**K-6 Math Unit Development Task Sheet**

The requirement under the regulations is for each teacher to write two units aligned with the Common Core Standards. Target dates for submission to the Curriculum and Instruction Office are March 30, 2012 and May 31, 2012.

The completed unit should be submitted electronically to Michelle Donlon with a copy to your Building Principal.

To develop each of your units, you will need the following:

* The section of the core curriculum map to which your unit will be linked
* The Common Core Standards in Math
* The unit template provided by the District

**K-6 units in Mathematics** will result from **mapping cabinet activities** and will include two “official” units per grade level in mathematics. One set of vertical units will focus on mathematical fluency and one set of vertical units will focus on fractions. This is based upon revelations in the data reviewed and upon the desire to have the greatest impact on the performance of our students by systematically and intentionally developing a set of learning experiences in a given area across the continuum for our students.

Based upon the performance information on our students, two areas have been identified for unit development along a vertical continuum: fractions and fluency. Teachers at each grade level will develop a common unit for each of those areas. The result will be one set of units, K-6, aligned with the common core, around fractions. This unit will have a discrete timeline determined by the grade level team, i.e., 3 days, 2 weeks.... There will be a second set of units, K-6, aligned with the common core, arouond fluency. This unit will not have a discrete timeline; rather, it will have some timeframes based upon frequency and intensity.  
  
To support student learning relative to the impending shifts of the common core, teacher teams should work on the fluency unit first, with a target date for completion of March 31, 2012. This will allow at least partial implementation of the unit and reflection before the end of the school year.  
  
The second set of units, around fractions, will begin following the completion of the development of the first unit, with a target date for completion of May 31, 2012.

**Steps to take:**

* Review the unit template and supporting materials (WHERE and performance task blueprint). A sample for math has been provided with some related notes and an excerpt from actual District curriculum maps.
* Review the resources available on the website to assist you in the development of the unit.

**Getting started:**

* The unit topic has been identified for you. Most often, it will be two to five lessons in length, but it may be longer or shorter depending upon the course and the unit.
* Refer to your curriculum map. The information on the first two pages of the folder template should come straight from a well-written curriculum map. Since some of our curriculum maps are at various stages, you may need to address the curricular piece first on that segment of the map and then transfer the information to the unit or vice versa, whichever way helps you to best develop the information. When you are done, one piece will support the other.

**Fluency Units to be Developed for March target completion date by grade level:**

Kindergarten: K.O.A. Operations and algebraic thinking. (page 11 of the common core packet)  
Understand addition as putting together and adding to... (addition piece only for this unit)  
Indicators 1-5 as they relate to addition within 5.  
  
1st: 1.O.A. Operations and algebraic thinking (page 15 of the common core packet)  
Add and subtract within 20 with fluency within 10 (addition piece only for this unit)  
Indicator 6 as it relates to addition.  
  
2nd: 2.O.A. Operations and algebraic thinking (page 19 of the common core packet)  
Add and subract within 20 (addition piece only for this unit  
Indicator 2 as it relates to addition.  
  
3rd: 3.O.A. Operations and algebraic thinking (page 23 of the common core packet)  
Multiply and divide within 100 (multiplication only for this unit)  
Indicator 7 as it relates to multiplication.  
  
4th: 4.N.T. Number and Operations in Base Ten (page 29 of the common core packet)  
Use place value understanding and properties of operations to perform multi-digit arithmetic.  
Indicators 4 and 5 as they relate to multiplication.

5th: 5.N.T. Number and Operations in Base Ten (page 35 of the common core packet)  
Perform operations with multi-digit whole numbers and with decimals to hundredths  
Indicator 5 as it relates to multiplication.  
  
6th: .N.S. The Number System (page 42 of the common core packet)  
Compute fluently with multi-digit numbers and find common factors and multiples.  
Indicators 2 and 3.

Complete information is available on the Math Mapping wikispace:

[www.mathmapping.wikispaces.com](http://www.mathmapping.wikispaces.com)

Another great resource is the ASCD website which contains articles and video clips on a variety of topics to support your unit development, including, but not limited to backward design, differentiated instruction, technology integration, and effective strategies. You can access the site at [www.ascd.org](http://www.ascd.org)