**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 7.6.1  Activity 7.6.2 | | **Equipment and Materials**  Paper and pencil  TI-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. | | |