

MONDAY 7/11 - Day 1

K-2 MATH	3-5 MATH	6-8 MATH	9-12 MATH
Keynote: Kate Gerson + Jean DesRavines (All Pathways) 8:30am-10:00am, Location: Las Olas Ballroom			
Location: Bonnet 1 Facilitator: J. Popple	Location: Rio Vista 1 Facilitator: J. Beltramini	Location: Oceanside 1 Facilitator: E. Harris	Location: Rio Vista 2 Facilitator: A. Sczesnak
(10:00am-12:00pm) Session: Focus in Grades K-2 This session introduces participants to the structure of the Standards and deepens their understanding of the “Focus” shift. Participants will learn to identify major, supporting, and additional standards in their respective grades, and will identify the “themes” of the major work within this grade band.	(10:00am-12:00pm) Session: Focus in Grades 3-5 This session introduces participants to the structure of the Standards and deepens their understanding of the “Focus” shift. Participants will learn to identify major, supporting, and additional standards in their respective grades, and will identify the “themes” of the major work within this grade band.	(10:00am-12:00pm) Session: Focus in Grades 6-8 This session introduces participants to the structure of the Standards and deepens their understanding of the “Focus” shift. Participants will learn to identify major, supporting, and additional standards in their respective grades, and will identify the “themes” of the major work within this grade band.	(10:00am-12:00pm) Session: Focus in High School This session introduces participants to the structure of the Standards and deepens their understanding of the “Focus” shift. Participants will learn to identify major, supporting, and additional standards in their respective grades, and will identify the “themes” of the major work within this grade band.
Lunch (12:00pm-1:00pm), Location: Served in session rooms.			
(1:00-4:30pm) Session: Focus and Within-Grade Coherence in Grades K-2 This session begins with a deep dive into major work using carefully selected mathematical tasks. Then	(1:00-4:30pm) Session: Focus and Within-Grade Coherence in Grades 3-5 This session begins with a deep dive into major work using carefully selected mathematical tasks. Then	(1:00-4:30pm) Session: Focus and Within-Grade Coherence in Grades 6-8 This session begins with a deep dive into major work using carefully selected mathematical tasks. Then	(1:00-4:30pm) Session: Focus and Within-Grade Coherence in High School This session begins with a deep dive into major work using carefully selected mathematical tasks. Then

<p>participants explore of the “Coherence” shift through the notion of within-grade coherence by examining connections between grade-level standards. They will also put their learning from both of the day’s sessions to work by evaluating a curriculum map for focus and within-grade coherence.</p>	<p>participants explore of the “Coherence” shift through the notion of within-grade coherence by examining connections between grade-level standards. They will also put their learning from both of the day’s sessions to work by evaluating a curriculum map for focus and within-grade coherence.</p>	<p>participants explore of the “Coherence” shift through the notion of within-grade coherence by examining connections between grade-level standards. They will also put their learning from both of the day’s sessions to work by evaluating a curriculum map for focus and within-grade coherence.</p>	<p>participants explore of the “Coherence” shift through the notion of within-grade coherence by examining connections between grade-level standards. They will also put their learning from both of the day’s sessions to work by evaluating a curriculum map for focus and within-course coherence.</p>
<p>Break (4:30pm-4:45pm)</p>			
<p>Team Planning Time (4:45pm-5:30pm) This is a time for teams to convene, share the day’s learning, discuss implications, and name the priority actions they will take post-institute. Locations will be communicated to teams during Institute</p>			
<p>Dismissal (5:30pm)</p>			

TUESDAY 7/12 - Day 2

K-2 MATH	3-5 MATH	6-8 MATH	9-12 MATH
Location: Bonnet 1 Facilitator: J. Popple	Location: Rio Vista 1 Facilitator: J. Beltramini	Location: Oceanside 1 Facilitator: E. Harris	Location: Rio Vista 2 Facilitator: A. Sczesnak
(8:30am-12:00pm) Session: Rigor in Grades K-2 This session begins with an examination of the “Rigor” shift by asking participants to reconsider the traditional definition of rigor. Once again, participants will engage in carefully selected tasks in order to more deeply understand the aspects of rigor in the Standards. They will also learn to identify aspects of rigor in an aligned unit of instruction.	(8:30am-12:00pm) Session: Rigor in Grades 3-5 This session begins with an examination of the “Rigor” shift by asking participants to reconsider the traditional definition of rigor. Once again, participants will engage in carefully selected tasks in order to more deeply understand the aspects of rigor in the Standards. They will also learn to identify aspects of rigor in an aligned unit of instruction.	(8:30am-12:00pm) Session: Rigor in Grades 6-8 This session begins with an examination of the “Rigor” shift by asking participants to reconsider the traditional definition of rigor. Once again, participants will engage in carefully selected tasks in order to more deeply understand the aspects of rigor in the Standards. They will also learn to identify aspects of rigor in an aligned unit of instruction.	(8:30am-12:00pm) Session: Rigor in High School This session begins with an examination of the “Rigor” shift by asking participants to reconsider the traditional definition of rigor. Once again, participants will engage in carefully selected tasks in order to more deeply understand the aspects of rigor in the Standards. They will also learn to identify aspects of rigor in an aligned unit of instruction.
Lunch (12:00pm-1:00pm), Location: Served in session rooms.			
(1:00-4:30pm) Session: Rigor and the Mathematical Practices in Grades K-2 This session introduces participants to the Standards for Mathematical Practice and demonstrates how they relate to the aspects of rigor.	(1:00-4:30pm) Session: Rigor and the Mathematical Practices in Grades 3-5 This session introduces participants to the Standards for Mathematical Practice and demonstrates how they relate to the aspects of rigor.	(1:00-4:30pm) Session: Rigor and the Mathematical Practices in Grades 6-8 This session introduces participants to the Standards for Mathematical Practice and demonstrates how they relate to the aspects of rigor.	(1:00-4:30pm) Session: Rigor and the Mathematical Practices in High School This session introduces participants to the Standards for Mathematical Practice and demonstrates how they relate to the aspects of rigor.

<p>Participants will examine the connection between the Mathematical Practices and rigor, identify aspects of rigor in lessons, and describe the characteristics of these activities that support rigor. Participants will also put this knowledge into practice by aligning a lesson for rigor and an appropriate Mathematical Practice.</p>	<p>Participants will examine the connection between the Mathematical Practices and rigor, identify aspects of rigor in lessons, and describe the characteristics of these activities that support rigor. Participants will also put this knowledge into practice by aligning a lesson for rigor and an appropriate Mathematical Practice.</p>	<p>Participants will examine the connection between the Mathematical Practices and rigor, identify aspects of rigor in lessons, and describe the characteristics of these activities that support rigor. Participants will also put this knowledge into practice by aligning a lesson for rigor and an appropriate Mathematical Practice.</p>	<p>Participants will examine the connection between the Mathematical Practices and rigor, identify aspects of rigor in lessons, and describe the characteristics of these activities that support rigor. Participants will also put this knowledge into practice by aligning a lesson for rigor and an appropriate Mathematical Practice.</p>
<p>Break (4:30pm-4:45pm)</p>			
<p>Team Planning Time (4:45pm-5:30pm) This is a time for teams to convene, share the day's learning, discuss implications, and name the priority actions they will take post-institute. Locations will be communicated to teams during Institute</p>			
<p>Dismissal (5:30pm)</p>			

WEDNESDAY 7/13 - Day 3

K-2 MATH	3-5 MATH	6-8 MATH	9-12 MATH
Location: Bonnet 1 Facilitator: J. Popple	Location: Rio Vista 1 Facilitator: J. Beltramini	Location: Oceanside 1 Facilitator: E. Harris	Location: Rio Vista 2 Facilitator: A. Sczesnak
(8:30am-12:00pm) Session: Across-Grade Coherence in Grades K-2 This session furthers participants understanding of the “Coherence” shift by investigating the notion of across-grade coherence. Participants will explore the connections between standards across grades in this band, and plan a sequence of instruction to help students with “unfinished learning” from prior grades access content at their grade level.	(8:30am-12:00pm) Session: Across-Grade Coherence in Grades 3-5 This session furthers participants understanding of the “Coherence” shift by investigating the notion of across-grade coherence. Participants will explore the connections between standards across grades in this band, and plan a sequence of instruction to help students with “unfinished learning” from prior grades access content at their grade level.	(8:30am-12:00pm) Session: Across-Grade Coherence in Grades 6-8 This session furthers participants understanding of the “Coherence” shift by investigating the notion of across-grade coherence. Participants will explore the connections between standards across grades in this band, and plan a sequence of instruction to help students with “unfinished learning” from prior grades access content at their grade level.	(8:30am-12:00pm) Session: Across-Grade Coherence in High School This session furthers participants understanding of the “Coherence” shift by investigating the notion of across-course coherence. Participants will explore the connections between standards across courses in this band, and plan a sequence of instruction to help students with “unfinished learning” from prior grades access content in their course.
Lunch (12:00pm-1:00pm), Location: Served in session rooms.			
(1:00-4:30pm) Session: Instructional Practices in Grades K-2 Participants adapt a lesson for	(1:00-4:30pm) Session: Instructional Practices in Grades 3-5 Participants adapt a lesson for	(1:00-4:30pm) Session: Instructional Practices in Grades 6-8 Participants adapt a lesson for	(1:00-4:30pm) Session: Instructional Practices in High School Participants adapt a lesson for

<p>students with unfinished learning using an understanding of prerequisite standards. They also use the Instructional Practice Guide (IPG) to plan a lesson while attending to the IPG’s Core Actions, including those that “allow all students to learn the content of the lesson.”</p>	<p>students with unfinished learning using an understanding of prerequisite standards. They also use the Instructional Practice Guide (IPG) to plan a lesson while attending to the IPG’s Core Actions, including those that “allow all students to learn the content of the lesson.”</p>	<p>students with unfinished learning using an understanding of prerequisite standards. They also use the Instructional Practice Guide (IPG) to plan a lesson while attending to the IPG’s Core Actions, including those that “allow all students to learn the content of the lesson.”</p>	<p>students with unfinished learning using an understanding of prerequisite standards. They also use the Instructional Practice Guide (IPG) to plan a lesson while attending to the IPG’s Core Actions, including those that “allow all students to learn the content of the lesson.”</p>
<p>Break (4:30pm-4:45pm)</p>			
<p>Team Planning Time (4:45pm-5:30pm) This is a time for teams to convene, share the day’s learning, discuss implications, and name the priority actions they will take post-institute. Locations will be communicated to teams during Institute</p>			
<p>Dismissal (5:30pm)</p>			

THURSDAY 7/14 - Day 4

K-1 MATH	2 MATH	3 MATH	4 MATH	5 MATH	6 MATH	7 MATH	8 MATH	ALGEBRA I	GEOMETRY	ALGEBRA II
Keynote: Bill McCallum 8:30am-10:00am, Location: Las Olas Ballroom Foyer										
Facilitator: J. Popple Location: Bonnet 1	Facilitator: N. Warren Location: Bonnet 2	Facilitator: K. Ryan Location: Rio Vista 1	Facilitator: D. Samb Location: Rio Vista 2	Facilitator: D. Villareal Location: Oceanside 1	Facilitator: E. Green Location: Oceanside 2	Facilitator: K. Narechania Location: Oceanside 2	Facilitator: E. Harris Location: Himarashe	Facilitator: S. Lewis Location: Las Olas 5	Facilitator: A.Sczesnak Location: Las Olas 6	Facilitator: L. Isabel Location: Las Olas 6
(10:00am-12:00pm) Session: Adapting the Grades K-1 Curriculum Maps Participants study the EngageNY curriculum map for	(10:00am-12:00pm) Session: Adapting the Grade 2 Curriculum Map Participants study the EngageNY curriculum map for	(10:00am-12:00pm) Session: Adapting the Grade 3 Curriculum Map Participants study the EngageNY curriculum map for	(10:00am-12:00pm) Session: Adapting the Grade 4 Curriculum Map Participants study the EngageNY curriculum map for	(10:00am-12:00pm) Session: Adapting the Grade 5 Curriculum Map Participants study the EngageNY curriculum map for	(10:00am-12:00pm) Session: Adapting the Grade 6 Curriculum Map Participants study the EngageNY curriculum map for	(10:00am-12:00pm) Session: Adapting the Grade 7 Curriculum Map Participants study the EngageNY curriculum map for	(10:00am-12:00pm) Session: Adapting the Grade 8 Curriculum Map Participants study the EngageNY curriculum map for	(10:00am-12:00pm) Session: Adapting the Algebra I Curriculum Map Participants study the EngageNY curriculum map for	(10:00am-12:00pm) Session: Adapting the Geometry Curriculum Map Participants study the EngageNY curriculum map for	(10:00am-12:00pm) Session: Adapting the Algebra II Curriculum Map Participants study the EngageNY curriculum map for

their respective grades, focusing on curriculum architecture and key methods and activities that support conceptual understanding. On an ongoing basis, they consider adaptations for students with unfinished learning from prior grades.	this grade, focusing on curriculum architecture and key methods and activities that support conceptual understanding. On an ongoing basis, they consider adaptations for students with unfinished learning from prior grades.	this grade, focusing on curriculum architecture and key methods and activities that support conceptual understanding. On an ongoing basis, they consider adaptations for students with unfinished learning from prior grades.	this grade, focusing on curriculum architecture and key methods and activities that support conceptual understanding. On an ongoing basis, they consider adaptations for students with unfinished learning from prior grades.	this grade, focusing on curriculum architecture and key methods and activities that support conceptual understanding. On an ongoing basis, they consider adaptations for students with unfinished learning from prior grades.	this grade, focusing on curriculum architecture and key methods and activities that support conceptual understanding. On an ongoing basis, they consider adaptations for students with unfinished learning from prior grades.	this grade, focusing on curriculum architecture and key methods and activities that support conceptual understanding. On an ongoing basis, they consider adaptations for students with unfinished learning from prior grades.	this grade, focusing on curriculum architecture and key methods and activities that support conceptual understanding. On an ongoing basis, they consider adaptations for students with unfinished learning from prior grades.	this grade, focusing on curriculum architecture and key methods and activities that support conceptual understanding. On an ongoing basis, they consider adaptations for students with unfinished learning from prior grades.	this course, focusing on curriculum architecture and key methods and activities that support conceptual understanding. On an ongoing basis, they consider adaptations for students with unfinished learning from prior grades.	this course, focusing on curriculum architecture and key methods and activities that support conceptual understanding. On an ongoing basis, they consider adaptations for students with unfinished learning from prior grades.	this course, focusing on curriculum architecture and key methods and activities that support conceptual understanding. On an ongoing basis, they consider adaptations for students with unfinished learning from prior grades.
<p>Lunch (12:00pm-1:00pm), Location: Served in session rooms.</p>											

MATH Learning Schedule

Summer Institute 2016

<p>(1:00pm - 4:30pm) Session: Intro to Module 1 in Grades K-1 This session examines module assessment materials with focus on grade-level rigor. Participant s "do the math" and study content sequence and adaptations for students with unfinished learning</p>	<p>(1:00pm - 4:30pm) Session: Intro to Module 1 in Grade 2 This session examines module assessment materials with focus on grade-level rigor. Participant s "do the math" and study content sequence and adaptations for students with unfinished learning</p>	<p>(1:00pm - 4:30pm) Session: Intro to Module 1 in Grade 3 This session examines module assessment materials with focus on grade-level rigor. Participant s "do the math" and study content sequence and adaptations for students with unfinished learning</p>	<p>(1:00pm - 4:30pm) Session: Intro to Module 1 in Grade 4 This session examines module assessment materials with focus on grade-level rigor. Participant s "do the math" and study content sequence and adaptations for students with unfinished learning</p>	<p>(1:00pm - 4:30pm) Session: Intro to Module 1 in Grade 5 This session examines module assessment materials with focus on grade-level rigor. Participant s "do the math" and study content sequence and adaptations for students with unfinished learning</p>	<p>(1:00pm - 4:30pm) Session: Intro to Module 1 in Grade 6 This session examines module assessment materials with focus on grade-level rigor. Participant s "do the math" and study content sequence and adaptations for students with unfinished learning</p>	<p>(1:00pm - 4:30pm) Session: Intro to Module 1 in Grade 7 This session examines module assessment materials with focus on grade-level rigor. Participant s "do the math" and study content sequence and adaptations for students with unfinished learning</p>	<p>(1:00pm - 4:30pm) Session: Intro to Module 1 in Grade 8 This session examines module assessment materials with focus on grade-level rigor. Participant s "do the math" and study content sequence and adaptations for students with unfinished learning</p>	<p>(1:00pm - 4:30pm) Session: Intro to Module 1 in Algebra I This session examines module assessment materials with focus on grade-level rigor. Participant s "do the math" and study content sequence and adaptations for students with unfinished learning</p>	<p>(1:00pm - 4:30pm) Session: Intro to Module 1 in Geometry This session examines module assessment materials with focus on grade-level rigor. Participant s "do the math" and study content sequence and adaptations for students with unfinished learning</p>	<p>(1:00pm - 4:30pm) Session: Intro to Module 1 in Algebra II This session examines module assessment materials with focus on grade-level rigor. Participant s "do the math" and study content sequence and adaptations for students with unfinished learning</p>
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learning from prior grades.	from prior grades.	from prior grades.	from prior grades.	from prior grades.	from prior grades.	from prior grades.	from prior grades.	from prior grades.	learning from prior grades.	learning from prior grades.
Break (4:30pm-4:45pm)										
Team Planning Time (4:45pm-5:30pm) This is a time for teams to convene, share the day's learning, discuss implications, and name the priority actions they will take post-institute. Locations will be communicated to teams during Institute										
Dismissal (5:30pm)										

FRIDAY 7/15 - Day 5

K-1 MATH	2 MATH	3 MATH	4 MATH	5 MATH	6 MATH	7 MATH	8 MATH	ALGEBRA I	GEOMETRY	ALGEBRA II
Facilitator: J. Popple Location: Bonnet 1	Facilitator: N. Warren Location: Bonnet 2	Facilitator: K. Ryan Location: Rio Vista 1	Facilitator: D. Samb Location: Rio Vista 2	Facilitator: D. Villareal Location: Oceanside 1	Facilitator: E. Green Location: Oceanside 2	Facilitator: K. Narechania Location: Oceanside 2	Facilitator: E. Harris Location: Himarashe	Facilitator: S. Lewis Location: Las Olas 5	Facilitator: A. Sczesnak Location: Las Olas 6	Facilitator: L. Isabel Location: Las Olas 6
(8:30am-12:00pm) Adapting and Teaching Lessons, Grades K-1 This session continues study of an EngageNY module from the previous day with	(8:30am-12:00pm) Adapting and Teaching Lessons, Grade 2 This session continues study of an EngageNY module from the previous day with	(8:30am-12:00pm) Adapting and Teaching Lessons, Grade 3 This session continues study of an EngageNY module from the previous day with	(8:30am-12:00pm) Adapting and Teaching Lessons, Grade 4 This session continues study of an EngageNY module from the previous day with	(8:30am-12:00pm) Adapting and Teaching Lessons, Grade 5 This session continues study of an EngageNY module from the previous day with	(8:30am-12:00pm) Adapting and Teaching Lessons, Grade 6 This session continues study of an EngageNY module from the previous day with	(8:30am-12:00pm) Adapting and Teaching Lessons, Grade 7 This session continues study of an EngageNY module from the previous day with	(8:30am-12:00pm) Adapting and Teaching Lessons, Grade 8 This session continues study of an EngageNY module from the previous day with	(8:30am-12:00pm) Adapting and Teaching Lessons, Algebra I This session continues study of an EngageNY module from the previous day with	(8:30am-12:00pm) Adapting and Teaching Lessons, Geometry This session continues study of an EngageNY module from the previous day with	(8:30am-12:00pm) Adapting and Teaching Lessons, Algebra II This session continues study of an EngageNY module from the previous day with

attention to students with unfinished learning from prior grades. Participants use the IPG to augment their lesson planning and engage in a "buddy teaching" exercise.	attention to students with unfinished learning from prior grades. Participants use the IPG to augment their lesson planning and engage in a "buddy teaching" exercise.	attention to students with unfinished learning from prior grades. Participants use the IPG to augment their lesson planning and engage in a "buddy teaching" exercise.	attention to students with unfinished learning from prior grades. Participants use the IPG to augment their lesson planning and engage in a "buddy teaching" exercise.	attention to students with unfinished learning from prior grades. Participants use the IPG to augment their lesson planning and engage in a "buddy teaching" exercise.	attention to students with unfinished learning from prior grades. Participants use the IPG to augment their lesson planning and engage in a "buddy teaching" exercise.	attention to students with unfinished learning from prior grades. Participants use the IPG to augment their lesson planning and engage in a "buddy teaching" exercise.	attention to students with unfinished learning from prior grades. Participants use the IPG to augment their lesson planning and engage in a "buddy teaching" exercise.	attention to students with unfinished learning from prior grades. Participants use the IPG to augment their lesson planning and engage in a "buddy teaching" exercise.	attention to students with unfinished learning from prior grades. Participants use the IPG to augment their lesson planning and engage in a "buddy teaching" exercise.	attention to students with unfinished learning from prior grades. Participants use the IPG to augment their lesson planning and engage in a "buddy teaching" exercise.	attention to students with unfinished learning from prior grades. Participants use the IPG to augment their lesson planning and engage in a "buddy teaching" exercise.
<p>Lunch (12:00pm-1:00pm), Location: Served in session rooms.</p>											
<p>Keynote: Kate Gerson and Nikolai Vitti (All Pathways) 1:15pm-2:30pm, Location: Las Olas Ballroom Foyer</p>											
<p>Dismissal (2:30pm)</p>											

