

PROGRAM OVERVIEW

Unit Structure

All of the instructional units have common features. Each lesson begins with an overview, listing relevant Essential Questions, vocabulary (titled “Words to Know”), and recommended websites to be used as additional resources, along with a pre-assessment.

Each sub-lesson begins with a list of identified prerequisite skills that students need to have mastered in order to be successful with the new material in the upcoming lesson. This is followed by an introduction, key concepts, common errors/misconceptions, guided practice examples, a problem-based task with coaching questions and sample responses, a closure activity, scaffolded practice problems, and practice worksheets with answer keys. Each lesson ends with a progress assessment to evaluate students’ learning.

All of the components are described below and on the following pages for your reference.

Standards Correlations and Connections to Future Courses

In this section, you’ll find a comprehensive list of the Common Core State Standard(s) addressed in each sub-lesson, followed by a map detailing where and how future courses will build upon the topics introduced in the unit.

Conceptual Activities

Conceptual understanding serves as the foundation on which to build deeper understanding of mathematics. In an effort to build conceptual understanding of mathematical ideas and to provide more than procedural fluency and application, links to interactive open education and Desmos resources are included. (*Note:* These website links will be monitored and repaired or replaced as necessary.)

Pre-Assessment and Answer Key

This can be used to gauge students’ prior knowledge and to inform instructional planning. The assessment is followed by an answer key. The pre-assessment is provided in both PDF format and as a Learnosity assessment.

Instructional Strategies

These research-based strategies are intended to provide additional support for teachers using Walch’s resources. Implementation guides for these instructional strategies can be found in the program overview, while icons are located throughout the instructional resources to indicate appropriate strategies at the point of use. Inclusion of these strategies along with additional resources for English as a Second Language (ESL) students, SWD students, and struggling readers will provide teachers with a wide range of instructional support.

PROGRAM OVERVIEW

Unit Structure

Essential Questions

These are intended to guide students' thinking as they proceed through the lesson. By the end of each lesson, students should be able to respond to the questions.

Words to Know

Vocabulary terms and formulas are provided as background information for instruction or to review key concepts that are addressed in the lesson.

Recommended Resources

This is a list of websites that can be used as additional resources. Some websites are games; others provide additional examples and/or explanations. (*Note:* Links will be monitored and repaired or replaced as necessary.) Each site listed in this section is also accessible through the Learning Object Repository as a separate learning object that can be assigned to students.

Warm-Up

Each warm-up takes approximately 5 minutes and addresses either prerequisite and critical-thinking skills or previously taught math concepts.

Warm-Up Debrief

Each debrief provides the answers to the warm-up questions, and offers suggestions for situations in which students might have difficulties. A section titled Connection to the Lesson is also included in the debrief to help answer students' questions about the relevance of the particular warm-up activity to the upcoming instruction. Warm-Ups with debriefs are also provided in PowerPoint presentations.

Identified Prerequisite Skills

This list cites the skills necessary to be successful with the new material.

Introduction

This brief paragraph gives a description of the concepts about to be presented and often contains some Words to Know.

Key Concepts

Provided in bulleted form, this instruction highlights the important ideas and/or processes for meeting the standard.

PROGRAM OVERVIEW

Unit Structure

Graphing Calculator Directions

Step-by-step instructions for using a TI-Nspire and a TI-83/84 are provided whenever graphing calculators are referenced.

Common Errors/Misconceptions

This is a list of the common errors students make when applying Key Concepts. This list suggests what to watch for when students arrive at an incorrect answer or are struggling with solving the problems.

Guided Practice

This section provides step-by-step examples of applying the Key Concepts. The three to five examples are intended to aid during initial instruction, but are also for individuals needing additional instruction and/or for use during review and test preparation.

Enhanced Instructional PowerPoint (Presentation)

Each lesson includes an instructional PowerPoint presentation with the following components: Warm-Up, Key Concepts, and Guided Practice. Selected Guided Practice examples include GeoGebra applets. These instructional PowerPoints are downloadable and editable.

Problem-Based Task

This activity can serve as the centerpiece of a problem-based lesson, or it can be used to walk students through the application of the standard, prior to traditional instruction or at the end of instruction. The task makes use of critical-thinking skills.

Optional Problem-Based Task Coaching Questions with Sample Responses

These questions scaffold the task and guide students to solving the problem(s) presented in the task. They should be used at the discretion of the teacher for students requiring additional support. The Coaching Questions are followed by answers and suggested appropriate responses to the coaching questions. In some cases answers may vary, but a sample answer is given for each question.

Recommended Closure Activity

Students are given the opportunity to synthesize and reflect on the lesson through a journal entry or discussion of one or more of the Essential Questions.

Problem-Based Task Implementation Guide

This instructional overview, found with selected Problem-Based Tasks in each unit, highlights connections between the task and the lesson's key concepts and SMPs. The Implementation Guide also offers suggestions for facilitating and monitoring, and provides alternative solutions.

PROGRAM OVERVIEW

Unit Structure

Scaffolded Practice (Printable Practice)

This set of 10 printable practice problems provides introductory level skill practice for the lesson. This practice set can be used during instruction time.

Printable Practice (Sets A and B) and Interactive Practice (Set A)

Each lesson includes two sets of practice problems to support students' achievement of the learning objectives. They can be used in any combination of teacher-led instruction, cooperative learning, or independent application of knowledge. Each Practice A is also available as an interactive Learnosity activity with Technology-Enhanced Items.

Progress Assessment and Answer Key

Each lesson ends with 10 multiple-choice questions, as well as one extended-response question that incorporates critical thinking and writing components. This can be used to document the extent to which students grasp the concepts and skills addressed during instruction. The progress assessment is provided in both PDF and Learnosity formats.

Conceptual Tasks

These mini-tasks allow students opportunities to connect the Standards of Mathematical Practice and the content standards. These tasks are written to allow ALL students access to the math content. Conceptual Tasks encourage mathematical discourse and engage the student to the full extent of the modeling process.

Unit Assessment and Answer Key

Each unit ends with 12 multiple-choice questions and three extended-response questions that incorporate critical thinking and writing components. This can be used to document the extent to which students grasped the concepts and skills of each unit. Unit assessments are provided as both PDFs and Learnosity assessments.

Station Activities

Each unit includes a collection of station-based activities to provide students with opportunities to practice, reinforce, and apply mathematical skills and concepts. The debriefing discussions after each set of activities provide an important opportunity to help students reflect on their experiences and synthesize their thinking.