**Unit #6 Survey Says**

|  |  |  |
| --- | --- | --- |
| **Literacy Strategies**  (Check all that apply.) | **Habits of Success**  (Check one per unit.) | **Multiple Intelligence Areas** |
| * Admit/Exit slips * Graphic organizer * Know/Want to Know/Learn chart (KWL) * Open-response questions * Double-entry/Two-column notes * Retelling * Reflection * Jigsaw reading * Anticipation guide * RAFT (Role/Audience/Format/Topic) * Interactive reading guide * Concept definition maps * Frayer model * Visual prediction guide * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Create relationships * Teamwork, responsibility, effective communication) * Study, manage time, organize * (Organization, time management, study skills) * Improve reading/writing skills * (Use reading and writing to learn strategies) * Improve mathematics skills * (Estimate, compute, solve, synthesize) * Set goals/plan * (Set goals, plan, monitor progress) * Access resources * (Research, analyze, utilize) * USE OF TECHNOLOGY | * Logical/Mathematical * Spatial * Musical * Bodily—Kinesthetic * Interpersonal * Intrapersonal * Naturalist * Linguistic |

**UNIT Assessments:**

|  |
| --- |
| Pre-Assessment: |
| Daily/Weekly: (Included on daily activities plans) |
| Post-Assessment: |

State Standards and Benchmarks:

**9-12.G.1.6** Use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute a universal statement.

**9-12.G.1.7** Explain the difference between inductive and deductive reasoning and provide examples of each.

**9-12.G.1.8** Explain why, for inductive reasoning, showing a statement is true for a finite number of examples does not show it is true for all cases unless the cases verified are all possible cases.

**9-12.D.1.2** Describe the characteristics of a well-designed and well-conducted survey by differentiating between sampling and census, and a biased and unbiased sample.

**9-12.D.1.4** Explain the role of randomization in well-designed surveys and experiments.

**9-12.D.1.3** Describe the characteristics of a well-designed and well-conducted experiment by differentiating between experiments and observational studies, and recognizing the sources of bias in poorly designed experiments.

**9-12.D.3.4** Compute the probability of an event using the complement rule, addition rule for disjoint and joint events, multiplication rule for independent events, and rules for conditional probability.

http://upload.wikimedia.org/wikipedia/commons/d/d4/Button_hide.png

**Project: Sample Survey of student questions.**

**Day 1**

Pretest for Unit 6

Learning Objective: The student will be able to demonstrate abilities in concepts needed to be successful in this unit.

Assessment: Pretest

Accommodations:

Tier 2:

Tier 3:

Materials: pretest

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Time** | **Activity** |
| Bell work | 5 m | How do we get information on our population’s views on issues? How is this information gathered and analyzed? Think, Ink, Pair, Share |
| Introduction/Engage | 5 m | Report outs on information. This unit is on collecting and analyzing data. We will talk about reasoning, logic, data collection, types of data and displays. To do this, we must have some background information of what you know to be successful in these endeavors. We will get this information through a pre test. We will then go over any areas we need to help us understand the unit information. |
| Explore/Review | 5 m | Discuss test procedures |
| Assessment | 25 m | Pretest |
| Closure | 0 | N/A |

Reflection:

**Day 2**

Pretest

Learning Objective: The students will be able to understand the areas where there were misconceptions.

Assessment: Final concensus-o gram

Accommodations:

Tier 2:

Tier 3:

Materials: Poster with concepts on wall for consens-o-gram, sticky dots.

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Time** | **Activity** |
| Bell work | 5 minutes | Students place dots beside the problems missed. Red for “I don’t have a clue”, Blue for “I’m not real sure” |
| Introduction/Engage | 5 minutes | Students will identify problem areas they would like to cover the most. |
| Explore/Review | 30 minutes | Review on problems |
| Assessment | 5 minutes | Reflection on their problems ticket out the door. |
| Closure |  |  |

Reflection:

**Day 3**

Benchmark: **9-12.G.1.6** Use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute a universal statement.

Learning Objective: The student will be able to make a universal statement and find counterexamples to refute a universal statement.

Assessment: Create two universal statements that have a reasonable chance of being true. Take the statements of your partner and find counter examples that might refute the statement.

Accommodations:

Tier 2:

Tier 3:

Materials:

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Time** | **Activity** |
| Bell work | 5 minutes | What is meant by truth? If there is one thing that does not fit, is a statement still true? Make a statement that you feel is always true. |
| Introduction/Engage | 5 minutes | Students discuss their statements in groups of three. |
| Explore/Review | 25 minutes | Describe that a universal statement must have universality(every, all etc), must have a reasonable chance of being true, and must have terms well defined.  The students make up three universal statements and discuss with shoulder partner. They pair then pick the best two and writ on the board. The class then tries to find counterexamples for each. |
| Assessment | 9minutes | Students refine statements using counterexamples given and re submit. The class then repeats the process until the universal statements hold. |
| Closure | 1 | How many counter examples did it take to prove a universal statement wrong? Class response. |

Reflection:

**Day 4**

**9-12.G.1.7** Explain the difference between inductive and deductive reasoning and provide examples of each.

**9-12.G.1.8** Explain why, for inductive reasoning, showing a statement is true for a finite number of examples does not show it is true for all cases unless the cases verified are all possible cases.

Learning Objective: Students will be able to distinguish between inductive reasoning and deductive reasoning and be able to give examples of each.

Assessment: Given examples of inductive and deductive reasoning, students will be able to identify them.

Accommodations:

Tier 2:

Tier 3:

Materials: Computers with internet. Graphic organizer sheet

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Time** | **Activity** |
| Bell work | 5 minutes | What is meant by the statement “That is reasonable”? What makes something reasonable or not? Give come criteria for a reasonable statement. |
| Introduction/Engage | 5 minutes | Report out on responses to bellwork questions. Give some reasonable statements. |
| Explore/Review | 30 minutes | Students research inductive and deductive reasoning and examples. They need to make Cornell notes on their findings. |
| Assessment | 5 minutes | Given examples of inductive and deductive reasoning, students will be able to identify them. |
| Closure |  |  |

Reflection:

**Day 5 assessment**

**9-12.G.1.7** Explain the difference between inductive and deductive reasoning and provide examples of each.

**9-12.G.1.8** Explain why, for inductive reasoning, showing a statement is true for a finite number of examples does not show it is true for all cases unless the cases verified are all possible cases.

Learning Objective: The student will be able to write universal statements, find counterexamples, and distinguish between inductive and deductive reasoning.

Assessment: quiz

Accommodations:

Tier 2:

Tier 3:

Materials: Quiz

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Time** | **Activity** |
| Bell work | 5 minutes | Explain in your own words the difference between inductive and deductive reasoning. |
| Introduction/Engage | 5  minutes | Pair-Share with shoulder partner. |
| Explore/Review | 15 minutes | Review: Tennis/ Divide class into two groups. Take time serving questions which might appear on the test and responding. Talley scores at end of 15 minutes. |
| Assessment | 20 minutes | Quiz |
| Closure | 0 minutes | N/A |

Reflection:

**Day 6**

Benchmark: **9-12.D.1.2** Describe the characteristics of a well-designed and well-conducted survey by differentiating between sampling and census, and a biased and unbiased sample.

**9-12.D.1.3** Describe the characteristics of a well-designed and well-conducted experiment by differentiating between experiments and observational studies, and recognizing the sources of bias in poorly designed experiments.

Learning Objective: The student will be able to tell the 4 methods of data collection and explain what is meant by each.

Assessment: List the four methods of data collection and explain what the characteristics of each are.

Accommodations:

Tier 2:

Tier 3:

Materials: Computers with internet access.

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Time** | **Activity** |
| Bell work | 5 minutes | How do people collect data? What is data used for? How do you use information you receive from news services? |
| Introduction/Engage | 5 minutes | Discuss the responses as a class in a report out. |
| Explore/Review | 25 minutes | Students either search internet or review notes on 4 types of data collection. Students make a foldable on the four types and characteristics. Census-whole population, Sample Survey- sampling of the population to generalize, Experiment-controlled variables to find cause and effect, Observational studies-non-controlled cause and effect. From internet search have students list several characteristics. |
| Assessment | 10 minutes | List the four methods of data collection and explain what the characteristics of each are. |
| Closure | 0 minutes | N/A |

Reflection:

**Day 7**

Benchmark: **9-12.D.1.2** Describe the characteristics of a well-designed and well-conducted survey by differentiating between sampling and census, and a biased and unbiased sample.

Learning Objective: The student will be able to discuss a sample using appropriate vocabulary

Assessment: Warm up pg 230

Accommodations:

Tier 2:

Tier 3:

Materials: Simms Level 2 “And the Survey Says…” Introduction, Activity 1, Exploration, Discussion

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Time** | **Activity** |
| Bell work | 5 minutes | Read the introduction and discuss with partner. What information did you get out of the information? |
| Introduction/Engage | 5 minutes | Activity 1 introduction and math note. Have students paraphrase the definitions of the terms and share in report outs. These should be written in their journals. |
| Explore/Review | 20 minutes | Exploration and discussion, page 250. Students should keep notes and put information into foldable. |
| Assessment | 10 minutes | Warm up pg 230 |
| Closure | 5 minutes | Share warm up responses with partner. |

Reflection:

**Day 8**

Benchmark: **9-12.D.1.2** Describe the characteristics of a well-designed and well-conducted survey by differentiating between sampling and census, and a biased and unbiased sample.

Learning Objective: The student will be able to answer questions referring to the sampling characteristics and bias

Assessment: Assignment question: 1.4

Accommodations:

Tier 2:

Tier 3:

Materials: Simms Unit 2 Pg 253

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Time** | **Activity** |
| Bell work | 5 minutes | Do question 1.1 from assignments page 253. |
| Introduction/Engage | 5 minutes | Review responses. Do you think it is necessary to the understanding of information given to understand the make up of a survey? Why or why not? |
| Explore/Review | 20 minutes | Answer questions 1.2, 1.3, 1.5, 1.6 on page 254. Write answers in journal. Discuss answers. |
| Assessment | 10 minutes | Assignment question: 1.4 |
| Closure | 5 minutes | Journal writing: What vocabulary did you learn in the lesson? What words do you need further help on? |

Reflection:

**Day 9**

Benchmark: **9-12.D.1.2** Describe the characteristics of a well-designed and well-conducted survey by differentiating between sampling and census, and a biased and unbiased sample.

Learning Objective: The student will be able to apply the principles of the survey to particular studies.

Assessment: Project presentations.

Accommodations:

Tier 2:

Tier 3:

Materials: Computers with internet access

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Time** | **Activity** |
| Bell work | 5 minutes | Read through Research Project pg 232. Decide on search engine searches that will give you results for this project. |
| Introduction/Engage | 5 minutes. | Explain the process of the research project. The end result will be a write up and a class presentation. Must have a poster board with the questions answered and the links displayed. |
| Explore/Review | 30minutes | Divide class into partners of three. Internet searches and poster building. |
| Assessment | 3 minutes | Project presentation. |
| Closure | 2 minutes | Explanations of presentations. |

Reflection:

**Day 10 assessment**

Benchmark: **9-12.D.1.2** Describe the characteristics of a well-designed and well-conducted survey by differentiating between sampling and census, and a biased and unbiased sample.

Learning Objective: The students will be able to present information on internet research for surveys.

Assessment: Presentations

Accommodations:

Tier 2:

Tier 3:

Materials:

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Time** | **Activity** |
| Bell work | 5 minutes | What did you like about the internet search? Dislike? Could this have been more or less structured? |
| Introduction/Engage | 5 minutes | We have found surveys and results. You will be presenting your findings. It is important to listen carefully and take notes on findings. |
| Explore/Review | 0 minutes |  |
| Assessment | 25 minutes | Presentations |
| Closure | 5 minutes | Critiques of presentations Written and turned in. |

Reflection:

**Day 11**

Benchmark: **9-12.D.1.2** Describe the characteristics of a well-designed and well-conducted survey by differentiating between sampling and census, and a biased and unbiased sample.

**9-12.D.1.4** Explain the role of randomization in well-designed surveys and experiments.

Learning Objective: The student should be able to use sampling techniques and discuss types of biases.

Assessment: Warm up page 253

Accommodations:

Tier 2:

Tier 3:

Materials: Simms Level 2 pg 256, Activity 2, map of town in packet, calculator

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Time** | **Activity** |
| Bell work | 3 minutes | Read Activity 2 introduction, Pair Share impressions |
| Introduction/Engage | 2 minutes | Review procedure for Exploration. Discuss things not understood. |
| Explore/Review | 25 minutes | What part does randomization play in the design of the survey? Divide students into groups of three. Have them do Exploration and discussion questions in their journals. All students should have entries. |
| Assessment | 15 minutes | Discussion. Students answer questions and discuss in groups of three. Group discussion requires report out by groups. |
| Closure | 0 minutes | N/A |

Reflection:

**Day 12**

Benchmark: **9-12.D.1.2** Describe the characteristics of a well-designed and well-conducted survey by differentiating between sampling and census, and a biased and unbiased sample.

Learning Objective: The student will be able to Work problems involving sampling

Assessment: Assignment problems page261

Accommodations:

Tier 2:

Tier 3:

Materials: Simms Level 2 pg 260. Note cards.

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Time** | **Activity** |
| Bell work | 5 minutes | Warm up Pg 260 |
| Introduction/Engage | 5 minutes | Report out and discuss as a class. |
| Explore/Review | 20minutes | Divide into groups of three. Assignment page 261 questions 2.1, 2.2, 2.5. Discuss responses as a group and report out as a class |
| Assessment | 10 minutes | Assignment problem page 262 2.3 Write responses on a note card and turn in. |
| Closure | 5 minutes | Assignment problem page 262, 2.4 Write responses in Journal |

Reflection:

**Day 13**

**Benchmark: 9-12.D.1.3** Describe the characteristics of a well-designed and well-conducted experiment by differentiating between experiments and observational studies, and recognizing the sources of bias in poorly designed experiments.

Learning Objective: The student will be able to distinguish between an observational study and an experiment and identify sources of data in each.

Assessment: Describe the difference between an experiment and and observational study. Describe possible sources of bias in both

Accommodations:

Tier 2:

Tier 3:

Materials: Internet, Wikipedia site mandatory

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Time** | **Activity** |
| Bell work | 5 minutes | What is the difference between an experiment and an observational study. Give an example of each. |
| Introduction/Engage | 5 minutes | Class discussion on report outs of definitions and examples. |
| Explore/Review | 25 minutes | Students do internet searches on experimental and observational studies. They make an entry into their foldable. They find as many characteristics as possible for each and sources of bias. |
| Assessment | 10 minutes | Describe the difference between an experiment and observational study. Describe possible sources of bias in both |
| Closure | 0 minutes | N/A |

Reflection:

**Day 14**

**Benchmark: 9-12.D.1.3** Describe the characteristics of a well-designed and well-conducted experiment by differentiating between experiments and observational studies, and recognizing the sources of bias in poorly designed experiments.

Learning Objective: The student will be able to present to the class their findings of experiments and observational study characteristics and discuss findings.

Assessment: Presentations

Accommodations:

Tier 2:

Tier 3:

Materials:

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Time** | **Activity** |
| Bell work | 5 minutes | List as many characteristics of an experiment as you can. Explain them as best you can. |
| Introduction/Engage | 5 minutes | Share with shoulder partner and report out when asked |
| Explore/Review | 30 minutes | Presentations |
| Assessment |  |  |
| Closure | 5 minutes | Short recap for quiz. |

Reflection:

**Day 15 assessment**

**Benchmark: 9-12.D.1.3** Describe the characteristics of a well-designed and well-conducted experiment by differentiating between experiments and observational studies, and recognizing the sources of bias in poorly designed experiments.

Learning Objective: The students will be able to show knowledge of observational studies and experiments and be able to discuss sources of bias.

Assessment: Give an example of an experiment and an observational study and discuss the sources of bias.

Accommodations:

Tier 2:

Tier 3:

Materials:

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Time** | **Activity** |
| Bell work | 5 minutes | What does bias mean? How does it relate to a cause and effect study? |
| Introduction/Engage | 5 minutes | Discuss in report out areas of concern for the quiz |
| Explore/Review | 10 minutes | Study groups of 4 students for review. Have them review their foldables. |
| Assessment | 25 minutes | Give an example of an experiment and an observational study and discuss the sources of bias. |
| Closure |  |  |

Reflection:

**Day 16**

**9-12.D.3.4** Compute the probability of an event using the complement rule, addition rule for disjoint and joint events, multiplication rule for independent events, and rules for conditional probability.

Learning Objective: The student will be able to identify sample space, collect data and calculate experimental probabilities.

Assessment: Exit slip on simple probability.

Accommodations:

Tier 2:

Tier 3:

Materials: Simms Level 2 Module 2, Activity 1 pg 30 traits wheel in black-line masters

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Time** | **Activity** |
| Bell work | 5 minutes | Read introduction and make notes on contents. |
| Introduction/Engage | 5 minutes | Read introduction to Activity 1 and summarize both to partner. Partner repeats what the first partner said. |
| Explore/Review | 25 minutes | Divide into groups of 3. Exploration and Discussion page 30. Each student needs to have responses in journal |
| Assessment | 10 minutes | Warm up page34 /grade and discuss. |
| Closure |  |  |

Reflection:

**Day 17**

**9-12.D.3.4** Compute the probability of an event using the complement rule, addition rule for disjoint and joint events, multiplication rule for independent events, and rules for conditional probability.

Learning Objective: The students will be able to work problems with simple probability of traits.

Assessment: Assignment problem 1.6, page 35.

Accommodations:

Tier 2:

Tier 3:

Materials: Simms Level 2 Module 2 pgs34-35

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Time** | **Activity** |
| Bell work | 5 minutes | Assignment page 35 problem 1.2. share answer with shoulder partner. |
| Introduction/Engage | 5 minutes | Probability helps us to predict further occurrences in a world of chance. We are looking at some traits. These problems will help us see a broader aspect of the skills we are talking about. |
| Explore/Review | 25 minutes | Assignment page 35 problems 1.1, 1.3, 1.4, 1.5. do in groups of 4 and all students record responses. |
| Assessment | 10 minutes | Assignment problem page 35, 1.6 to turn in for grading. |
| Closure |  |  |

Reflection:

**Day 18**

**9-12.D.3.4** Compute the probability of an event using the complement rule, addition rule for disjoint and joint events, multiplication rule for independent events, and rules for conditional probability.

Learning Objective: The student will be able to use punnett squares to find sample spaces and theoretical probability and compare theoretical and experimental probabilities.

Assessment: Warm up page 38

Accommodations:

Tier 2:

Tier 3:

Materials: Simms Level 2 page 37 - 40

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Time** | **Activity** |
| Bell work | 5 minutes | Read introduction and have retelling with partners. |
| Introduction/Engage | 5 minutes | Review Science and mathematics notes and put information in journal entry |
| Explore/Review | 20 minutes | Divide students into groups of three. Students do Exploration and Discussion page 38. Put information in journal. Be ready for class discussion with individual report outs. |
| Assessment | 10 minutes | Warm up page 38/grade own paper. |
| Closure | 5 minutes | What did I learn? What do I need to Know? How do I use this information? |

Reflection:

**Day 19**

**9-12.D.3.4** Compute the probability of an event using the complement rule, addition rule for disjoint and joint events, multiplication rule for independent events, and rules for conditional probability.

Learning Objective: The student will be able to use the information to work practical problems.

Assessment: Assignment page 39 problem # 2.3

Accommodations:

Tier 2:

Tier 3:

Materials: Simms Level 2 pg 39-40

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Time** | **Activity** |
| Bell work | 5 minutes | Assignment page 39 problem 2.1. Discuss with shoulder partner. Be prepared for discussion. |
| Introduction/Engage | 5 minutes | Assignment page 39problem 2.2. Discuss with partner. |
| Explore/Review | 25 minutes | Divide into groups of 3. Each group will be assigned a problem. Students make a poster of problem and present to other groups. Assign page 38 the problems 2.4, 2.5, 2.7. Discuss results with class. |
| Assessment | 10 minutes | Assignment page 38 problem 2.3 |
| Closure | 5 minutes | Ticket out the door: Why is probability a part of genetics? Explain your answer using an example. |

Reflection:

**Day 20 assessment**

**9-12.D.3.4** Compute the probability of an event using the complement rule, addition rule for disjoint and joint events, multiplication rule for independent events, and rules for conditional probability.

Learning Objective: The Students will be able to work problems using the punnent squares and probability.

Assessment: Periodic Assessment.

Accommodations:

Tier 2:

Tier 3:

Materials: Periodic Assessment ( in blackline masters in CD for Simms Level 2 Module 2)

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Time** | **Activity** |
| Bell work | 5 minutes | Review materials for assessment. Read journal entries and look over assignments. |
| Introduction/Engage | 10 minutes | Discuss with groups from previous day’s activities. |
| Explore/Review | 25 minutes | Take periodic assessment. |
| Assessment |  |  |
| Closure | 5 minutes | Plus Delta on work for the week. |

Reflection:

**Day 21**

**9-12.D.3.4** Compute the probability of an event using the complement rule, addition rule for disjoint and joint events, multiplication rule for independent events, and rules for conditional probability.

Learning Objective: The students will be able to determine P(A and B) probabilities

Assessment: Warm up page 43

Accommodations:

Tier 2:

Tier 3:

Materials: Simms Level 2 module 2 pg 40 – 46

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Time** | **Activity** |
| Bell work | 10 minutes | Read introduction and discuss with partner. Put discussion in journal. |
| Introduction/Engage | 5 minutes | Review Mathematics Note. Finish discussion |
| Explore/Review | 20 minutes | Exploration and Discussion2 page 42. Group into groups of 3. Discuss as a class. |
| Assessment | 10 minutes | Warm up page 43/ grade your own |
| Closure |  |  |

Reflection:

**Day 22**

**9-12.D.3.4** Compute the probability of an event using the complement rule, addition rule for disjoint and joint events, multiplication rule for independent events, and rules for conditional probability.

Learning Objective: The students will be able to work problems using the probability

Assessment: Assignment page 45 problem 3.7

Accommodations:

Tier 2:

Tier 3:

Materials: Simms level 2 pg 44-45

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Time** | **Activity** |
| Bell work | 5 minutes | Assignment page 43 problem 3.1 |
| Introduction/Engage | 5 minutes | Discuss page 43, 3.1 |
| Explore/Review | 15 minutes | Divide into groups of three. Work problem 3.4. Grade and discuss answers. |
| Assessment | 15 minutes | Assignment page 45 problem 3.7 |
| Closure | 5 minutes | Exit slip: Explain the meaning of independent and dependent events. |

Reflection:

**Day 23**

**9-12.D.3.4** Compute the probability of an event using the complement rule, addition rule for disjoint and joint events, multiplication rule for independent events, and rules for conditional probability.

Learning Objective: The student will be able to determine P(A or B) and identify mutually exclusive events.

Assessment: Warm up page49

Accommodations:

Tier 2:

Tier 3:

Materials: Simms Level 2, Module 2, Activity 4

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Time** | **Activity** |
| Bell work | 5 minutes | Read introduction and paraphrase for partner. |
| Introduction/Engage | 5 minutes | Read and do two sided notes on Math note pg 47. |
| Explore/Review | 20 minutes | Divide into groups of 3 and do exploration and discussion page 46. Review discussion in class discussion |
| Assessment | 10 minutes | Warm uppage 49/ grade in class |
| Closure | 5 minutes | Exit slip: Explain mutually exclusive events. |

Reflection:

**Day 24**

**9-12.D.3.4** Compute the probability of an event using the complement rule, addition rule for disjoint and joint events, multiplication rule for independent events, and rules for conditional probability.

Learning Objective: The student will be able to do practical problems using P(A or B).

Assessment: Assignment page 50 problem 4.3

Accommodations:

Tier 2:

Tier 3:

Materials: Simms Level 2, Module 2, Activity 4

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Time** | **Activity** |
| Bell work | 5 minutes | Problem 4.1. Grade in class |
| Introduction/Engage | 10 minutes | Problem 4.4. Discuss as class. |
| Explore/Review | 15 minutes | Work Problems page 49, 4.2, and 4.5. Grade in class. |
| Assessment | 10 minutes | Problem page 50, 4.3 |
| Closure | 5 minutes | Journal entry: Explain the difference in the way “and” and “or” probabilities are figured. |

Reflection:

**Day 25 assessment**

**9-12.D.3.4** Compute the probability of an event using the complement rule, addition rule for disjoint and joint events, multiplication rule for independent events, and rules for conditional probability.

Learning Objective: The student should be able to work probability problems using skills learned thus far.

Assessment: Summary Assessment

Accommodations:

Tier 2:

Tier 3:

Materials: Simms Level 2, Module 2, Summary Assessment

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Time** | **Activity** |
| Bell work | 5 minutes | Review problems done in Assignments and Notes and Write down in Journal concern areas |
| Introduction/Engage | 10 minutes | Discuss problem areas |
| Explore/Review |  |  |
| Assessment | 30 minutes | Summary assessment |
| Closure |  |  |

Reflection:

**Day 26**

**9-12.G.1.6** Use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute a universal statement.

**9-12.G.1.7** Explain the difference between inductive and deductive reasoning and provide examples of each.

**9-12.G.1.8** Explain why, for inductive reasoning, showing a statement is true for a finite number of examples does not show it is true for all cases unless the cases verified are all possible cases.

**9-12.D.1.2** Describe the characteristics of a well-designed and well-conducted survey by differentiating between sampling and census, and a biased and unbiased sample.

**9-12.D.1.4** Explain the role of randomization in well-designed surveys and experiments.

**9-12.D.1.3** Describe the characteristics of a well-designed and well-conducted experiment by differentiating between experiments and observational studies, and recognizing the sources of bias in poorly designed experiments.

**9-12.D.3.4** Compute the probability of an event using the complement rule, addition rule for disjoint and joint events, multiplication rule for independent events, and rules for conditional probability.

Learning Objective: Student will be able to work problems of unit

Assessment: Review

Accommodations:

Tier 2:

Tier 3:

Materials: Notes and journals and assignments, review sheet,

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Time** | **Activity** |
| Bell work | 15 minutes | Student reviews notes and assignments and writes areas of concern |
| Introduction/Engage | 5 minutes | Review of types of problems on assessment |
| Explore/Review | 25 minutes | Students form study groups and review and quiz each other on concepts. Go over review sheet |
| Assessment |  |  |
| Closure |  |  |

Reflection:

**Day 27**

**9-12.G.1.6** Use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute a universal statement.

**9-12.G.1.7** Explain the difference between inductive and deductive reasoning and provide examples of each.

**9-12.G.1.8** Explain why, for inductive reasoning, showing a statement is true for a finite number of examples does not show it is true for all cases unless the cases verified are all possible cases.

**9-12.D.1.2** Describe the characteristics of a well-designed and well-conducted survey by differentiating between sampling and census, and a biased and unbiased sample.

**9-12.D.1.4** Explain the role of randomization in well-designed surveys and experiments.

**9-12.D.1.3** Describe the characteristics of a well-designed and well-conducted experiment by differentiating between experiments and observational studies, and recognizing the sources of bias in poorly designed experiments.

**9-12.D.3.4** Compute the probability of an event using the complement rule, addition rule for disjoint and joint events, multiplication rule for independent events, and rules for conditional probability.

Learning Objective: The student will show abilities to work problems of unit

Assessment: Post Assessment

Accommodations:

Tier 2:

Tier 3:

Materials: Post Assessment

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Time** | **Activity** |
| Bell work |  |  |
| Introduction/Engage |  |  |
| Explore/Review |  |  |
| Assessment | 45 minutes | Post Assessment. |
| Closure |  |  |

Reflection: