**Nature of Standards:** This refers to the type of learning, or action(s) students are expected to take, for each essential standard and learning target. There are four types of actions:

* Knowledge – Factual information, procedural knowledge, and conceptual understandings that provide the foundation content for all subjects.
* Reasoning – Thought processes students utilize to solve problems and apply knowledge to new situations; thinking skills, such as inference, analysis, comparison, classification, evaluation, and synthesis.
* Performance Skills – Physical processes students must demonstrate in order for teachers to determine mastery; doing skills such as playing an instrument, kicking a ball, reading orally, speaking a language fluently, or using a ruler.
* Product – Creation of a product, as stated in the standard, is the focus of the learning, such as works of art, written compositions, maps, and graphs.

**Vertical Standards:** The standards from prior grades that feed into this standard. In addition, the standards that feed into the next grade(s).

**Student/Family-Friendly Language:** To write a standard in student friendly language key words, terms, or symbols that may need to be clarified should be listed and then explained concisely and accurately. They should also be written as an *I can* statement.

**Creating Learning Objectives from Standards:** Learning objectives (targets) are the increments of learning that make up the journey to achieving the overall standard.

1. Circle the verbs (skills)
2. Underline the nouns (concepts) to be taught
3. Double underline any prepositional phrase (context)
4. Write separately each verb (skill) and noun (concept) combination as a separate learning target.
5. If a prepositional phrase (the context) is included at the beginning or the end of the standard, include it in the target.
6. Review the standard for any targets that are *implicit* that should be included.

**Standards of Mathematical Practice:** The three bolded lines are the Guaranteed standards for Math 8 and will be included throughout the year and be directly assessed on assessments. There will be other SMPs that are essential and should be included where well suited.

1. **Make sense of problems and persevere in solving them.**
2. Reason abstractly and quantitatively.
3. **Construct viable arguments and critique the reasoning of others.**
4. **Model with mathematics.**
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

**Suggested Tasks and Instruction Strategies:** Review the learning targets, consult the framework, and examine the standard to find instructional strategies or types of problems (tasks) that should be explicitly taught.

* What are the instructional implications of this standard?
* What are the assessment implications of this standard?
* What would it look like to teach the target in the classroom (setting, materials, strategies)?
* What type of tasks or examples are given that suggest a theme, type, or common problem)?

**Expert Understandings/Essential Questions:** These two ideas constitute the larger picture that masters of the content understand and these expert understandings are typically found through engaging with overarching open-ended questions.

* Expert Understanding - An understanding is the successful result of trying to understand—the resultant grasp of an unobvious idea, an inference that makes meaning of many discrete elements of knowledge.
* Essential Question – These questions guide a topic and generally have no “right” answer, are designed to provoke inquiry, address foundations of math, and stimulate ongoing thinking during the learning cycle.

**Learning Objectives:** The discrete units of instruction employed to master a standard.

* Nature of the Objective – Informs instructional and assessment decisions about individual lessons.
* DOK – The level of rigor for an individual lesson informs the lesson design and assessment process to ensure that is taught and assessed at the right level.
  1. Recall
  2. Skill/Concept
  3. Strategic Thinking (application)
  4. Extended Thinking (broad application, relating concepts, complex processes)
* Objectives – Written in student friendly language including a skill, concept, and when applicable the context.