

# Jay Curriculum: Unit Cover Page

**Unit title:** Graphing

**Grade Level:** 1

**Content Area(s):** Math

**Date Created:**

**Designed By:**

## **Year 1 Map & Template Development**

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

## **Year 4**

- Full Implementation
- Benchmarks Established

## **Year 2 Piloting**

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

## **Year 3 Review & Complete Assessment**

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

**Standard(s)/Performance Indicators:**

- A Math  
1
- C 1, 2

**Unit:** Graphing

**Brief Summary of Unit/Topic**

**Summary:**

Students will learn how to read vertical and horizontal graphs to compare and contrast information. They will be able to fill in a graph to organize information given.

**Stage #1: Identify Desired Results**

**Essential Question/s:**

**General understanding/s (What is worth being familiar with?)**

Graphs can be used to gather and organize data and interpret information.

**Students will know:**

- Graphs represent information
- The difference between a horizontal and vertical graph

**Students will be able to:**

- Analyze the information on the graph
- Create a simple graph

**Enduring Understanding/s:**

Graphs are one way to organize and interpret information

## Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: <b>ELA: C- 1,2,3</b> <b>Science: B- 3,5,7</b> <b>SS His: H- 2</b>	<u>Modalities</u> <b>K</b> =Kinesthetic <b>O</b> =oral <b>V</b> =visual <b>W</b> =written	Are <u>examples</u> available to students? ? <b>Y, N, or N/A</b>	Component of Local Assessment System?  <b>Y or N</b> (See <u>aligned scoring guide</u> .)
Count information on a graph	A1			
Students will be able to solve problems from the information contained in the graphs	C1, C2			
QUIZZES, TESTS, PROMPTS				
Chapter test (70%)				
Construct a horizontal and vertical graph with gathered information (rubric)				
OTHER				
Quick quiz				
Teacher observations				
Problem of the Day				

\*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

### **Stage #3: Plan learning experiences & instruction**

**What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):**

1. Favorite color graph
2. Types of apple graph
3. Spider graph
4. Weather graph
5. Bus graph
6. Tooth graph
7. Graphs from math text (worksheets)
8. Pumpkin graphs

### **REFERENCES:**