**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** |
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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. |
| **Depth of Knowledge: Level 1: Recall** [x]  **Level 2: Basic Application-skill/concept** [x]  **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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| **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** |
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| **Example 3:**       |

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| **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. |
| **Depth of Knowledge: Level 1: Recall** [x]  **Level 2: Basic Application-skill/concept** [ ]  **Level 3: Strategic Thinking** [ ]  **Level 4: Extended Thinking** [ ]  |
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