Unit: Marking Period Assessment (MPA)

Content Area: **Mathematics**
Course(s): **English I, Algebra II**
Time Period: **September**
Length: **4 Marking Period Assessments**
Status: **Published**

Unit Overview

Students will be assessed on materials presented throughout the marking period. This unit accounts for each marking period individually.

Enduring Understandings

The Marking Period Assessment serves as a benchmark for student performance over the course of the nine-week grading period.

Essential Questions

- Why is it important to demonstrate student performance at marking period intervals?

Lesson Titles/Objectives

- MPA1
- MPA2
- MPA3
- MPA4

Standards

Indicators

21st Century Skills and Career Ready Practices

CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.

Inter-Disciplinary Connections

LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
12.9.3.ST-ET.5	Apply the knowledge learned in STEM to solve problems.
12.9.3.ST-SM.4	Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

Instructional Strategies/Learning Activities

- Written Exam

Modifications-G&T, LES, Special Education

- Collaborate with after-school programs or clubs to extend learning opportunities.
- Engage students with a variety of Mathematical Practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Provide ELL students with multiple literacy strategies.
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA)
- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Structure the learning around explaining or solving a social or community-based issue.
- Use project-based math learning to connect math with observable phenomena.

Summative Assessment

- Computer Generated Assessment
- Written Assessment

Resources & Technology

- chromebook
- Graphing Calculator
- mathxlforschoool.com