Planning Guide-TEKS Resource System Mathematics

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| Tasks | Rationale | Outcome | | Guiding ?s |
| **STEP 1 (20 min)**  **Study sections of the IFD**  -Overview  -Overarching understandings and Qs  -Misconceptions and UC  -Vocabulary | -To summarize the big ideas for the Unit  -To understand the details of the Unit | -written notes for each section  -notes about instructional ideas  -word wall ideas  -journal writing ideas | | **IFD**  What is the content for this unit?  What are the skills for this concept?  What sections of the IFD can I use for instruction? |
| **STEP 2 (30 min)**  **Work out the Performance Assessment**  -Study the 3 columns horizontally | To understand the-  -task students should be able to do during/end of the unit  -concepts/skills students need to learn for the PA  -concepts/skills teacher needs to teach for the PA | -sketch out the PA  -make a list of topics to teach  -bring to mind lesson/activity | | **IFD**  What are students expected to be able to do during/end of the unit?  How do the unit understandings guide my instruction?  What concepts/skills do I have to teach? |
| **STEP 3 (1.5 hrs)**  Study each standard  -Verb  -Content  -Specificity  -Example problems (ETCD)  -release sample (STAAR Analysis)  -data results | To analyze each standard-  -to its level of complexity  -individually in order to be able to chunk and bundle  -dissect the role of each SE | -notes on SE specificity  -notes on sample problems  -notes on release items  -record ideas for instruction  -review campus data (if applicable) | | **IFD & ETCD & STAAR Analysis**  What is the specific content for each SE?  What is the level of complexity?  What standards can be bundled for instruction? |
| **STEP 4 (1 hr)**  **Map EOU Assessment**  -PAs  -Unit Assessment items | To align assessment to instruction  -Begin with the end in mind | -plan out the process for the PAs/dates  -compile unit assessment  - | | **IFD, Blueprints, & Assessment Creator**  Which assessment will I use? Process?  How many problems? |
| **STEP 5 (45 min)**  **Chunk and bundle SEs**  -# of days/# of SEs | To consider all unit SEs-  -developmental order  -related skills/concepts | -outline calendar  -outline daily topics  -bundle SEs by day(s) | | **IFD**  How will I chunk/bundle SEs?  Do I cut/add days? |
| **STEP 6 (1 hr)**  **Gather resources**  -books/workbooks  -internet resources  -district resources | To align resources-  -revisit TEKS study  -revisit examples  -revisit EOU assessment  -align to the complexity of the SE specificity | List of Activities aligned to unit  -book pg/worksheets  -web pages/videos  -hands-on-activities  -learning centers | | **IFD**  What is the best first teach resources?  How do I align instruction to the rigor of the SE? |
| **STEP 7 (ongoing)**  **Plan day-by-day instruction** | To plan daily learning opportunity for students | Follow lesson cycle to plan daily lessons | | **IFD, ETCD, & VAD**  What is the best first teach lesson for this SE/bundle? |
| **Suggested Resources**  **Gateway activities--** [**https://www.texasgateway.org/**](https://www.texasgateway.org/)  **Tex quest--** [**https://sites.google.com/a/eustaceisd.net/texquest/**](https://sites.google.com/a/eustaceisd.net/texquest/)  **Estar--**[**https://www.texasgateway.org/**](https://www.texasgateway.org/)  **Texas Performance Standards--**[**http://www.texaspsp.org**](http://www.texaspsp.org/)**/**  **NCTM illuminations**--[https://illuminations.nctm.org](https://illuminations.nctm.org/)/ | | | **MARS**--[http://map.mathshell.org](http://map.mathshell.org/)/  **Khan Academy**[--https://www.khanacademy.org/](https://www.khanacademy.org/)  **Science 360--**[**https://science360.gov**](https://science360.gov)  **CK-12--** [**https://www.ck12.org/student/**](https://www.ck12.org/student/) | |