**ARC Week at Glance**

**Subject: Math Course: Advanced Algebra Concepts & Connections Grade: 10th – 12th Dates: 8/5 – 8/8**

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| **Standard(s):** AA.DSR.2 Communicate descriptive and inferential statistics by collecting, critiquing, analyzing, and interpreting real-world data. AA.DSR.2.1 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. Distinguish between primary and secondary data and how it affects the types of conclusions that can be drawn.AA.DSR.2.2. When collecting and considering data, critically evaluate ethics, privacy, potential bias, and confounding variables along with their implications for interpretation in answering a statistical investigative question. Implement strategies for organizing and preparing big data sets. • AA.DSR.2.3. Distinguish between population distributions, sample data distributions, and sampling distributions. Use sample statistics to make inferences about populationAA.MM.1: Apply mathematics to real-life situations; model real-life phenomena using mathematics**Assessment(s):** [ ]  **Quiz** [ ]  **Unit Test** [x]  **Project** [ ]  **Lab** [ ]  **None** |
|  | **Learning Target****(I am learning about…)** | **Criteria for Success****(I can…)** | **Opening***(10 - 15 Mins)* |  **Work-Session***(20 - 25 mins)* | **Closing** *(5 - 10 mins)* | **Literacy Tasks/Focus** |
| *(Include at least one/two formatives\*in any part of the lesson as needed)* |
| **Monday** |  |  |  |  |  |  |
| **Tuesday** | I am learning how to use a simulation to model chance behavior. | I can determine the probability of an event through simulation and theoretical methods. | Syllabus, Class Norms then Complete #’s 1 – 4 on “Using Simulation to Model Chance Behavior” Learning Task | Complete #’s 5 – 7 on “Using Simulation to Model Chance Behavior” Learning Task | Complete #8 on “Using Simulation to Model Chance Behavior” Learning Task | Written response to question followed by discussion:What is a simulation and how can it be useful? |
| **Wednesday** | I am learning how to find the true probability of an event by replicating the event many, many times. | I can use a frequency table with tally marks to record real-time data in a simulation. | Complete #’s 1 – 2 on “Are Soda Contests True? Task individually then share | Complete #’s 3 – 7 on “Are Soda Contests True? Task with a partner | Complete #’s 8 - 10 on “Are Soda Contests True? Task in class/whole group the #’s 11 – 12 for HW | Written response to question followed by discussion:What is the difference between true and experimental probability? |
| **Thursday** | I am learning how to determine if there is “convincing evidence” to support a claim. | I can determine and calculate the probability of an event from a dot plot. | Share HW #’s 11 - 12 on “Are Soda Contests True? Task with partner followed by class discussion | Complete **Formative Assessment** “Check Your Understanding” | Examples of formative responses, class discussion with exemplars and Do Nots | Class discussion with exemplars and Do Nots |
| **Friday** | I am learning about vocabulary used with descriptive and inferential statistics. | I can categorize sources of data collection and use vocabulary, in context. | “Normalizing Multiple Attempts in Mathematics Diagnostic” - Circle the data sources that are PRIMARY SOURCES | Go around the room reading and expanding on Vocabulary for Unit 1 then correct opener, if needed. Check it. | Construct Quizlet or make flashcards for vocabulary. Study-**Quiz Monday**!! | Primary versus secondary source discussion, definitions, and examples plus extended vocabulary for Unit 1 |

**\***[ ]  Exit Ticket/Final Stretch Check [x]  Electronic Tools [ ]  Dry Erase Boards – quick checks [x]  Turn & Talk Discussion (verbal responses) [ ]  Teacher Observation – document Clipboard

 [x]  Quick Write/Draw [ ]  Annotation [ ]  Extended Writing [x]  Socratic Seminar [ ]  Jigsaw [ ]  Thinking Maps [x]  Worked Examples [ ]  Other : \_\_\_\_\_\_\_\_\_\_\_