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**Grade**

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| --- | --- | --- | --- |
| **Grade Level** | **Unit Title** | | **Duration** |
|  |  | |  |
| **Mississippi College- and Career-Readiness Standards for Mathematics** | | **Standards for Mathematical Practice** | |
| **Focus:**  **ID** Write out standard from CCRS. This should include the focus standard of the unit/performance task.  **Additional:**  **ID** Write out standard from CCRS. This should include the standards that support the focus or are touched on throughout the lessons. | | **SMP.ID** Write out the standard. This list should include the SMPs from all lessons. | |
| **Unit Overview** | | | |
| Provide a brief overview of the unit. Explain the content focus and the strategies and methods used to teach.  **Essential Questions:**   * Write first essential question here. Make sure it is an overarching question with depth. * Write second essential question here. Make sure it is an overarching question with depth. | | | |
| **Lesson Tasks** | | | |
| **Lesson 1: Title**  Students will… brief sentence (or two) on the activities/skills taught each day.  **Continue as needed…** | | | |
| **Performance/Culminating Task** | | | |
| **Title of Performance Task**  Write description of task here. Explain the activity and the content assessed. If possible, performance task should be cross-curricular and involve the students creating something.  **Standard(s) Assessed:** | | | |

**Rubric for Performance/Culminating Task**

Paste Rubric here. Rubric should only be one page (if possible) and student friendly.

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| --- | --- | --- |
| **Lesson 1: Title of Lesson** | | |
| **Focus Standard(s):**  **Additional Standard(s):**  **Standards for Mathematical Practice:**  **Estimated Time:**  **Resources and Materials:**   * List all resources in this order: materials, Handouts, and websites.   **Lesson Target(s):**   * Students will… * Students will…   **Guiding Question(s):**   * 2-3 questions here at the most. * What should students be able to answer at the end of the class? | | |
| **Vocabulary** | | |
| **Academic Vocabulary:**   * Terms needed for understanding * These may be direct instruction or for discussion | | **Instructional Strategies for Academic Vocabulary:**   * Introduce words with student-friendly definitions and pictures * Model how to use the words in discussion * Discuss the meaning of word in a mathematical context * Create pictures/symbols to represent words * Write/discuss using the words * Act out the words or attach movements to the words |
| **Symbol** | **Type of Text and Interpretation of Symbol** | |
|  | Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform well below the grade level and/or for students who perform well above grade level | |
|  | Assessment (Pre-assessment, Formative, Self, or Summative) | |
| **Instructional Plan** | | |
| **Understanding Lesson Purpose and Student Outcomes:** Explain how students will encounter the skills of the lesson.  **Anticipatory Set/Introduction to the Lesson:** **Title**  Describe the activity.  **For students who are EL, have disabilities, or perform well below grade level:**   * List strategy for remediation here.   **Extensions for students with high interest or working above grade level:**   * List strategy for enrichment here.   **Activity 1:** **Title**  Repeat format from anticipatory set for as many activities as needed.  **Activity 2: Title**  Repeat format from anticipatory set for as many activities as needed.  **Reflection and Closing:**  Repeat format from anticipatory set and provide students with questions to solidify learning targets and guiding questions. | | |
| **Homework** | | |
| Students will…(complete, review, etc.). Use Parent Guide to help come up with activities if needed. | | |

Handout 1.1: Title of Handout

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Content of Handout