

## Mathematical Task Questions

1. How do we define and differentiate between higher-level-cognitive-demand *and lower-level-cognitive-demand tasks for each essential standard of the unit?*
2. How do we select common higher-level-cognitive-demand and lower-level-cognitive-demand tasks for each essential standard of the unit?
3. How do we create higher-level-cognitive-demand tasks from lower-level-cognitive-demand tasks for each essential standard of the unit?
4. How do we use and apply higher-level-cognitive-demand tasks for each essential standard during the unit?
5. How will we respond when students urge us to lower the cognitive demand of the task during the implementation phase of the lesson?