**UNIT OVERVIEW**

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| **STAGE ONE: Identify Desired Results** |
| Established Goals/Standards | Common Core Standards Addressed:S.CP.1S.CP.7S.MD.1S.MD.3G.MG.2S.ID.1S.MD.4Connected to:A.CED.2S.ID.2S.ID.5S.MD.2 | Long-Term Transfer Goal  |
| *At the end of this unit, students will use what they have learned to independently…*Construct and use sample spaces and probability distributions to calculate probabilities.Model probabilistic situations using random devices. Use simulation to decide whether a probabilistic situation is consistent with the known data.Estimate the answer to any probability problem that arises.  |
| Meaning |
| Enduring Understandings *Students will understand that…*The difference between a sample space and a probability distribution is that a sample space may be categories or numbers while a probability distribution can be made only with numerical outcomes and includes probabilities.A sample space for a given event can be used to create a probability distribution. A probability distribution can be used to find a probabilities of various events. Outcomes are equally likely if they have the same probability of occurring. If two events cannot occur at the same time then the two events are said to be mutually exclusive.If two events are mutually exclusive you can simply add the probability of the two events when you see the word “or”.If two events are not mutually exclusive, you must use the Addition Rule which includes adding the original two probabilities and then subtracting the probability of both events occurring at the same time. (Again when you see the word “or”)A simulation model is a mathematical model that copies the essential charateristics of a situation to get good estimates of probabilities.The Law of Large Numbers states that the more runs you do of a simulation model, the better the estimates of probabilities tend to be. | Essential Questions*Students will consider such questions as…*What is a sample space and how can it be useful in finding probability?What is a probability distribution and how is it used?Under what conditions can you add individual probabilities to find the probability that a given event happens? How can you simulate chance situations involving two equally likely outcomes?How can you use random digits when designing simulations? |
|  Acquisition  |
| *What knowledge will students learn as part of this unit?* A random situation is and situation where the outcomes are equally likely to occur. A sample space is a list or set of all the possible outcomes in a probabilistic situation.A probability distribution is a description of all possible numerical outcomes of a random situation, along with the probability that each occurs. | *What skills will students learn as part of this unit?*How to construct a sample space and a probability distribution for a given situation.How to use these to determine probabilities of given events. How to use the Addition Rule and its special case. How to carry out a simulation model and analyze the results using probability. How to use random digits to design and carry out a simulation model. How to use the Random Integer feature in the calculator to run a simulation model. |

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|  **STAGE TWO: Determine Acceptable Evidence** |
|  | Assessment Evidence |
| Criteria for to assess understanding: *(This is used to build the scoring tool.)* | Performance Task focused on Transfer:Lesson 1 Test : a series of contextual problemsLesson 2 Test : a series of contextual problems |
| Other Assessment Evidence:Check Your Understanding activity after each investigation - individual work (possibly collected and given feedback)Long-term graded assignmentsTest Analysis Chart to break down success on each standard |

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| T, M, A*(Code for Transfer, Meaning Making and Acquisition)* | **STAGE THREE: Plan Learning Experiences** |
|  | Learning Events: Lesson 1: Calculating Probabilities (*Core 1 – pg 532-541*) Think About This Situation pg. 533 Investigation 1: Probability Distributions #1-5, #7-8, Summarize the Mathematics (STM),  Check Your Understanding (CYU) Investigation 2: The Addition Rule  # 1-8, STM, CYULesson 2: Modeling Chance situations (*Core 1 – pg. 551-564*) Think About This Situation Investigation 1: When It’s a 50-50 Chance Simulation, #1-8, STM, CYU Investigation 2: Simulation Using Random Digits #1-8, STM, CYU | Evidence of learning: *(formative assessment)*Listening in on small group discussions.Monitoring group work, checking for correct answersWhole class discussions/ summariesCollect and give feedback on individual Check Your Understanding assignmentsStudent self-assessment (Can I? charts) |