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| **Teacher:** | | | **Subject:** | **Grade:** |
| **UNIT:** | | | **Time Frame:** | |
| **CURRICULUM / LEARNING TARGETS** | | | | |
| * Focuses teaching and learning on a targeted set of grade level content mathematics standards at the level of rigor in the CCSS.\*\* * Includes a clear and explicit purpose for instruction. * Addresses both the particulars (e.g. mathematical procedures) and the deeper structures (e.g. mathematical understandings) inherent in the CCSS.   **Instructional Shifts Considered:**   * **Focus:** Centers on the concepts, foundational knowledge, and level of rigor that are prioritized in the standards. * **Coherence:** Makes connections and provides opportunities for students to transfer knowledge and skills within and across domains and learning progressions | | | | |
| **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** | | |
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**INSTRUCTION:**

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| **RICH MATHEMATICAL TASKS** | | | |
| **Problem Based Instructional Tasks:**   * Help students develop a deep understanding of important mathematics * Emphasize connections across mathematical content areas, to other disciplines, and especially to the real world * Accessible yet challenging to all * Can be solved in several ways * Encourage student engagement and communication * Encourage the use of connected multiple representations. * Encourage appropriate use of intellectual, physical, and technological tools | **Meaningful, Purposeful, Distributed Practice**   * Meaningful- builds on and extends understanding * Purposeful- links to curriculum goals and targets an identified need based on multiple data sources * Distributed- consists of short periods of systematic practice distributed over a long period of time | **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 through relevant, though-provoking questions the stimulate interest and elicit mathematical thinking. | |
| **RIGOR:** Requires students to engage with challenging mathematics and to demonstrate:   * **Fluency:** Expects, encourages and provides guidelines for core calculations and mathematical procedures to be performed quickly and accurately. * **Application:** Provides opportunities for students to independently apply mathematical concepts in real-world situations, choosing and applying an appropriate model or strategy to new situations. * **Deep Understanding:** Requires students to demonstrate deep conceptual understanding through complex problem solving, in addition to writing and speaking about their understanding. | | | |
| **Instructional Strategies and Activities** | | | **Standards** |
| Rigor: 🞎 Deep Understanding 🞎 Application 🞎 Fluency | | |  |
| Rigor: 🞎 Deep Understanding 🞎 Application 🞎 Fluency | | |  |
| Rigor: 🞎 Deep Understanding 🞎 Application 🞎 Fluency | | |  |
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| **ACADEMIC VOCABULARY:**   * Uses and encourages precise and accurate mathematics, academic language, terminology, and representations for the discipline. | |
| **Vocabulary Words:** | **How Vocabulary will be Taught:** |
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| **SCAFFOLDING for SUCCESS** | | |
| * Supports diverse cultural and linguistic backgrounds, interests, and styles. * Demonstrate an effective sequence and progression of learning where the concepts or skills advance and deepen over time. | * Provides extensions and/or more advanced text for students who read well above the grade level text band. * Gradually removes supports, requiring students to demonstrate their mathematical understanding independently. | * Recommend and facilitate a mix of instructional approaches for a variety of learners, including such strategies as modeling, using a range of questions, checking for understanding, flexible grouping, pair-share, etc. |
| **Scaffolding / Intervention Strategies:** | | |
| **Below Grade Level:** | | |
| **ELL:** | | |
| **Above Grade Level:** | | |

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| **ASSESSMENT:** *The lesson/unit regularly assesses whether students are mastering standards-based content.* | | | | | | | |
| * Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCSS. | * Assesses student proficiency using methods that are unbiased and accessible, including the use of grade level language in student prompts. * Includes aligned rubrics and/or assessment guidelines that provide sufficient guidance for interpreting student performance. | * Uses varied modes of assessment, including a range of pre, formative, summative, and self-assessment measures. | | | | | |
| **Assessments:** | | | **Type** | | | | **Standards** |
| P | F | S | SA |
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**P = Pre-Assessment F = Formative S = Summative SA = Self-Assessment**

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| **COMMENTS / NOTES:** |
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