

Part I: Clarity of Learning Targets

What are the grade level indicators that go with this unit?

Place a star next to the grade level indicators that are Power Indicators.

Are the indicators in student friendly language?

Place the level of Bloom's Taxonomy next to each Power Indicator.

- Solve one step equations (EQ #1)
- Solve multi-step equations (EQ #1)
- Solve equations with variables on both sides (EQ #1)
- Solve problems with ratios and proportions (EQ #2)
- Solve problems involving percents (EQ#3)
- Rewrite equivalent forms of linear equations (EQ #1)

What are the Big Ideas that go with this unit?

- Write and use equivalent forms of equations in problem situations
- Define linear situations by using tabular, graphing and symbolic methods
- Solving proportions and percent problems

What are the Essential Questions that go with this unit?

1. How do you solve and rewrite linear equations?
2. How do you write and solve problems involving percents?
3. How do you write and solve problems involving ratios and proportions?

What strategies will we use in order to make learning targets clearer for all students, before, during and after instruction?

How will you communicate the learning indicators to students?

- Post learning targets
- Daily discussions
- Pre/post chapter check list

Part II: Feedback and Assessments (Formative and Summative)

How will we provide students with feedback throughout the unit?

What formative assessments will we use? (Non-graded assignments that check for understanding and provide feedback to the students) Incorporate the 7 Strategies of Assessment for Learning here.

Use Senteos for immediate feedback of student answers during class, white board

How will students be involved with keeping track of their own learning progress (note—this is different than tracking points for a grade)?

Daily notes, daily practice at board, compare own work with others

What summative assessments will we use? (Graded, evaluative assessments)

Chapter test, Quizzes & proportions outdoor activity

How Can I Close the Gap?

What will we do AFTER the students have completed the formative assessment to differentiate instruction?

If they are successful, move on. If the majority of class is unsuccessfully Reteach in a different way. If a few students are unsuccessfully then provide one on one instruction.

What interventions will we provide for students who do not do well on the formative assessment?

One on one instruction during class time while others are working on appropriate problems.
Math tutoring available throughout the day.
Before school or after school instruction.

What will we do for the students who are on track?

Provide appropriate problems to challenge their thinking

What will we do for the students who excel? What extension activities will we provide?

Provide appropriate problems to challenge their thinking

Part III: Instruction and Student Activities

What instructional and student activities will we use for this unit? These activities should directly align with the indicators and assessments.

Solving one step linear equations worksheets
Solving two step linear equations worksheets
Solving multi step linear equations worksheets
Solving variables on both sides linear equations worksheets
Cognitive tutor math software aligned with learning targets
Outdoor proportions activity