**Unit # 1**

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| **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:**

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

**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.

**Day 1**

**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

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| **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 2**

**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

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| **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 3**

**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

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| **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 4**

**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

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| **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 5 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)

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| **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 6**

**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

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| **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 7**

**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

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| **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 8**

**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

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| **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 9**

**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

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| **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 10 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

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| **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 11**

**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,

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| **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 12**

**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

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

Reflection: