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| Program: | Class/Instructional Level, GLE Range: |
| Author(s): | Date Last Revised: |

**PART 1: OVERVIEW**

*(This part is duplicated on the Scope & Sequence for this level.)*

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| **UNIT TOPIC/TITLE**   * *Frame titles around topics relevant to adults and related to other content areas (e.g., civics/current events/social studies, science and technology, health, literature, workforce preparation, etc.).* * *Aim for a pithy topic-related title that can be remembered and used by teachers when referring to the unit.* * *Reflect the content topic through which skills will be developed.* |  |
| **TIME**   * *Indicate the estimated # of hours (and weeks) required to complete the unit.* |  |
| **PURPOSE / RATIONALE**   * *Why is this topic and skill set important for adult students? (e.g. how does it relate to typical goals of learners at this level?).* |  |
| **GOALS and OUTCOMES**   * *“Students will use math [what skills/knowledge] in order to …”* * *“Students will show learning by … [end product / project]).”* * *“By the end of this unit, students will be able to apply their understanding of…”* |  |
| [**PRIORITY MATH STANDARDS**](https://sabes.org/content/college-and-career-readiness-standards-adult-education-math-excerpt)   * *List only the ~3-5 level-specific CCRSAE-Math standards that will be explicitly taught and assessed.* * *Be mindful of including standards from across the Math domains to show the coherence of math.* | [Use shorthand for the standards in addition to the notation, so that the user doesn’t have to look them up.] |
| **Standards for Mathematical Practice** *(found on p. 48 in the* [*CCRSAE-Math standards*](https://sabes.org/content/college-and-career-readiness-standards-adult-education-math-excerpt)*)*   * *List any of the 8 Standards for Mathematical Practice that will be explicitly integrated and assessed.* |  |
| **KEY RESOURCES**   * *List 2-3 authentic and relevant resources (texts, videos, websites, podcasts…) that students will read, listen to, view, explore, etc.* * *Include digital sources and attend to representations of different cultures and perspectives.* * *Include differentiated materials that allow for lower and higher text complexity levels, various modalities of learning, options for student choice, UDL* |  |
| **ESSENTIAL QUESTIONS to GUIDE the UNIT *(optional)***   * *Include “open-ended, thought-provoking and intellectually engaging questions that call for higher-order thinking.”* |  |
| **UNIT OUTCOME / CULMINATING ASSESSMENT**   * *Describe, in a few sentences, the desired outcome, focusing on the central skills and end products students will use to show their math learning (and understanding of the content topic).* * *When possible, include one or more authentic performance task(s).* | *Suggested Template:*  Students will demonstrate their learning by [**applying what kinds of resources/skills/materials/math content knowledge?]** in order to [**advance their thinking in some way related to ELA/SS/Science/Career topic**]…  Students will show their learning by creating/writing/presenting/modeling/graphing [**end product/project**].  [NOTE: The end product should require the application of the math skills being taught.] |

**PART 2: IN-DEPTH VIEW**

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| **UNIT OBJECTIVES** | **ASSESSMENT OF OBJECTIVES** |
| * *These should align with the unit purpose, goals and outcomes, Priority Math Standards, and Standards for Mathematical Practice.* * *State the specific, measurable skills and knowledge students will need in order to accomplish the unit outcome / culminating assessment.* | * *Consider how teachers will capture evidence for each objective.* * *How will each objective be assessed through the culminating assessment mentioned in Part 1? (e.g., paper, project, problem, presentation)* * *(Optional) Attach evaluation tools (e.g., rubrics, checklists) or provide other guidance for teachers.* |
| ***By the end of this unit, students will be able to:*** |  |
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| **KEY VOCABULARY**   * *Include academic words or phrases (****Tier 2****) and key content terms (****Tier 3****), unless teachers are expected to add these at the lesson plan level. Consider that each set of words will require multiple days of practice.* |
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| **PRIORITY LENSES**   * *Identify specific ways in which the unit plan incorporates and/or reflects the priority lenses.* * *Provide further recommendations for lenses not transparently addressed in other sections of the unit plan.* |
| **Contextualization:**  **Culturally Responsive Teaching:**  **Differentiation (especially for English learners and students with learning disabilities):**  **Digital Literacy and Technology:** |
| **ADDITIONAL RECOMMENDATIONS**   * *Include guidance for formative assessments and other texts/resources not included in the Key Resources section in Part 1.* * *What else do teachers need to know? Add these here as well!* |
| Suggestions for Formative Assessments:  Suggestions for Additional Texts/Materials/Resources: |
| **SUGGESTED SEQUENCE OF LESSONS[[1]](#footnote-1)**   * *Provide a brief overview of what the focus of each lesson would be, as envisioned by the unit developers.* |
| **Lesson 1**:  **Lesson 2**:  **Lesson 3**:  *(etc.)* |

*Download a sample unit plan (Unit 1 Overview) from the Curriculum for Adults Learning Math (CALM) at* [*https://www.terc.edu/calm/curriculum/*](https://www.terc.edu/calm/curriculum/)*.*

1. Recommended: Include **Sample Lesson Plans** as part of the Unit Plan. These can be developed over time. [↑](#footnote-ref-1)