

8th Grade Math Curriculum Bundle # 9

Title	Suggested Dates
Probability	February 22 – March 12 (15 days)



Big Idea/Enduring Understanding	Guiding Questions
<p>Understanding how to use part to whole ratios in probability allows us to make predictions based on theoretical and experimental results.</p>	<ol style="list-style-type: none"> 1. What’s the difference between theoretical and experimental probability? 2. What effects does replacing an object have on the outcome in a compound event? What if the object is not replaced? 3. How can you determine when compound events are independent or dependent? 4. How can knowing the theoretical probability of an event be used to make predictions?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	District Specificity/Examples	Suggested Resources (See Note Above)	
<p>8.11 Probability and statistics. The student applies concepts of theoretical and experimental probability to make predictions.</p> <p>8.11A find the probabilities of dependent and independent events</p>	<ul style="list-style-type: none"> • experiment with coins, choosing an object out of a box without looking, • spinner, choosing a random card, marbles, cubes, fair die (number cube) • display results as a fraction, decimal or percent • work the problem from a verbal description • analyze data from a table or graph • describe how one event affects another (with and without replacement) 	<p><u>CMP2 What Do You Expect?</u> Pearson Investigations 1, 2.1</p>	<p><u>Region IV Accelerated Curriculum 8th Grade</u> Unit 10 Lesson 1Probability</p> <p><u>A.I.R.R.</u> Activity 250-Dependent Events Activity 251-Do Not Replace Activity 252-Independent or Dependent</p> <p><u>TexTeams Proportionality</u> What Did You Expect (available on share drive)</p>

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<p>8.11 Probability and statistics. The student applies concepts of theoretical and experimental probability to make predictions.</p> <p>8.11B use theoretical probabilities and experimental results to make predictions and decisions</p>	<ul style="list-style-type: none"> • experiment with coins, choosing an object out of a box without looking • spinner, choosing a random card, marbles, cubes, fair die (number cube) • display results as a fraction, decimal or percent • solve the problem from a verbal description only • analyze data from a table or graph • describe how one event affects another (<i>with</i> and <i>without</i> replacement) • compare theoretical results to experimental results in an experiment 		<p><u>Region IV Closing the Distance</u> Lesson 13 Probability Pg 205-222</p> <p><u>A.I.R.R.</u> Activity 258-Theoretical and Experimental Probability</p> <p>Activity 259-Theoretical and Experimental Cards</p> <p>Activity 260-Give Me A Clue</p> <p>Activity 262-Making Predictions</p> <p>Activity 264- 8.11B TAKS Practice</p> <p><u>Understanding Math</u> Understanding Probability</p> <p><u>TexTeams Proportionality</u> What's In The Bag</p> <p>See resources for 11A and 11B</p>
<p>8.11 Probability and statistics. The student applies concepts of theoretical and experimental probability to make predictions.</p> <p>8.11C select and use different models to simulate an event.</p>	<ul style="list-style-type: none"> • use experimental probability from independent and dependent events and • compare to theoretical probability • use a variety of experiments- coins, choosing an object out of a box with and without replacement, spinners, choosing a random card, marbles, cubes, fair number cubes, etc • use technology to model an event 		