | | | | | | | | | | | | | | |

