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**Grade <Place Grade Level Here>**

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| --- | --- | --- | --- |
| **Grade Level** | **Unit Title** | | **Duration** |
| # | (Write here.) | | (# of days.) |
| **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.  This unit will focus on……. Topics such as……. will be explored.  Discovering multiple methods……. will be a primary focus.  **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.  **Lesson 2: Title**  Students will… brief sentence (or two) on the activities/skills taught each day.  **Lesson 3: Title**  Students will… brief sentence (or two) on the activities/skills taught each day.  **Lesson 4: Title**  Students will… brief sentence (or two) on the activities/skills taught each day.  **Lesson 5: Title**  Students will… brief sentence (or two) on the activities/skills taught each day.  **Lesson 6: Title**  Students will… brief sentence (or two) on the activities/skills taught each day. | | | |
| **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:** List full standards assessed here. | | | |

**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):** List Standard ID only with commas to separate. List across from left to right.  **Additional Standard(s):** List Standard ID only with commas to separate. List across from left to right.  **Standards for Mathematical Practice:** List here separated by commas.  **Estimated Time:** Approximate time of lesson in minutes.  **Resources and Materials:**   * List all resources in this order: materials, Handouts, and websites. * Verify website works before putting it in the unit. Write as Title: url * Write handouts the according to example. Numbering will be lesson#.handout#. Ex., Handout 1.1: Title of Handout   **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   (Erase the ones that don’t apply. Add if not there.) |
| **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:** Students will… (explain how students will encounter the skills of the lesson.)  **Anticipatory Set/Introduction to the Lesson:** **Title**  Describe the activity. Use directives, NOT “THE TEACHER/STUDENT WILL.” Use Handout format from materials list, but bolded. Indicate SMP’s as they are used in parentheses. Place checkmark next to any form of assessment. Hyperlink any URLs.  Teacher notes will be indicated as:  **Note:** Note needed to support the activity (can include notes for preparation or common misconceptions)  **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