**Connecticut Core Curriculum for High Schools - Geometry**

**Professional Development Plan**

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| **Unit 7 Applications of Probability** |
| **Date:**  | **Location:**  |
| **Presenters:** |
| **Schedule for the day: (3 hours suggested)****Start time:** **End time:** Opening Session (20 minutes)Break (5 minutes)Rotation of three workshops (120 minutes total\*)Break (5 minutes)Closing session (30 minutes)\*Workshop 2 may be presented to the entire group to get a larger sample size. See below. |
| **Opening Session** The common core curriculum places greater emphasis on probability and statistical concepts. As part of the core, these topics are taught throughout high school, not in a separate elective for seniors. Discuss how the Connecticut Core Mathematics Curriculum spreads statistical concepts throughout the three-year sequence. Look at the specific core standards related to probability.**Equipment and Materials:**Unit7\_PD\_overview\_v3.pptx, slides 1-16 |
| **Workshop 1 Fundamental Counting Principle** | **Presenter:** **Room**  |
| **Activities**Activity 7.2.4 | **Equipment and Materials:**Paper and pencil |
| **Workshop 2 Gender and Political Preference** | **Presenter:** **Room**  |
| **Activities**Activity 7.5.1 | **Equipment and Materials**Sheets of paper or note cards to assign students to political preferences. |
| **Workshop 3 Should You Play?** | **Presenter:** **Room**  |
| **Activities**Activity 7.6.1Activity 7.6.2 | **Equipment and Materials**Paper and pencilTI-84 calculators or equivalent |
| **Closing Session**Discuss performance task and end-of-unit test.**Equipment and Materials:**Unit7\_PD\_overview\_v3.pptx, slides 15-17 |
| **Additional Comments**You may want to start with workshop 2 with the entire group of participants. Then divide into two smaller groups for workshops 1 and 3. |