

<b>Grade HS Math M-HS.1</b>	<b>KAS Standard:</b> Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	<b>Accommodations and Supports (Should align with IEP)</b>
<b>KAS-KAAP Content Assessment Standard:</b> Choose and interpret the scale and the origin in graphs and data displays.		
<b>What does the student need to know to begin? (pre-requisite skills)</b> understand a variety of units, ability to read a variety of graphs and data displays, understand the “key” as it relates to the data, understand the relationship between the unit and the display.		
<b>What will the student be able to do? (student outcomes)</b>		
<b>How will you task analyze the skill?</b>		
<b>How will you teach this? (SDI, strategies)</b> use object graphs, use real life units (high interest, different environments), teach in natural context, same data set taught with multiple displays, use computer programs to teach different displays		
<b>What materials will be needed?</b> Calculator, graphic organizers, number line, data displays, computer, websites.		
<b>What will daily checks for understanding look like? (formative assessment)</b>		
<b>What were the outcomes of your practice test (summative assessment)?</b>		

**Reflections (what worked well, what will you change next time)**

<b>Grade HS Math M-HS.2</b>	<b>KAS Standard:</b> Represent data with plots on the real number line (dot plots, histograms, and box plots).	<b>Accommodations and Supports (Should align with IEP)</b>
<b>KAS-KAAP Content Assessment Standard:</b> Represent data on the real number line using histograms and dot plots.		
<b>What does the student need to know to begin? (pre-requisite skills)</b> concept of number line, how to plot points on a number line, number identification, numerical order, identify histograms and dot plots, how to plot data on a graph, understand graph features, know how to use a key, knowledge of data, data collection, data reporting.		
<b>What will the student be able to do? (student outcomes)</b> give data, student will be able to plot data using a histogram or a dot plot.		
<b>How will you task analyze the skill?</b>		
<b>How will you teach this? (SDI, strategies)</b> teach students how to do object number line (Math Equals number line), ETA-Cuisenaire catalog graphing board (etacuisenaire.com), I Pad Apps and smart boards, use self monitoring data, attainment ( Teaching to Math Standards), have students collect data and graph, teach functional skills and graph results, using graphing software programs, teach using an overhead or document camera (teacher will model the skill), graphing websites, election and polling results.		
<b>What materials will be needed?</b> graphic organizers, models, document camera/over head projector, enlarged graphs, newspaper graphs, core content graphs.		
<b>What will daily checks for understanding look like? (formative assessment)</b>		
<b>What were the outcomes of your practice test (summative assessment)?</b>		

**Reflections (what worked well, what will you change next time)**

<b>Grade HS Math M-HS.3</b>	<b>KAS Standard:</b> Use statistics appropriate to the shape of the data distribution to compare center (median, mode) and spread (interquartile range, standard deviation) of two or more different data sets.	<b>Accommodations and Supports (Should align with IEP)</b>
<b>KAS-KAAP Content Assessment Standard:</b> Use statistics appropriate to the shape of the data distribution to compare center (median, mode) of two or more different data sets.		
<b>What does the student need to know to begin? (pre-requisite skills)</b> content specific vocabulary (median, mode, compare), calculator skills, ability to compare two groups, understand data displays and key, averaging, computation skills.		
<b>What will the student be able to do? (student outcomes)</b> when given two or more data sets, student will compare the median and mode.		
<b>How will you task analyze the skill?</b>		
<b>How will you teach this? (SDI, strategies)</b> number line, technology (apps and smart board), Youtube videos, averaging grades, calculation of students', growth, ages, etc and compare/average, teaching functional skills (i.e hours, salary, city statistics, city jobs, etc.), the mode – the number that occurs most frequently, median - the number in middle when in order from least to greatest, activities from Karen Karp book, Elementary and Middle School Mathematics, number line.		
<b>What materials will be needed?</b> calculator, number line, graphic organizers, computer, websites, data sets, Karen Karp book.		
<b>What will daily checks for understanding look like? (formative assessment)</b>		
<b>What were the outcomes of your practice test (summative assessment)?</b>		

**Reflections (what worked well, what will you change next time)**

<b>Grade HS Math M-HS.4</b>	<b>KAS Standard:</b> Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	<b>Accommodations and Supports (Should align with IEP)</b>
<b>KAS-KAAP Content Assessment Standard:</b> When given equations using two or more variables, graph their relationship on a coordinate axes.		
<b>What does the student need to know to begin? (pre-requisite skills)</b> understand variable and relationship to equation, then relationship to graph.		
<b>What will the student be able to do? (student outcomes)</b>		
<b>How will you task analyze the skill?</b>		
<b>How will you teach this? (SDI, strategies)</b> use reference guide, add in script “use the following formula”.		
<b>What materials will be needed?</b>		
<b>What will daily checks for understanding look like? (formative assessment)</b>		
<b>What were the outcomes of your practice test (summative assessment)?</b>		

**Reflections (what worked well, what will you change next time)**

<b>Grade HS Math M-HS.5</b>	<b>KAS Standard:</b> Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	<b>Accommodations and Supports (Should align with IEP)</b>
<b>KAS-KAAP Content Assessment Standard:</b> Solve linear equations and inequalities in one variable.		
<b>What does the student need to know to begin? (pre-requisite skills)</b> calculator skills, content specific vocabulary , symbols related to inequality.		
<b>What will the student be able to do? (student outcomes)</b>		
<b>How will you task analyze the skill?</b>		
<b>How will you teach this? (SDI, strategies)</b> 1) hands on equations 2) adapted algebra tiles		
<b>What materials will be needed?</b>		
<b>What will daily checks for understanding look like? (formative assessment)</b>		
<b>What were the outcomes of your practice test (summative assessment)?</b>		

**Reflections (what worked well, what will you change next time)**

<b>Grade</b> <b>HS</b> <b>Math</b> <b>M-HS.6</b>	<b>KAS Standard:</b> Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).	<b>Accommodations and Supports</b> <b>(Should align with IEP)</b>
<b>KAS-KAAP Content Assessment Standard:</b> Use geometric shapes and their properties to describe objects.		
<b>What does the student need to know to begin? (pre-requisite skills)</b> various geometric shapes, properties of shapes (i.e. vertices, angles)		
<b>What will the student be able to do? (student outcomes)</b>		
<b>How will you task analyze the skill?</b>		
<b>How will you teach this? (SDI, strategies)</b> manipulatives of various shapes		
<b>What materials will be needed?</b>		
<b>What will daily checks for understanding look like? (formative assessment)</b>		
<b>What were the outcomes of your practice test (summative assessment)?</b>		

**Reflections (what worked well, what will you change next time)**