High School Mathematics Differentiated Academic Core

For ALL students, In ALL settings

<table>
<tr><th colspan="4">Environment</th></tr>
<tr><th colspan="2">Academic</th><th colspan="2">Behavior</th></tr>
<tr><td colspan="2">• Performance expectations are explicit
• Tasks are challenging, important, and authentic
• Students receive prompt and specific feedback</td><td colspan="2">• Behavior expectations are explicit and modeled
• Students have opportunities to work together
• Positive student-teacher relationships are evident</td></tr>
<tr><th colspan="2">Social/Emotional</th><th colspan="2">Physical</th></tr>
<tr><td colspan="2">• Growth mindset is taught and encouraged
• Culturally Responsive
• Student voice evident</td><td colspan="2">• Students have equitable access to resources
• Students interact with one another
• Procedural and learning expectations evident</td></tr>
<tr><th colspan="4">Curriculum</th></tr>
<tr><td colspan="4">NC Standard Course of Study & Locally Approved Course Outlines
NC Math 1 Standards
NC Math 2 Standards
NC Math 3 Standards
NC Math 4 Courses</td></tr>
<tr><th colspan="4">Instruction</th></tr>
<tr><td colspan="4">Math classrooms should actively engage students through the Mathematical Standards of Practice to develop conceptual understanding, procedural fluency, strategic competence, and build critical thinking skills. Students should be involved and take ownership of their learning through a variety of data-tracking methods.</td></tr>
<tr><th>Elements</th><th>Purpose of Element</th><th>Instructional Practice (how)</th><th>Resources (available for all schools)</th></tr>
<tr><td>Building Fluency & Number Sense:

~10% daily</td><td>Time to build procedural fluency (defined as flexible, accurate and efficient) or activate prior knowledge.</td><td>• 8 Mathematics Teaching and Learning Practices</td><td>• Mathematical Tools: Calculators (TI & Desmos) and manipulatives are available to students.
• Math Anchor Charts: Student-created charts explaining or representing key concepts or skills.</td></tr>
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Revised: 9/26/2019

Whole Group: ~30% daily	*Provide an opportunity for students to reason, problem-solve, and make sense of grade-level mathematical concepts through real-world tasks and application.*	• 8 Mathematics Teaching and Learning Practices	• **Math Word Wall (class or personal):** Math content vocabulary that students read/write/speak as they deepen their understanding of mathematics. • NCDPI Math Google Site • Quantile-based Planning
Small Group: ~50% daily	*Provide scaffolded opportunities for students to work towards mastery of grade-level standards based on data and identified needs.*	• 8 Mathematics Teaching and Learning Practices	
Wrap Up or Student reflection: ~10% daily	*Opportunity for students to reflect on or convey their understandings and connections which will inform instruction.*	• Formative assessment (ie. exit ticket) • Written reflection	

Data - Evaluation

A comprehensive data and evaluation plan includes two key aspects:

1) Implementation measures that examine what adults are doing to impact student learning.
2) Student measures that determine mastery of grade-level/content standards in order to identify students at risk, drive instruction, monitor progress, and evaluate learning outcomes

Fidelity Checks:

- Teacher Clarity Tasks Alignment

Math 1 EOC Resources

- Online Testing Resources
- End-of-Course Math 1 Practice Activity
- Gridded Response Math 1 Practice Sheet (6 grids)
- Gridded Response Math 1 Practice Sheet