

# Learning Schedule · Math I (New Participants)

February 9, 2020 - February 14, 2020

Section, Location, Facilitator	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Grades K-2 Section 1</b> Location:  Facilitator:	8:30 am - 9:45 am Keynote Address Lacey Robinson	Keynote Address Paul Gorksi	Session	Keynote Address Danny Martin	Keynote Address TBD
<b>Grades 3-5 Section 1</b> Location:  Facilitator:	10:00 am - 12:00 pm Session	Session	Session	Session	Session
	12:00 pm Lunch	Lunch	Lunch	Lunch	Lunch
<b>Grades 6-8 Section 1</b> Location:  Facilitator:	1:00 pm - 4:30 pm Session	Session	Session	Session	Session 1:00 - 2:30 pm (end)
<b>Grades 9-12 Section 1</b> Location:  Facilitator:					
	4:45 pm - 5:30 pm Team Planning Time Teams convene, share learning, discuss implications, and plan for post-institute.				Safe Travels!

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	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Morning Session:</b></p> <p><b>Grades K-2, 3-5, 6-8, 9-12</b></p>	<p><b>Focus</b> In this session, participants examine the structure of the Standards, and deepen their understanding of educational equity. Participants learn to identify major, supporting, and additional standards, coming to see “themes” of the major work within this grade band.</p>	<p><b>Rigor</b> In this session, participants begin an examination of the “Rigor” shift by reconsidering the traditional definition of rigor. Once again, participants will engage in “doing the math” of 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, and will come to see how rigor contributes to an equitable environment for all students.</p>	<p><b>Across-Grade Coherence</b> In this session, participants further their 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 support students with unfinished learning from prior grades in accessing content at their grade level. Participants will come to see how coherence contributes to an equitable environment for all students.</p>	<p><b>Adapting the Grade Level Curriculum Maps</b> In this session, participants learn about the Mathematical Language Routines, as adaptations to support language development and the development of mathematical understanding. 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.</p>	<p><b>Adapting and Teaching Lessons</b> In this session, participants continue their study of an EngageNY module from the previous day with attention to students with unfinished learning from prior grades and language development. Participants use the IPG to augment their lesson planning and engage in a “buddy teaching” exercise.</p>
<p><b>Afternoon Session:</b></p> <p><b>Grades K-2, 3-5, 6-8, 9-12</b></p>	<p><b>Focus and Within-Grade Coherence</b> Building on the morning session, participants examine the major work of this grade band by “doing the math” and diving into grade-level tasks. Participants explore within-grade coherence by examining connections between grade-level standards, and apply their learning from the day’s sessions by evaluating a curriculum map for focus and within-grade coherence.</p>	<p><b>Rigor and The Mathematical Practices</b> Building on the morning session, participants continue to examine rigor in the Standards by “doing the math” and diving into grade-level tasks in order to more deeply understand the aspects of rigor. Participants are introduced to the Standards for Mathematical Practice, and will explore the Standards for Mathematical Practice, and understand the role these standards play in ensuring equitable instruction for all students. equity into instructional moves and decision making.</p>	<p><b>Instructional Practices</b> Building on the morning session, participants adapt a lesson for 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 <i>all</i> students to learn the content of the lesson,” and those that contribute to equitable environments for all students.</p>	<p><b>Introduction to the EngageNY Modules</b> Building on the morning session, participants examine module assessment materials with focus on grade-level rigor. Participants “do the math” and study content sequence and adaptations for students with unfinished learning from prior grades and language development.</p>	<p><b>Adapting and Teaching Lessons (continued)</b> Building on the morning session, participants continue their study of an EngageNY module with attention to students with unfinished learning from prior grades and language development. Participants use the IPG to augment their lesson planning and engage in a “buddy teaching” exercise.</p>