LS1: Demonstrate knowledge of mathematics concepts, practices, and curriculum.	
You can describe key concepts necessary for the development of counting, whole number operations, geometry, or fraction concepts. You can select effectively tools, technology, or other resources to support mathematical reasoning and sense making.	
Proceed to Next Activity (and consider feedback)	**Revisions Required Before Proceeding to Next Activity**
You propose an activity that promotes mathematical reasoning and sense making.	You propose an activity that is only procedural (i.e., requires routine procedures only or memorized information).
You summarize at least two appropriate sources that you will use to deepen your understanding of the mathematical big ideas as you lesson plan.	You do not provide any sources that will help you deepen your own mathematical understanding and support your lesson planning.
LS2: Demonstrate pedagogical knowledge and practices for teaching mathematics.	
You can develop mathematics activities that leverage other sources (e.g., family, community, cultural, STEAM, literacy) of knowledge, resources, or experiences to support students to explore and grapple with mathematical ideas and relationships.	
Proceed to Next Activity (and consider feedback)	**Revisions Required Before Proceeding to Next Activity**
You include a photo for each location and identify mathematics concepts and/or problems that leverage specific tools or resources from that location to promote mathematics learning.	The identified mathematics concepts and/or problems could be identified/created and solved without ever visiting the location.
The problem you pose for your activity meaningfully integrates community mathematics OR other content areas (e.g., STEM) AND You meaningfully build on what you learned about the community to explain why the problem will be of interest to children and families in this specific community.	Your rationale for the problem you pose for your activity makes only superficial connections to what you learned about the community (e.g., There is a playground in the community, so this problem about playgrounds will be of interest to children.) OR Your rationale for the problem you pose does not build on what you learned about the community (e.g., All children love candy, so this problem will be interesting.)

LS4: Demonstrate awareness of social contexts of mathematics teaching and learning	
You demonstrate a belief that all people are capable of thinking mathematically.	
Proceed to Next Activity (and consider feedback)	**Revisions Required Before Proceeding to Next Activity**
You selected and visited at least two locations that are specific to the community and places that families likely visit.	You selected and visited at least two locations, but one or more of those locations is not specific to the community (e.g., McDonald's). OR You selected and visited fewer than two locations.
It is clear from your slides that you talked to people in community locations and made effort to understand the ways they authentically use mathematics.	You express a belief that no mathematical practices or experiences can be found in locations that you visited.