

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														
<p>Reflect on essential standards for the unit</p>	<ul style="list-style-type: none"> • What standards are taught in this unit? Star the essential standards for the unit. • What are the key concepts of rigor for each standard? Indicate with an A (application), C (conceptual understanding), or P (procedural skill and fluency) 	<table border="1" style="width: 100%;"> <tr> <td colspan="2">Standard:</td> </tr> <tr> <td style="text-align: center;">Know</td> <td style="text-align: center;">Do</td> </tr> <tr> <td style="text-align: center;">•</td> <td style="text-align: center;">•</td> </tr> </table> <table border="1" style="width: 100%;"> <tr> <td colspan="2">Standard:</td> </tr> <tr> <td style="text-align: center;">Know</td> <td style="text-align: center;">Do</td> </tr> <tr> <td style="text-align: center;">•</td> <td style="text-align: center;">•</td> </tr> </table>	Standard:		Know	Do	•	•	Standard:		Know	Do	•	•
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<p>Understand the topic and content of the unit and the way the unit will flow toward the central understanding / key ideas</p>	<ul style="list-style-type: none"> • What are the essential questions of the unit? • Summarize the big idea of the unit in no more than three sentences. • How will the 3-Act Math Task connect to the learning goals? 													

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

<p>Review the learning objectives, learning intentions, and goals.</p>	<ul style="list-style-type: none"> • 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? 	
<p>Complete the entire Topic Assessment for the unit using the specific strategies, skills, and models outlined in the unit plan and lessons.</p>	<ul style="list-style-type: none"> • What language/vocabulary is required to be successful on this assessment? In this unit? • What strategies/models are required for students to be successful on this assessment and in this unit? • 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? 	

Step 3: Plan for Learning Acceleration

<p>Determine the root of possible unfinished learning</p>	<ul style="list-style-type: none"> • What prerequisite standards are necessary for students to access the content of the Topic? Use the Achieve the Core Coherence Map • What key concepts and skills do students need to know and do? • What representations might they utilize? 	<table border="1"> <thead> <tr> <th data-bbox="654 1035 927 1119">Prerequisite Standards</th> <th data-bbox="927 1035 1432 1119">Key Concepts, Skills, & Representations</th> </tr> </thead> <tbody> <tr> <td data-bbox="654 1119 927 1394"></td> <td data-bbox="927 1119 1432 1394"></td> </tr> </tbody> </table>		Prerequisite Standards	Key Concepts, Skills, & Representations		
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<p>Anticipate student misconceptions and plan a path to address them</p>	<p>Based on the assessment and standards, annotate the unit/module to illuminate the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What content is new or possibly challenging for students? <input type="checkbox"/> What background knowledge do students have that they will build upon during this unit? <input type="checkbox"/> What misconceptions might they have? <input type="checkbox"/> How will you encourage productive struggle? 	<p>Challenging Content:</p> <p>Potential Misconceptions:</p> <p>Response to Misconceptions:</p> <p>Considerations for Productive Struggle:</p>					