CollegeBoard SpringBoard

SpringBoard Process for Purposeful Planning

Unpack the Unit: Understand the Focus of the Unit	
1: Preview these items, marking the text to note important information.	• ***Review*** *the Table of Contents* o How do concepts and skills develop over the course of this unit? • ***Skim*** *the Planning the Unit pages* o What else can you determine how concepts and skills are developed in this unit? o How does this unit connect to AP/College Readiness? • ***Read*** *the Unit Overview* o How do the essential questions add clarity to the story of the unit? o What critical vocabulary is being introduced in this unit? o What prerequisite skills are included in the Getting Ready questions?
2: Preview the Embedded Assessments to determine the critical math.	• ***Skim*** *All Embedded Assessments (EAs)* o What is the mathematical focus of each EA? o Which math practice/process standards are emphasized in each EA?
3: Preview how unit activities scaffold to EAs.	• ***Skim*** *All Activities* o How do the Activity Focus sections and Learning Targets support the story of the unit? o Which activities seem to provide the strongest connections to the content of the EAs?
Unpack the Embedded Assessment: Internalize Outcomes	
4: Unpack the Embedded Assessment	• ***Skim*** *the Embedded Assessment (EA) to identify critical skills and concepts* • ***Do*** *the math* o In a student copy, work the math in the EA to which that chunk scaffolds o Consult the Teacher Edition and EA Scoring Guide as needed to confirm your work o What is the critical math in this EA? • ***Construct*** *an unpacking graphic organizer* o What will students need to **know** (concepts) and **be able to do** (skills) in order to be successful on this EA? • ***Identify*** *connections to content and practice standards* o Use the Teacher Edition and/or SpringBoard Digital's Standards Correlation Tool • ***Identify*** *critical vocabulary and prerequisite skills* o What may need to be addressed during the instruction leading up to this EA?
Work the Activities: Understand the Learning Experiences	
5: Work the Activities	• ***Do*** *the math* o For each activity, **work** the math in a student copy o **Confirm** your work by consulting the Teacher Edition for answers as needed o How does the math **build and connect** within each activity, lesson by lesson? o What skills and knowledge do you see across activities that are **recursive**?

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Plan Daily Instruction: Make Each Lesson Your Own	
6: Make the Lesson Your Own	• **Unpack** the Learning Targets • **Determine** the **"must do"** items for each lesson based on the Learning Targets and Unpacked EA o What items in each lesson most contribute to student success on the upcoming EA? o Note these sections on your student copy of each lesson in the activity • **Chunk** each lesson o Use the Teacher Edition to identify the chunks within each lesson o Mark these chunks in your student copy by drawing a horizontal line below the last question in a chunk • **Create debriefing questions** for each chunk o What question(s) will support student understanding of the critical math or clarify misconceptions about that content in that chunk? o What strategy will you use for your debriefing question (e.g. quick write, sharing and responding, group presentation, etc.)? o Record these questions and strategies on your student copy • **Identify** one or more learning strategies: o Review strategy definitions/purposes and note the strategies on your student copy o If this is the first time you use this strategy with your students how will you teach it? • **Assign** times to each chunk within each lesson o Is the bulk of your time is allotted to the "must do" questions you identified earlier?
7: Adjust for Your Learners	• **Determine** where critical vocabulary is addressed (as identified on the EA) within each activity o What strategy will you use (i.e., interactive word wall, graphic organizer, note-taking, etc.) to address this? o Adjust lesson timing as needed. • **Determine** where you will teach/review prerequisite skills (as identified on the EA) within each activity o Which SBD resources (mini-lessons, Getting Ready Practice, Additional Unit Practice) will meet your needs? o Adjust lesson timing as needed. • **Review and adjust** your plan to ensure you complete the "must do" questions within each lesson
8: Check for Understanding	• **Decide** how you will efficiently and quickly determine if students are 'getting it'? o Which formative assessment options will you include (Try These, Check for Understanding, Lesson Practice, Activity Practice, Short Cycle Assessments, etc.)? o Do students need time in class for independent practice or review? o Adjust lesson timing as needed. • **Create** a realistic plan for grading student work within the SB instructional framework. o Will you collect student work? o Will you incorporate SBD Gradebook and Lesson Planner? o Will you allow time to check and review homework during daily lessons?
Planning for Next Steps	
Revisit the Essential Questions, Embedded Assessments, and Unit Assessments with samples of your students' work	**Consider:** • How did student work on this unit address the essential questions? • What are critical areas for re-teaching? Which content is most essential for student success going forward? • Which activities worked well for you and your students? Why? • What do you want to make sure to remember for the next time you teach this unit to ensure more students achieve the learning outcomes as measured by your assessments?