

| Re-Teach | | |
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| <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? | Students may benefit from re-engaging with content during a unit on arc lengths and areas of sectors of circles by examining tasks from a different perspective through a short mini-lesson because we are welding concepts together to form a new concept, this process is not automatic and by backing up and looking at the problem from a different point of view. |
| 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 on arc length and areas of sectors of circles by offering opportunities to understand and explore different strategies because what works for one student may not work for another. |
| 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 when studying arc lengths and areas of sectors of circles because linking the concept to something that a student will experience in their own lives will add depth to their experience regarding this concept. |