|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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:**    **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 |
| **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. |