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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.*
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| **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.”*
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| **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)