|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teacher:** | | | **Subject:** | **Grade:** |
| **UNIT:** | | | **Time Frame:** | |
| **CURRICULUM / LEARNING TARGETS** | | | | |
| * Targets a set of grade-level CCSS mathematics standard(s) to the full depth of the standards for teaching and learning. * Standards for Mathematical Practice that are central to the lesson are identified, handled in a grade-appropriate way, and well connected to the content being addressed. * Presents a balance of mathematical procedures and deeper conceptual understanding inherent in the CCSS.   **Instructional Shifts Considered:**   * **Focus:** Lessons and units targeting the major work of the grade provide an especially in-depth treatment, with especially high expectations. Lessons and units targeting supporting work of the grade have visible connection to the major work of the grade and are sufficiently brief. Lessons and units do not hold students responsible for material from later grades. * **Coherence:**  The content develops through reasoning about the new concepts on the basis of previous understandings. Where appropriate, provides opportunities for students to connect knowledge and skills within and across clusters, domains and learning progressions. | | | | |
| **ESSENTIAL QUESTIONS / BIG UNDERSTANDING** | | | | |
|  | | | | |
| **Code** | **Standard** | **Standards of Mathematical Practice** | | |
|  |  | Check all that will be explicitly addressed / taught within this unit:   * **Making sense of problems / persevere** * **Reason abstractly** * **Construct viable arguments / critique others** * **Model** * **Use appropriate tools** * **Attend to precision** * **Look for / make use of structure** * **Look for / express regularity in repeated reasoning** | | |
|  |  |
|  |  |
|  |  |
|  |  |

|  |  |
| --- | --- |
| **Interdisciplinary Theme:** Which themes can be infused with the content? | |
| * Global Awareness * Financial, Economic, Business and Entrepreneurial Literacy | * Civic Literacy * Health Literacy * Environmental Literacy |
| **21st Century Skills**: Which skills will be incorporated in the instructional design? | |
| |  |  |  | | --- | --- | --- | | **Learning and Innovation Skills** | **Information, Media and Technology Skills** | **Life and Career Skills** | | * Creativity and Innovation * Critical Thinking and Problem Solving * Communication * Collaboration | * Information Literacy * Media Literacy * ICT (Information, Communications and Technology) Literacy | * Flexibility / Adaptability * Initiative / Self-Direction * Social /Cross-Cultural Skills * Productivity /Accountability * Leadership / Responsibility | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **TEXTS:** | **Type** | |  |
| **L** | **I** |
| Structure: 🞎 C/C 🞎 C/E 🞎 P/S 🞎 S/O 🞎 D 🞎 N |  |  | * Selects texts that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose.\*\* (i.e., present vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics that are similar to CCSS grade-level exemplars [Appendices A and B]) * **Increasing Text Complexity:** Focuses students on reading of a progression of complex texts drawn from the grade-level band. Provides text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level. * **Balance of Texts:** Includes a balance of informational and literary texts as stipulated in the CCSS [p.5] and indicated by instructional time. (may be more applicable across a year). * **Building Disciplinary Knowledge:** Provides opportunities for students to build knowledge about a topic or subject through analysis of strategically sequenced, discipline-specific texts. * Includes independent reading based on student choice and interest to build stamina, confidence, and motivation; indicates how students are accountable for that reading. |
| Structure: 🞎 C/C 🞎 C/E 🞎 P/S 🞎 S/O 🞎 D 🞎 N |  |  |
| Structure: 🞎 C/C 🞎 C/E 🞎 P/S 🞎 S/O 🞎 D 🞎 N |  |  |
| Structure: 🞎 C/C 🞎 C/E 🞎 P/S 🞎 S/O 🞎 D 🞎 N |  |  |
| Structure: 🞎 C/C 🞎 C/E 🞎 P/S 🞎 S/O 🞎 D 🞎 N |  |  |
| Structure: 🞎 C/C 🞎 C/E 🞎 P/S 🞎 S/O 🞎 D 🞎 N |  |  |

**L = Literature I=Informational**

**Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O = Sequence/Order D = Description N = Narrative**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WRITING ASSIGNMENTS** | **Type** | | | | * **Writing from Sources:** Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (notes, summaries, short responses, or formal essays).\*\* * **Balance of Writing:** Includes a balance of on-demand and process writing (e.g. multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate. * Integrates targeted instruction in such areas as grammar and conventions, writing strategies, and fluency. |
| **A** | **E** | **N** | **R** |
| 🞎 Process 🞎 On Demand | Structure: 🞎 C/C 🞎 C/E 🞎 P/S 🞎 S/O 🞎 D 🞎 N |  |  |  |  |
| 🞎 Process 🞎 On Demand | Structure: 🞎 C/C 🞎 C/E 🞎 P/S 🞎 S/O 🞎 D 🞎 N |  |  |  |  |
| 🞎 Process 🞎 On Demand | Structure: 🞎 C/C 🞎 C/E 🞎 P/S 🞎 S/O 🞎 D 🞎 N |  |  |  |  |
| 🞎 Process 🞎 On Demand | Structure: 🞎 C/C 🞎 C/E 🞎 P/S 🞎 S/O 🞎 D 🞎 N |  |  |  |  |

**A= Argument E= Explanatory / Informational N= Narrative R= Research**

**Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O = Sequence/Order D = Description N = Narrative**

**INSTRUCTION:**

|  |  |  |  |
| --- | --- | --- | --- |
| **RICH MATHEMATICAL TASKS** | | | |
| * Uses and encourages precise and accurate mathematics, academic language, terminology and concrete or abstract representations (e.g. pictures, symbols, expressions, equations, graphics, models) in the discipline. * Addresses instructional expectations and is easy to understand and use. * Recommend and facilitate a mix of instructional approaches for a variety of learners such as using multiple representations (e.g. including models, using a range of questions, checking for understanding, flexible grouping, pair-share). | * Gradually remove supports, requiring students to demonstrate their mathematical understanding independently. * Demonstrate an effective sequence and a progression of learning where the concepts or skills advance and deepen over time. * Expect, support and provide guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately. | **Lesson Guidelines**   * Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including when appropriate, the use of technology and media. * Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking.df | |
| **RIGOR:** Requires students to engage with and demonstrate challenging mathematics with appropriate balance among the following:   * **Procedural Skill Fluency:** Expects, supports and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately. * **Application:** Provides opportunities for students to independently apply mathematical concepts in real-world situations and solve challenging problems with persistence, choosing and applying an appropriate model or strategy to new situations. * **Conceptual Understanding:** Develops students’ conceptual understanding through tasks, brief problems, questions, multiple representations and opportunities for students to write and speak about their understanding. | | | |
| **Instructional Strategies and Activities** | | | **Standards** |
| Rigor: 🞎 Deep Understanding 🞎 Application 🞎 Fluency | | |  |
| Rigor: 🞎 Deep Understanding 🞎 Application 🞎 Fluency | | |  |
| Rigor: 🞎 Deep Understanding 🞎 Application 🞎 Fluency | | |  |
| Rigor: 🞎 Deep Understanding 🞎 Application 🞎 Fluency | | |  |
| Rigor: 🞎 Deep Understanding 🞎 Application 🞎 Fluency | | |  |
| Rigor: 🞎 Deep Understanding 🞎 Application 🞎 Fluency | | |  |

|  |  |
| --- | --- |
| **ACADEMIC VOCABULARY:**   * Uses and encourages precise and accurate mathematics, academic language, terminology and concrete or abstract representations (e.g. pictures, symbols, expressions, equations, graphics, models) in the discipline. | |
| **Vocabulary Words:** | **How Vocabulary will be Taught:** |
|  |  |

|  |  |  |
| --- | --- | --- |
| **SCAFFOLDING for SUCCESS** | | |
| * Provides appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners. * Supports diverse cultural and linguistic backgrounds, interests and styles * Provides extra supports for students working below grade level. * Provides extensions for students with high interest of working above grade level. | * Recommend and facilitate a mix of instructional approaches for a variety of learners such as using multiple representations (e.g. including models, using a range of questions, checking for understanding, flexible grouping, pair-share). | * Gradually remove supports, requiring students to demonstrate their mathematical understanding independently. |
| **Scaffolding / Intervention Strategies:** | | |
| **Below Grade Level:** | | |
| **ELL:** | | |
| **Above Grade Level:** | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **ASSESSMENT:** *The lesson/unit regularly assesses whether students are mastering standards-based content.* | | | | | | | |
| * Is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted CCSS. | * Assesses student proficiency using methods that are accessible and unbiased, including the use of grade-level language in student prompts. * Includes aligned rubrics, answer keys and scoring guidelines that provide sufficient guidance for interpreting student performance. | * Use varied modes of curriculum-embedded assessments that may include pre-, formative, summative and self-assessment measures. | | | | | |
| **Assessments:** | | | **Type** | | | | **Standards** |
| P | F | S | SA |
|  | | |  |  |  |  |  |
|  | | |  |  |  |  |  |
|  | | |  |  |  |  |  |
|  | | |  |  |  |  |  |
|  | | |  |  |  |  |  |
|  | | |  |  |  |  |  |

**P = Pre-Assessment F = Formative S = Summative SA = Self-Assessment**

|  |
| --- |
| **COMMENTS / NOTES:** |
|  |