

	<i>identities as capable mathematicians that can use mathematics within school and society?</i>	
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Planning for Multi-Layered System of Supports

Vertical Alignment

Previous Learning	Current Learning	Future Learning
<ul style="list-style-type: none"> In Algebra 1, students solved quadratic equations using a variety of methods. Their solutions were limited however to real solutions. 	<ul style="list-style-type: none"> Students learn to solve polynomial equations that have complex answers. 	<ul style="list-style-type: none"> Students will connect this knowledge of complex numbers to solving rational equations, trigonometric equations and trigonometric form in subsequent math courses (Pre-Calculus, AP Calculus, College Algebra, etc).

Suggested Instructional Strategies

Pre-Teach

Level of Intensity	Essential Question	Examples
Targeted	<i>What pre-teaching will prepare students to productively struggle with the mathematics for this cluster within your HQIM?</i>	Some learners may benefit from targeted pre-teaching that uses complex numbers in polynomial identities and equations because students will have to recall prior knowledge from previous grade levels.
Intensive	<i>What critical understandings will prepare students to access the mathematics for this cluster?</i>	7.EE.A.1: This standard provides a foundation for work using complex numbers in polynomial identity and equations because students should be able to apply properties of operation strategies. If students have unfinished learning within this standard, based on assessment data, consider ways to provide intensive pre-teaching support prior to the start of the unit to ensure students are ready to access grade level instruction and assignments.

Re-Teach		
<i>Level of Intensity</i>	<i>Essential Question</i>	<i>Examples</i>
Targeted	What formative assessment data (e.g., tasks, exit tickets, observations) will help identify content needing to be revisited during a unit?	For example, students may benefit from re-engaging with content during a unit on using complex numbers in polynomial identities and equations by providing specific feedback to students on their work through a short mini-lesson because students who are having difficulty or who may be struggling will be able to get immediate feedback which will help them to better understand possible misconceptions.
Intensive	What assessment data will help identify content needing to be revisited for intensive interventions?	For example, some students may benefit from intensive extra time during and after a unit using complex numbers in polynomial identities and equations by offering opportunities to understand and explore different strategies. Students will be able to visualize different perspectives with the different strategies and may get a better understanding of the content being presented.
Extension		
<i>Essential Question</i>		<i>Examples</i>
What type of extension will offer additional challenges to 'broaden' your student's knowledge of the mathematics developed within your HQIM?		Some learners may benefit from an extension such as in-depth, self-directed exploration of self-selected topics when using complex numbers in polynomial identities and equations because students will be able to direct their studying to the specific areas that they need further clarification in.