**Unit Overview**

**Instructor/Program: Course/Setting:**

|  |  |  |
| --- | --- | --- |
| **NRS or CCRS Level(s):**  **Unit Theme:** **Length (e.g., hours, days):** | | |
| **Rationale for this Unit:** (Why is this unit important to my students?)  **Instructional Objective(s):** | | **Focus:**  **[CCR Standard(s):](https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf)**  *Primary Standard(s) (1-2 per lesson):*  *Supporting Standard(s):*  [**ACES TIF Skill(s):**](http://atlasabe.org/resources/aces/transitions-integration-framework-tif)  [**Northstar Digital Literacy Standard(s):**](https://www.digitalliteracyassessment.org/standards)  **Additional Content Standards or Skills:** (e.g. career, science, social studies, etc.) |
| **Coherence:**  Prerequisite or foundational content students need to succeed in the lesson:  Description of how the content of the lesson is related to other content taught at the lesson’s level:  Description of how content connects to future learning:  **Components of Rigor:**  Conceptual Understanding Procedural Skill and Fluency  Application | |
| **Standards for Mathematical Practice:** *Only select the 2-4 practices that are central to the lesson*  \_\_MP 1: *Make sense of problems and persevere in solving them*  \_\_MP 2: *Reason abstractly and quantitatively*  \_\_MP 3: *Construct viable arguments and critique the reasoning of others*  \_\_MP 4: *Model with mathematics* | | \_\_MP 5: *Use appropriate tools strategically*  \_\_MP 6: *Attend to precision*  \_\_MP 7: *Look for and make use of structure*  \_\_MP 8: *Look for and express regularity in repeated reasoning* |
| **Level(s) of Knowing:**  \_\_Intuitive: *Linking to what students already know*  \_\_Concrete: *Moving manipulatives*  \_\_Pictorial: *Drawing pictures* | | \_\_Abstract: *Writing with symbols and numbers*  \_\_Application: *Applying to different situations*  \_\_Communication: *Explaining concepts, process and/or solutions to others* |
| **Materials:** | **Common misconceptions/misunderstandings by learners regarding the content that may interfere with learning:**  **Adaptations and/or Accommodations:** (How will EVERY student have access to the content of the lesson?) | |
| **Key Math Terms and Symbols:** | **Academic Vocabulary and Additional Language Demands:** (Non-math academic vocabulary and other language that may impact a student’s ability to access the content in directions, examples, problems, etc.) | |

**Teacher Reflection**

Notes for next time:

**Lesson Plan**

**Instructor/Program: Course/Setting:**

|  |  |  |
| --- | --- | --- |
| **CCR Math Standard(s):** *(Indicate which standards from the unit are targeted in this specific lesson)* | |  |
| **Instructional Objective(s):**  *(Statements written in teacher language, derived from content standards)* | | At the end of this lesson, students will be able to: |
| **Assessing Mastery of the Objective(s):**  *(Indicate when and how assessment will occur during the lesson - formative and/or summative)* | | By the end of this lesson, the students will be able to *(objective)* as evidenced by *(task)*. |
| **Learning Target(s):** *(Statements of what students will be able to do as a result of the lesson, written in student-friendly language)* | | “I can…” |
|  | **Introduction:** |  |
|  | **Explanation & Modeling:** |  |
| **Guided Practice:** |  |
| **Independent Practice:** |  |
|  | **Student Reflection on Learning Targets, Closure, & Connection to Future Learning** |  |