# Westside High School – Weekly Plan to Align Lessons (Week At a Glance)

Teacher: Sorrells Course: Adv. Algebra C & C Grade: 10–12 Date(s): Sept 8-12

Standards:

• AA.DSR.2 Communicate descriptive and inferential statistics by collecting, critiquing, analyzing, and interpreting real-world data.

• AA.MM.1 Apply mathematics to real-life situations; model real-life phenomena mathematically.

• AA.MP.1–5 Persevere in problem-solving; use reasoning, collaboration, and effective communication.

Assessment: ☑ Quiz ☑ Unit Test

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| **Day** | **Learning Target & Success Criteria** | **Activation**  (5 min) | **Focused Instruction – I DO (10 min)** | **Guided Instruction – WE DO (**10 min) | **Collaborative Learning – Y’ALL DO** (10 min) | **Independent Learning – YOU DO** (10 min) | **Closing (5 min)** |
| Mon | LT: I can evaluate reports based on data (qualitative/quantitative, observational/experimental).SC1: I can distinguish between qualitative and quantitative data in examples.SC2: I can explain whether a study is observational or experimental. | Do Now: Think/Pair/ Share – 'What do you already know about types of data?' | Think Aloud & Visuals: Teacher models with real-world examples (e.g., medical studies vs. opinion surveys). | Worked Examples: Class categorizes sample data sets with teacher guidance. | Jigsaw: Groups analyze short case studies, then teach peers. | Practice Handout: Students classify data and justify reasoning in writing. | Exit Ticket (3-2-1): 3 things learned, 2 questions, 1 example of each data type. |
| Tues | LT: I can identify bias and unbiased reporting in data.SC1: I can point out common types of bias (sampling, response, etc.).SC2: I can evaluate if a data report is reliable. | Notice/Wonder Prompt: Show a news headline with questionable statistics. | Direct Explanation & Analogy: Teacher compares 'loaded dice' to biased samples. | Socratic Seminar: Discuss – 'Can data ever be completely unbiased?' | Stations: Each group examines different biased scenarios (media, surveys, polls). | Written Response: Students analyze a short report and defend whether it’s biased. | Exit Ticket Poll: 'Was today’s practice more about spotting bias or proving unbiased?' |
| Wed | LT: I can review my knowledge for the Unit 1 assessment.SC1: I can correctly solve practice problems across Unit 1 concepts.SC2: I can explain my reasoning clearly in peer discussions. | Quick Write: 'Which Unit 1 concept feels strongest for you?' | Review with Graphic Organizer: Teacher models a concept map of Unit 1. | Guided Practice: Teacher and students solve review problems step-by-step. | Gallery Walk: Groups create posters for key topics and rotate to evaluate others. | Independent Practice Packet: Mixed problems from Unit 1. | Exit Ticket: 'What’s one area you need to study tonight?' |
| Thurs | LT: I can demonstrate readiness for the Unit 1 assessment.SC1: I can check my understanding by solving review tasks without support.SC2: I can ask clarifying questions to address gaps. | Do Now: Number Talks with practice questions. | Think Aloud (Error Analysis): Teacher models mistakes and corrections. | Reciprocal Teaching: In pairs, students 'teach' one practice problem. | Debate: Groups argue for the 'best strategy' to solve multi-step problems. | Canvas Assignment: Online review quiz with instant feedback. | Exit Ticket (Parking Lot): Submit 1 question still confusing before test. |
| Fri | LT: I can assess my knowledge of Unit 1 skills by completing the assessment.SC1: I can demonstrate mastery of Unit 1 concepts on the test.SC2: I can manage my time effectively during assessment. | Bell-Ringer: Quick review questions. | Review Clarification: Teacher addresses last-minute questions. | Unit 1 Assessment Begins | Unit 1 Assessment Ongoing | Unit 1 Assessment Ongoing | Finish & Submit Quiz/Test. |