

Mathematics Learning Unit Planning & Alignment Template

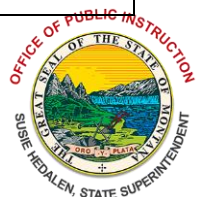
Part 1: Curriculum Alignment

Background Information

GRADE LEVEL:	UNIT TITLE:		
ESTIMATED UNIT LENGTH:		PRIMARY TEXTBOOK/CURRICULUM RESOURCE:	
KEY MATHEMATICAL THEMES OF TOPICS:			

Standards Alignment

CONTENT DOMAIN(S):	
GRADE-LEVEL CONTENT STANDARD(S) ADDRESSED:	
MATHEMATICAL PRACTICES	<ol style="list-style-type: none"> 1. Problem Solve and Persevere 2. Abstract and Generalize 3. Justify and Prove 4. Model with Mathematics 5. Represent 6. Collaborate Mathematically 7. Culturally Connect



PROFICIENCY SCALES FOR EACH STANDARD
e.g.,
1 – Beginning: “The student is not yet able to..”
2 – Developing: “The student can ___ with support”
3 – Proficient: “The student is able to ___ with independence and accuracy”
4 – Mastery: “The student can ___ in developmentally advanced ways or can engage in ___ with other standards”

FOUNDATIONAL UNDERSTANDINGS AND PREREQUISITE SKILLS:

UNIT OVERVIEW AND LESSON OUTLINE:
(Provide a general breakdown of the unit into lesson-sized segments; this will evolve in later sessions)



Part 2: Math Practice Integration

Focused Practice Standard(s)

SELECTED MATH PRACTICE(S) FOR EMPHASIS IN THIS UNIT:

STUDENT BEHAVIORS EXEMPLIFYING THE PRACTICE STANDARD:

(Define each skill that proficient students should be able to engage in. e.g., “a proficient student is able to...”)

TEACHER MOVES AND STRATEGIES TO SUPPORT THIS PRACTICE:

RICH TASKS OPPORTUNITIES:

OPPORTUNITIES FOR CROSS-CURRICULAR INTEGRATION: (e.g., science, ELA, CTE)



Assessments

TYPES OF ASSESSMENTS USED (e.g., performance tasks, journalling, quick checks, etc.)

EVIDENCE OF CONTENT MASTERY:

EVIDENCE OF PRACTICE STANDARD ENGAGEMENT:

OPPORTUNITIES FOR STUDENT REFLECTION AND SELF-MONITORING:



Part 3: IEFA Integration

Cultural Relevancy and IEFA Integration

TRIBAL NATION(S) OR CULTURAL COMMUNITIES HIGHLIGHTED:

RELEVANT ESSENTIAL UNDERSTANDINGS OF MONTANA INDIGENOUS PEOPLES:

Essential Understanding 1 There is great diversity among the twelve sovereign tribes of Montana in their languages, cultures, histories, and governments. Each tribe has a distinct and unique cultural heritage that contributes to modern Montana.

Essential Understanding 2 Just as there is great diversity among tribal nations, there is great diversity among individual American Indians as identity is developed, defined, and redefined by entities, organizations, and people. There is no generic American Indian.

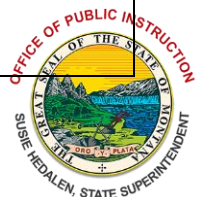
Essential Understanding 3 The ideologies of Native traditional beliefs and spirituality persist into modern-day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.

Essential Understanding 4 Though there have been tribal peoples living successfully on the North American landscape for millennia, reservations are lands that have been reserved by or for tribes for their exclusive use as permanent homelands. Some were created through treaties, while others were created by statutes and executive orders. The principle that land should be acquired from tribes only through their consent with treaties involved three assumptions: Both parties to treaties were sovereign powers, Indian tribes had some form of transferable title to the land, and Acquisition of Indian lands was solely a government matter not to be left to individual colonists or states.

Essential Understanding 5 There were many federal policies put into place throughout American history that have affected Indian people in the past and continue to shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods: Colonization/ Colonial Period (1492 - 1800s), Treaty-Making and Removal Period (1778 – 1871), Reservation Period - Allotment and Assimilation (1887 – 1934), Tribal Reorganization Period (1934 – 1953), Termination and Relocation Period (1953 – 1968), Self-Determination Period (1975 - Present).

Essential Understanding 6 History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from American Indian perspectives frequently conflicts with the stories mainstream historians tell.

Essential Understanding 7 American Indian tribal nations are inherent sovereign nations and they possess sovereign powers, separate and independent from the federal and state governments. However, under the American legal system, the extent and breadth of self-governing powers are not the same for each tribe.



CULTURAL OR COMMUNITY-BASED CONTEXTS FOR THE MATH CONCEPTS:**RESOURCES TO BUILD TEACHER KNOWLEDGE:**

(e.g., scholarly articles, Tribal resources or partnerships, professional development tools, etc.)

RESOURCES FOR STUDENT ENGAGEMENT:

(e.g., literature or storytelling, videos or community guest speakers, authentic cultural materials or activities, etc.)

BANK'S MULTICULTURAL APPROACHES UTILIZED:

Contributions – Adds surface-level cultural references (e.g., historical figures, customs, or tribal uses of plants) to the existing curriculum without changing its structure. While this can help build basic connections, it should be a starting point—not the main strategy—as overreliance can lead to tokenism or perpetuate stereotypes. When used in isolation (e.g., only on heritage days), it risks cultural erasure by omitting Indigenous voices from broader learning.

Additive – Incorporates diverse cultural content into the curriculum without changing its structure. This often results in “add-on” units (e.g., adding holidays like Cinco de Mayo or powwows to a celebrations unit). While it increases exposure, it can lead to disjointed or superficial understanding due to limited time and shallow integration.

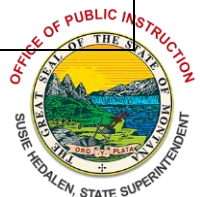
Transformation – Shifts the curriculum to examine content through multiple cultural perspectives, promoting critical thinking, inquiry, and deep understanding. This approach challenges students (and educators) to analyze dominant narratives, explore unfamiliar or complex viewpoints, and engage in meaningful dialogue. It supports college and career readiness by building essential skills like analysis, interpretation, and critical literacy

Social Justice – Empowers students to identify and investigate real-world problems, then take informed action to create change. Building on the transformation approach, this method applies academic skills to address community or societal issues (e.g., correcting a misnamed historical marker). It fosters civic engagement, responsibility, and meaningful connection to learning.



MTSS-Aligned Instructional Supports

<p>TIER 1 – UNIVERSAL SUPPORTS (for all students):</p> <ul style="list-style-type: none"> • Core instructional strategies that promote access, engagement, and success for all students • How this unit supports diverse learning and language needs and background knowledge • Opportunities for all students to engage in high-level mathematical thinking and discourse • Social Emotional Learning (SEL) approaches that will help build classroom culture and support students in engaging in collaboration, discourse, and problem-solving • Universal Design for Learning (UDL) considerations: <ul style="list-style-type: none"> ○ Representation: How will content be presented in multiple ways? ○ Engagement: How will students be motivated and included? ○ Action & Expression: How will students show what they know in varied ways? 	
<p>TIER 2 – TARGETED SUPPORTS (for some students):</p> <ul style="list-style-type: none"> • Anticipated learning gaps or misconceptions that may arise • Formative checks or data points to identify students needing additional time or support • Small-group or scaffolded strategies built into the unit • Social Emotional Learning (SEL) approaches to increase access for all students by supporting students showing signs of difficulty with regulation, peer interaction, or confidence in math 	
<p>TIER 3 – INTENSIVE SUPPORTS (for a few students):</p> <ul style="list-style-type: none"> • Individualized strategies, accommodations, or modifications • Collaborations with interventionists, special educators, or family/community liaisons • Specific support for students experiencing significant academic or behavioral barriers • Consideration of trauma-informed or SEL-responsive practices that may involve mental health professionals or behavior support staff 	



Reflection and Next Steps

ANTICIPATED CHALLENGES OR MISCONCEPTIONS:**PROGRESS MONITORING:**

(What data will be collected (and when) to assess student growth and responsiveness to support? And how will this data be used to inform real-time modifications to instruction?)

TEACHER SELF-REFLECTION: “What adjustments will I plan to make based on student engagement or cultural feedback?”

TEACHER SELF-REFLECTION:

(Notes for future revisions)

