LOUISIANA DEPARTMENT OF EDUCATION

Division of Numeracy

Math Unit Study Tool

Step 1: Start with the End in Mind

Review the progression of the unit information. What should students know and be able to do at the end of this unit?

Unit Title and Focus		
Student Learning	What new standards will students be learning during this unit?	Which prerequisite standards do students need to have mastered before this unit? • Which foundational skills should students have mastered before this unit?

Step 2: Do the Math

Review the end-of-unit assessment and complete the math calculations as needed. Revisit to add information to **Step 1** as needed.

Step 3: Trace Knowledge and Skills Through Topics

Scan each of the topics within the unit, beginning with the first. As you are scanning, consider the following:

- Where do you see the grade level standards and foundational skills identified in **Step 1**?
- How do these standards and skills develop across the unit?
- What misconceptions should you prepare to address?
- Where might students need additional support?

Topic 1:	
What knowledge and skills are students learning/building in these lessons? How do these new skills build upon the knowledge students already have from previous lessons or grades?	What misconceptions might students have? Where might students need additional support?
Reflect on Curriculum-Embedded Assessment	
How does the learning in this topic/sub-unit support student success with the end-of-unit assessment?	

Topic 2:	
What knowledge and skills are students learning/building in these lessons? How do these new skills build upon the knowledge students already have from previous lessons or grades?	What misconceptions might students have? Where might students need additional support?
Reflect on Curriculum-Embedded Assessment	
How does the learning in this topic/sub-unit support student success with the end-of-unit assessment?	

Topic 3:	
What knowledge and skills are students learning/building in these lessons? How do these new skills build upon the knowledge students already have from previous lessons or grades?	What misconceptions might students have? Where might students need additional support?
Reflect on Curriculum-Embedded Assessment	
How does the learning in this topic/sub-unit support student success with the end-of-unit assessment?	

Topic 4:	
What knowledge and skills are students learning/building in these lessons? How do these new skills build upon the knowledge students already have from previous lessons or grades?	What misconceptions might students have? Where might students need additional support?
Reflect on Curriculum-Embedded Assessment	
How does the learning in this topic/sub-unit support student success with the end-of-unit assessment?	

Topic 5:	
What knowledge and skills are students learning/building in these lessons? How do these new skills build upon the knowledge students already have from previous lessons or grades?	What misconceptions might students have? Where might students need additional support?
Reflect on Curriculum-Embedded Assessment	
How does the learning in this topic/sub-unit support student success with the end-of-unit assessment?	
