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| **Standards**MGSE.AMDM.1: Analyze and apply statistical and quantitative reasoning to real-world contexts.MGSE.AMDM.2: Use mathematical models to make predictions and informed decisions.MGSE.AMDM.3: Interpret and compare data to evaluate fairness, cost, and efficiency.**Assessment:**  [x]   **Quiz**  [ ]  **Unit Test**  [ ]  **Project ☐ Lab ☐ None**  [ ]   **Exit Ticket**  |
|  | **Pre-Teaching***C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* **Learning Target** **Success Criteria 1** **Success Criteria 2** | **Activation of Learning***(5 min)* | **Focused Instruction***(10 min)****\*I DO*** | **Guided Instruction***(10 min)****\*WE DO*** | **Collaborative****Learning***(10 min)****\*Y’ALL DO*** | **Independent Learning***(10 min)****\*YOU DO*** | **Closing***(5 min)* |
| * Do Now
* Quick Write\*
* Think/Pair/Share
* Polls
* Notice/Wonder
* Number Talks
* Engaging Video
* Open-Ended Question
 | * Think Aloud
* Visuals
* Demonstration
* Analogies\*
* Worked Examples
* Nearpod Activity
* Mnemonic Devices\*
 | * Socratic Seminar \*
* Call/Response
* Probing Questions
* Graphic Organizer
* Nearpod Activity
* Digital Whiteboard
 | * Jigsaw\*
* Discussions\*
* Expert Groups
* Labs
* Stations
* Think/Pair/Share
* Create Visuals
* Gallery Walk
 | * Written Response\*
* Digital Portfolio
* Presentation
* Canvas Assignment
* Choice Board
* Independent Project
* Portfolio
 | * Group Discussion
* Exit Ticket
* 3-2-1
* Parking Lot
* Journaling\*
* Nearpod
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| **Monday** |  | LABOR DAY/NO SCHOOL |  |  |  |  |  |
| **Tuesday** |  |  | MAP Testing  |  |  |  |  |
| **Wednesday** | LT: I can calculate the Fan Cost Index (FCI) using given team data. SC1: I can identify the items included in FCI. SC2: I can compute FCI from a dataset. **SC2:** I can check my solution for accuracy. | Quick Write – “What costs do you think are included in attending a professional sports game?” | **Think-Aloud Modeling** – Teacher introduces FCI formula and models a sample calculation for one team. | **Graphic Organizer (Guided**) – Fill in table with ticket, food, beverage, parking, etc., and compute FCI. . | **Think-Pair-Share** – Students compute FCI for a sample team and compare with partner. |  | **Exit Ticket** – Write 1 step in the FCI calculation process you understand best and 1 step you need to review. |
| **Thursday** |  |  | MAP Testing  |  |  |  |  |
| **Friday** | **LT:** I can demonstrate mastery of calculating and interpreting SLG. **SC1:** I can correctly compute SLG in multiple contexts. **SC2:** I can explain why SLG is useful in evaluating performance | Quick Q and A session before quiz  |  | **Demonstration** – Teacher models connecting FCI to external factors (e.g., team popularity, city size). |  | **Worked Examples** – Students calculate FCI for 2–3 teams using provided data. | **Revisit LT** – Students self-assess mastery (1–4) and write 1 takeaway insight. |