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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.
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| **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.
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| **Instructional Strategies and Activities** | **Standards** |
| Rigor: 🞎 Deep Understanding 🞎 Application 🞎 Fluency |  |
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| 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.
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| **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.
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| **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.
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| **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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