**INSTRUCTIONS FOR USING THIS TEMPLATE:**

* This template is intended to capture a scope and sequence to guide one class level of math instruction.
* The format may be adapted to your own needs as long as your scope and sequence includes an introduction and all of the elements in the left-hand column of the chart.
* The template explains each of the required elements of a scope and sequence on pages 2-3, followed by a blank template on pages 4-6, and a document intended to capture alignment to the CCRSAE Standards of Mathematical Practices on page 7.
* Once the scope and sequence information is entered into the template for a level, the next step for programs would be to complete the other class levels, taking care to align the levels and prevent any learning gaps. Once all levels are completed, the program will have a scope and sequence to guide all levels of Math instruction.
* Teacher discussion and engagement are important in the development process.
* The template is set up so that the document header may be changed to indicate the correct program name, Math class level, and GLE for this class level.
* Once filled in, you may wish to print your scope and sequence on legal-sized paper.

Class and GLE Range: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Authors: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Authors: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This cover sheet is intended to remain with your one level of scope and sequence for now, until all levels are completed, when this information may be combined into one introductory page.

Include a separate cover sheet for external use, with identifying information, such as program name, address, and director.

Introduction:

Your scope and sequence should include an Introduction with the following points to provide a roadmap for implementing the units across a given time period:

* The purpose and intention of the scope and sequence;
* Expectations for teachers (e.g., use first unit to lay foundation for instructional routines, or teachers may select from menu of units based on student needs and interests);
* When and how revisions take place;
* How the units are sequenced and build on each other;
* The number of class levels in the program, how they are divided, and where this level fits in;
* Citation of any materials that were borrowed from in the development of the scope and sequence.

Class Level and GLE Range: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher(s) teaching this level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
|  | **Unit 1** | **Unit 2** | **Unit 3** | **Add as many columns as needed...** |
| **Title of the Unit**  | *In one sentence, the topic students will learn about.*  |  |  |  |
| **Amount of Hours/ Weeks for the Unit**  | *Describe the rationale for what is being taught in this particular order (e.g., to prepare students to enter post-secondary education, or to enter a health career). Consider the value of what is being taught and do not automatically follow the content or sequence of a textbook.* |  |  |  |
| **Purpose of Unit** *(e.g., for use beyond the HiSET)* |  |  |  |  |
| **Unit Goals and Outcomes**  | *Essential Questions are “open-ended, thought-provoking and intellectually engaging questions that call for higher-order thinking. They point toward important, transferrable ideas within disciplines and raise additional questions. Essential questions require support and justification, not just an answer.” (Wiggins and McTighe, 2013)1*  |  | *In three-four sentences, describe the desired results for adult learners to have by the end of this instruction. How will they apply their new knowledge and skills? What are the math skills and outcomes expected for student learning? Integrate technology, digital learning and employability skills as needed.* |  |
| **Priority CCRSAE Math Content Standards**  |  |  |  |  |
| **Standards for Math Practice** |  | *A sentence such as “students show their learning by…” which gives evidence of student learning with special emphasis on formative assessment through application of learning.* |  |  |
| **Essential Questions to Guide the Unit of Instruction** |  |  |  |  |
| **Assessment of Priority Standards**  |  | *Reflects the progression and development of skills from the first unit to the last, culminating in the enabling skills for the next level.* |  |  |
| **Overall (e.g., year-long, semester, trimester) Goals for the Level**  |

Class Level and GLE Range: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Authors: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Authors: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Introduction:

Class Level and GLE Range: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher(s) teaching this level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **Unit 1** | **Unit 2** | **Unit 3** | **Add as many columns as needed...** |
| **Title of the Unit**  |  |  |  |  |
| **Amount of Hours for the Unit** |  |  |  |  |
| **Purpose of Unit** *(e.g., for use beyond the HiSET)* |  |  |  |  |
| **Unit Goals and Outcomes**  |  |  |  |  |
| **Priority CCRSAE Math Standards**  |  |  |  |  |
| **Standards for Math Practice** |  |  |  |  |
| **Assessment of Priority Standards**  |  |  |  |  |
| **Overall (e.g., year-long, semester, trimester) Goals for the Level**  |

Class Level and GLE Range: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher(s) teaching this level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **Unit 1** | **Unit 2** | **Unit 3** | **Add as many columns as needed...** |
| **Title of the Unit**  |  |  |  |  |
| **Amount of Hours for the Unit** |  |  |  |  |
| **Purpose of Unit** *(e.g., for use beyond the HiSET)* |  |  |  |  |
| **Unit Goals and Outcomes**  |  |  |  |  |
| **Priority CCRSAE Math Standards**  |  |  |  |  |
| **Standards for Math Practice** |  |  |  |  |
| **Assessment of Priority Standards**  |  |  |  |  |
| **Overall (e.g., year-long, semester, trimester) Goals for the Level**  |

**College and Career Readiness Mathematics Standards Aligned to Each Unit**: *Teachers may check off the CCRSAE standards which are the focus of instruction and assessed within each unit below. An example of how this might be used is with the Standards for Mathematical Practice.*

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| --- | --- | --- | --- | --- | --- |
|  | **Standards for Mathematical Practice** | **Unit 1** | **Unit 2** | **Unit 3** | **Add columns as needed**  |
|  |  |  |  |  |  |
| **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. |  |  |  |  |

1Reference from page 3: Jay McTighe and Grant Wiggins, *Essential Questions: Opening Doors to Student Understanding*. (ASCD, 2013), page 3.