**KASCD: Common Core State Standards (KCCRS) Mathematics Unpacking Template**

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| **Quarter Taught:** Quarter 1  Quarter 2  Quarter 3  Quarter 4 | | | | | | | | |
| **Domain:** | | | | | | | | **Code:** |
| **Cluster:** | | | | | | | | |
| **Standard:** | | | | | | | | |
| **Depth of Knowledge: Level 1: Recall  Level 2: Basic Application-skill/concept**  **Level 3: Strategic Thinking  Level 4: Extended Thinking** | | | | | | | | | |
| **Know (nouns) Definition**  List the key concepts (nouns/noun phrases) and provide a common definition of the nouns/noun phrases as used in this context. | | | | | | | | | |
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| **Be Able to Do (Verbs)** | | **Level I** | | **Level II** | **Level III** | | **Level IV** | **Level V** | |
| **List the verbs that are key learning targets, then determine the cognitive demand level (Bloom’s/SEC) with verbs in context by placing a checkmark in the appropriate square:** | | **Knowledge/ Remembering**  **Memorize facts, definitions, & formulas** | | **Comprehension/ Understanding**  **Perform Procedures** | **Application**  **Demonstrate understanding of math** | | **Analysis**  **Conjecture, Generalize, Prove** | **Synthesis/Evaluate/ Create; Solve non-routine problems; make connections** | |
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| **This standard means a student will know and be able to do…(use your own words)** | | | | | | | | | |
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| **Essential Questions:** | | | | | | | | | |
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| **What learning progressions are needed to master this standard? Give specific, measurable skill statements.** | | | | | | | | | |
| **Learning Sequence** | **Prior skill(s) needed** | | | | | **Check Level of Rigor/Cognitive Demand**  **(Depth of Knowledge** | | | |
|  |  | | | | | **I  II  III  IV  V** | | | |
|  |  | | | | | **I  II  III  IV  V** | | | |
|  |  | | | | | **I  II  III  IV  V** | | | |
|  |  | | | | | **I  II  III  IV  V** | | | |
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| **Assessments: (What will be acceptable evidence the student has achieved the desired results?)** | | | **Instructional Resources/Tools:** | | | | | | |
| **Assessment Item Type: Selected Response  Extended Constructed Response  Technology Enhanced**  **Performance Task  Oral Response  Eligible as summative item** | | | | | | | | | |
| **Example: Provide possible instructional learning example/formative assessment item(s) for this standard:** | | | | | | | | | |
| **Example 1:** | | | | | | | | | |
| **Example 2:** | | | | | | | | | |
| **Example 3:** | | | | | | | | | |

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| **Quarter Taught:** Quarter 1  Quarter 2  Quarter 3  Quarter 4 | | | | | | | | |
| **Domain:** Geometry | | | | | | | | Code: 4.G.2 |
| **Cluster:**  Draw and identify lines and angles, and classify shapes by properties of their lines and angles. | | | | | | | | |
| **Standard:** Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. | | | | | | | | |
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| **Quarter Taught:** Quarter 1  Quarter 2  Quarter 3  Quarter 4 | | | | | | | | |
| **Domain:** Geometry | | | | | | | | Code: 4.G.3 |
| **Cluster:**  Draw and identify lines and angles, and classify shapes by properties of their lines and angles. | | | | | | | | |
| **Standard:** Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. | | | | | | | | |
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