**INSTRUCTIONS FOR USING THIS TEMPLATE:**

# A scope and sequence is an overview of the skills and content covered in your program’s curriculum at each class level over a period of time (scope) and in a particular order (sequence). Fully developed unit plans will require more detail than the outlines sketched here in the scope and sequence.

# This template is intended to capture a math scope and sequence to guide one class level. The first pages explain each of the required elements of the scope and sequence, followed by a blank template for you to fill in.

# The document header in the blank template may be changed to indicate the correct program name, math class level, and GLE for this class level. The footer in the blank template is currently set to re-start at page 1.

# Once the template is filled in, you may wish to print it out on legal-sized paper.

# The format may be adapted to your own needs as long as the scope and sequence includes:

# an introduction with the indicated points;

* + all of the elements in the left-hand column of the chart.

# Once the scope and sequence is completed for a level, the next steps are to:

* + revise this draft as needed and/or recommended from the feedback you received;
  + use this draft to develop coherent instructional units and sample lesson plans;
  + complete the other class levels, taking care to align the levels and prevent any learning gaps.

# Critical components of this development process include:

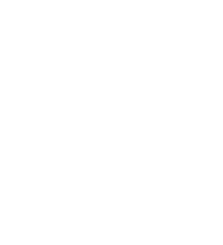
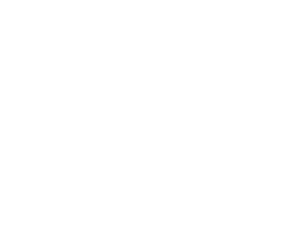
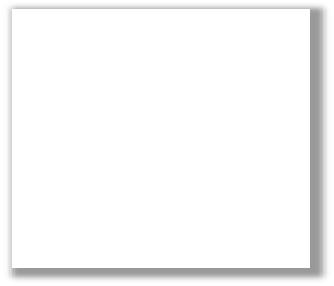
* + an understanding of the [**College and Career Readiness Standards for Adult Education**](http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf)

*(*[*http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf*](http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf)*)*;

* + teacher discussion and engagement;
  + periodic revision of your scope and sequence.

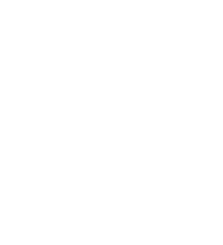
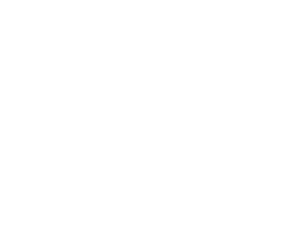
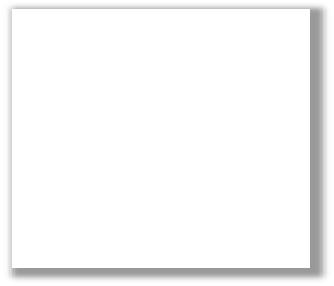
# For Math only: Please refer to "**[Developing Instructional Units: Applying What Students Learn](http://www.sabes.org/sites/sabes.org/files/resources/Developing%20Instructional%20Units_v7dc.pdf)**" for helpful pointers around developing and writing clear and effective unit goals, outcomes, and purposes.

# Program: Class Level and GLE Range:

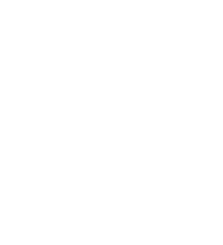
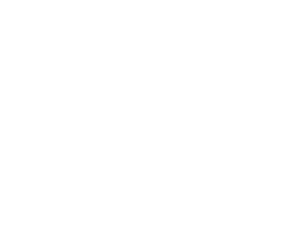
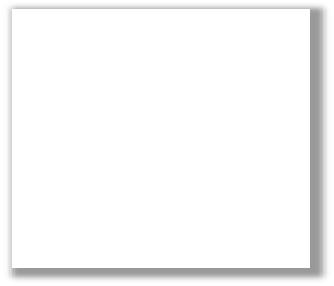


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| Date Created: |  | Authors: |  |
| Date Revised: |  | Authors: |  |

Introduction



Include a separate cover sheet for external use, with identifying information, such as address and director.



Your scope and sequence must contain an Introduction with (but not limited to) the following points, to provide a roadmap for implementing the units across a given time period:

* The purpose and intention of the scope and sequence;
* Expectations for teachers (e.g., use first unit to lay foundation for instructional routines, or what is required and what is optional);
* When and how revisions take place;
* How the sequence of units build on one another;
* The number of class levels there are in the program, how they are divided, and where this level fits in;
* Citation of any resources that were used or borrowed from in the development of the scope and sequence.

This cover sheet is intended to remain with this one level of a scope and sequence until all levels are completed, at which time this information may be combined into one introductory page.

|  |  |
| --- | --- |
| Program: | Class Level and GLE Range: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unit 1** | **Unit 2** | **Unit 3** | **Add columns as needed...** |
| **Title**  *Reflect the content topic through which skills will be developed.* |  |  |  |  |
| **Time: # of hours, and # of weeks** |  |  |  |  |
| **Purpose**  *Why is this topic and skill set important for adult students?* | *Purpose: Consider the value of what is being taught, rather than automatically following the content or sequence of a workbook, or teaching it “because it’s on the test.”* |  |  |  |
| **Goals and Outcomes**  “Students will use math [what skills/knowledge] in order to …”  “Students will show learning by … [end product / project])” | *Goals and Outcomes: In two-four sentences, describe the desired results for adult students to have by the end of the unit. How and in what context will they apply their new knowledge and skills? What are the math skills and outcomes expected for student learning? Integrate technology, digital learning and employability skills as needed.* |  |  |  |
| **Priority CCR Standards**  *List only the standards which will be explicitly taught and assessed.* |  |  |  |  |
| **Key Resources**  *List 2-3 authentic and relevant resources that students will use* | *Include a more comprehensive list of resources in the unit plan.* |  |  |  |

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| Date Revised: |  | Authors: |  |

### Introduction:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unit 1** | **Unit 2** | **Unit 3** | **Add columns as needed...** |
| **Title**  *Reflect the content topic through which skills will be developed.* |  |  |  |  |
| **Time: # of hours, and # of weeks** |  |  |  |  |
| **Purpose**  *Why is this topic and skill set important for adult students?* |  |  |  |  |
| **Goals and Outcomes**  *“Students will use math [what skills/knowledge] in order to …”*  *“Students will show learning by … [end product / project]).”* |  |  |  |  |
| **Priority CCR Standards**  *List only the standards which will be explicitly taught and assessed.* |  |  |  |  |
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