|  |
| --- |
| After identifying the focus of the unit, what are the essential standards addressed? |
| What will students understand and be able to do? |
| What prior learning is required? If students have gaps in their prior learning, consider how you will address them. (Prior to the lesson and during the lesson.)*\*These skills/standards can be incorporated in spiral review this will help proceed through the unit. Small group instruction is another option.* |
| Which lessons are ‘meaty’? |
| Are there any learning objectives missing from the unit to address the TN standards?\*If so, how will you address them? |
| Are any lessons not aligned to TN standards? |
| What are common misconceptions in this unit? Consider how you may address them. |
| What common errors can you anticipate? What teaching intervention strategies will you employ to support students with avoiding the common errors. |
| What visuals, resources, anchor charts, additional tools are needed to support the learning? |
| After taking the assessment what were your unexpected noticing? Does the assessment align to the rigor of TN Ready? What stands out as must “knows” and must “dos” for you as the teacher? Identify gaps or misalignments. |

****

**Jackson-Madison County Schools**

**Unit Review Guide**

This guide is intended to lead a teacher during the process of studying the Topic Unit before diving into the lesson. Collaborative study is recommended to provoke discussion and understanding of the mathematics. The guide is not intended to be a written or typed plan solely for compliance.

**NOTES:**