

# FCPS Math-enVision Topic Internalization Planning Tool



Topic Number: \_\_\_\_\_

## Pre-work

- Read the topic Focus, Coherence, and Rigor sections
- Read the highlighted math practices for the topic
- Read through the topic planner
- Complete the topic assessment(s) as if you were a student

Step 1: Identify the Content & Core Understandings														
<b>Reflect on essential standards for the unit</b>	<ul style="list-style-type: none"> <li>• What standards are taught in this unit? Star the essential standards for the unit.</li> <li>• What are the key concepts of rigor for each standard? Indicate with an <b>A</b> (application), <b>C</b> (conceptual understanding), or <b>P</b> (procedural skill and fluency)</li> </ul>	<table border="1"> <tr> <td colspan="2">Standard:</td> </tr> <tr> <td>Know</td> <td>Do</td> </tr> <tr> <td>.</td> <td>.</td> </tr> </table> <table border="1"> <tr> <td colspan="2">Standard:</td> </tr> <tr> <td>Know</td> <td>Do</td> </tr> <tr> <td>.</td> <td>.</td> </tr> </table>	Standard:		Know	Do	.	.	Standard:		Know	Do	.	.
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<b>Understand the topic and content of the unit and the way the unit will flow toward the central understanding / key ideas</b>	<ul style="list-style-type: none"> <li>• What are the essential questions of the unit?</li> <li>• Summarize the big idea of the unit in no more than three sentences.</li> <li>• How will the 3-Act Math Task connect to the learning goals?</li> </ul>													

## Helpful Planning Resources

### [Resources from Louisiana Believes](#)

- Companion docs are useful for breaking down standards
- Rigor docs are useful for determining levels of rigor aligned to standards and lessons

### enVision Resources

- Topic Overview Videos
- Topic Introductions

### [Achieve the Core Coherence Map](#)

Step 2: Dig Deeper into the Content		
Review the learning objectives, learning intentions, and goals.	<ul style="list-style-type: none"> <li>Read through the lesson objectives. How does the learning of this unit move from simple to complex to meet key concepts and skills outlined by the grade level standards?</li> </ul>	
Complete the entire Topic Assessment for the unit using the specific strategies, skills, and models outlined in the unit plan and lessons.	<ul style="list-style-type: none"> <li>What language/vocabulary is required to be successful on this assessment? In this unit?</li> <li>What strategies/models are required for students to be successful on this assessment and in this unit?</li> <li>Review the concepts of rigor you listed for each standard. Based on the assessment, are there any concepts you need to add to the chart?</li> </ul>	

Step 3: Plan for Learning Acceleration						
Determine the root of possible unfinished learning	<ul style="list-style-type: none"><li>What prerequisite standards are necessary for students to access the content of the Topic? Use the <a href="#">Achieve the Core Coherence Map</a></li><li>What key concepts and skills do students need to know and do?</li><li>What representations might they utilize?</li></ul>	<table><tr><th>Prerequisite Standards</th><th>Key Concepts, Skills, &amp; Representations</th></tr><tr><td></td><td></td></tr></table>	Prerequisite Standards	Key Concepts, Skills, & Representations		
		Prerequisite Standards	Key Concepts, Skills, & Representations			
Anticipate student misconceptions and plan a path to address them	<p>Based on the assessment and standards, annotate the unit/module to illuminate the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> What content is new or possibly challenging for students?</li><li><input type="checkbox"/> What background knowledge do students have that they will build upon during this unit?</li><li><input type="checkbox"/> What misconceptions might they have?</li><li><input type="checkbox"/> How will you encourage productive struggle?</li></ul>	<p><b>Challenging Content:</b></p> <p><b>Potential Misconceptions:</b></p> <p><b>Response to Misconceptions:</b></p> <p><b>Considerations for Productive Struggle:</b></p>				