

# BELVIDERE CLUSTER CURRICULUM MAP - Updated July 2019

**SUBJECT: Math**

**GRADE: Grade 6**

| PACING-->  | UNIT #1<br>4 Weeks<br>(SEPTEMBER)   | UNIT #2<br>3 Weeks<br>(OCTOBER)  | UNIT #3<br>6 Weeks<br>(NOVEMBER/DECEMBER)  | UNIT #4<br>3 Weeks<br>(JANUARY)  |
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| <b>TOPIC/THEME AND OBJECTIVES</b>                        | <p style="text-align: center;"><b>Numbers and Operations/Factors and Multiples</b></p> <ul style="list-style-type: none"> <li>• Apply and extend previous understandings of numbers to the system of rational numbers.</li> <li>• <i>Become secure in the concepts of opposite numbers, negative numbers, and absolute value.</i></li> <li>• <i>Compare and order integers and rational numbers.</i></li> <li>• Compute fluently with multi-digit numbers and find common factors and multiples.</li> <li>• <i>Practice and learn different powers</i></li> <li>• Explore even and odd numbers.</li> <li>• Review disability rules.</li> <li>• Use factors and multiples to find both GCFs and LCMs.</li> </ul> | <p style="text-align: center;"><b>Fraction and Decimal Computation</b></p> <p>Apply and extend previous understandings of multiplication and division to divide fractions by fractions</p> <p>Compute fluently with multi-digit numbers and find common factors and multiples. Model and solve division of fractions.</p> <p>Review long division. Practice and learn the standard algorithms for decimal computation.</p> <p>Solve real world application problems with decimals.</p> | <p style="text-align: center;"><b>Ratios, Proportions, and Percents</b></p> <p>Understand ratio concepts and use ratio reasoning to solve problems</p> <p>Use ratios to describe proportional situations. Represent ratios and percents with concrete models, fractions, and decimals.</p> <p>Apply their knowledge of ratios and proportions to percent problems.</p> <p>Solve problems involving percents.</p> <p>Make conversions between different measurements and unit ratios.</p>   | <p style="text-align: center;"><b>Expressions</b></p> <p>Apply and extend previous understandings of arithmetic to algebraic expressions. Reason about and solve one-variable equations and inequalities. Practice and learn different powers. Solve problems using order of operations. Differentiate between an algebraic expression and equation. Translate between words and expressions. Evaluate expressions. Distributive property to combine like terms.</p> |
| <b>ESSENTIAL QUESTIONS &amp; ENDURING UNDERSTANDINGS</b> | <ul style="list-style-type: none"> <li>• How are opposite and negative numbers used in real-world contexts?</li> <li>• What is the difference between an integer and a rational number?</li> <li>• How do powers affect numbers?</li> <li>• How do operations affect numbers?</li> <li>• How do we solve real world application problems?</li> <li>• More than integers are necessary to solve real-world applications. ie. negative, opposite, and rational numbers.</li> <li>• Powers can simplify numbers.</li> <li>• Factors and multiples can be used to solve real world problems.</li> </ul>   | <ul style="list-style-type: none"> <li>• How do operations affect numbers?</li> <li>• How do we solve real world application problems?</li> <li>• What are the standard algorithms for long division and decimal computation?</li> <li>• Decimal computation is necessary to solve real world application problems.</li> </ul>   | <ul style="list-style-type: none"> <li>• Is it important to know how to solve for unit rates?</li> <li>• What is the connection between a ratio and a fraction/decimal?</li> <li>• How are ratios used in the real world?</li> <li>• Where can examples of ratios and rates be found?</li> <li>• What does a percent represent?</li> <li>• How can knowledge about percents aid me in real-world situations?</li> <li>• Reasoning about ratios and proportions will help solve real-world situations.</li> <li>• The relationships between fractions, decimals, and percents are critical and needed to solve problems.</li> </ul> | <ul style="list-style-type: none"> <li>• How do powers affect numbers?</li> <li>• How can order of operations, the distributive property, and combining like terms help solve an algebraic equation?</li> <li>• How can an algebraic expression help me solve a real-world application problem?</li> <li>• Powers can simplify computation.</li> <li>• Algebraic expressions and equations can help solve real-world application problems.</li> </ul>                |
| <b>STANDARDS</b>   | <p><b>6.NS.C.5</b></p> <p><b>Understand that positive and negative numbers are used together to describe quantities having opposite</b></p>   | <p><b>6.NS.A.1</b></p> <p><b>Interpret and compute quotients of fractions, and solve word problems involving division of fractions</b></p>   | <p><b>6.RP.A.1</b></p> <p><b>Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.</b></p>   | <p><b>6.EE.A.1</b></p> <p><b>Write and evaluate numerical expressions involving whole-number exponents</b></p>   |

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|  | <p>directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p> <p><b>6.NS.C.6</b><br/>Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p><b>6.NS.C.7</b><br/>Understand ordering and absolute value of rational numbers.</p> <p><b>6.EE.A.1</b><br/>Write and evaluate numerical expressions involving whole-number exponents</p> | <p>by fractions, e.g., by using visual fraction models and equations to represent the problem.<br/>For example, create a story context for <math>(2/3) \div (3/4)</math> and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that <math>(2/3) \div (3/4) = 8/9</math> because <math>3/4</math> of <math>8/9</math> is <math>2/3</math>. (In general, <math>(a/b) \div (c/d) = ad/bc</math>.) How much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>3/4</math>-cup servings are in <math>2/3</math> of a cup of yogurt? How wide is a rectangular strip of land with length <math>3/4</math> mi and area <math>1/2</math> square mi?</p> <p><b>6.NS.B.2</b><br/>Fluently divide multi-digit numbers using the standard algorithm.</p> <p><b>6.NS.B.3</b><br/>Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p> | <p>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</p> <p><b>6.RP.A.2</b><br/>Understand the concept of a unit rate <math>a/b</math> associated with a ratio <math>a:b</math> with <math>b \neq 0</math>, and use rate language in the context of a ratio relationship.<br/>For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is <math>3/4</math> cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</p> <p><b>6.RP.A.3</b><br/>Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.<br/>*(benchmarked)</p> <p>6.RP.A.3a. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</p> <p>6.RP.A.3b. Solve unit rate problems including those involving unit pricing and constant speed.<br/>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</p> <p>6.RP.A.3c. Find a percent of a quantity as a rate per</p> | <p><b>6.EE.A.2</b><br/><b>Write, read, and evaluate expressions in which letters stand for numbers</b></p> <p>6.EE.A.2a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as <math>5 - y</math>.</p> <p>6.EE.A.2b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression <math>2(8 + 7)</math> as a product of two factors; view <math>(8 + 7)</math> as both a single entity and a sum of two terms</p> <p>6.EE.A.2c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas <math>V = s^3</math> and <math>A = 6s^2</math> to find the volume and surface area of a cube with sides of length <math>s = 1/2</math></p> <p><b>6.EE.A.3</b><br/><b>Apply the properties of operations to generate equivalent expressions.</b><br/>For example, apply the distributive property to the expression <math>3(2 + x)</math> to produce the equivalent expression <math>6 + 3x</math>; apply the distributive property</p> |
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|  |  |  | <p>100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.</p> <p>6.RP.A.3d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p>  | <p><b>to the expression <math>24x + 18y</math> to produce the equivalent expression <math>6(4x + 3y)</math>; apply properties of operations to <math>y + y + y</math> to produce the equivalent expression <math>3y</math></b></p> <p><b>6.EE.A.4</b><br/> <b>Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).</b><br/> <b>For example, the expressions <math>y + y + y</math> and <math>3y</math> are equivalent because they name the same number regardless of which number <math>y</math> stands for</b></p> <p><b>6.EE.B.6</b><br/> <b>Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</b></p> |
| <p><b>INSTRUCTIONAL PROCEDURES</b></p> | <p><b>Whole Group</b><br/>         -Introduction to check for previous understanding<br/>         -Warm Up Exercises<br/>         -vocabulary preview<br/>         -Class Discussion<br/>         -Structured Notes and Examples</p> <p><b>Individual</b><br/>         -Provide opportunity for individual practice<br/>         -Tiered level questions<br/>         -personal math trainer</p> <p><b>Small Groups</b><br/>         Mini Lesson<br/>         Use of manipulatives<br/>         Math Activities<br/>         Centers<br/>         Investigations</p> | <p><b>Whole Group</b><br/>         -Introduction to check for previous understanding<br/>         -Warm Up Exercises<br/>         -vocabulary preview<br/>         -Class Discussion<br/>         -Structured Notes and Examples</p> <p><b>Individual</b><br/>         -Provide opportunity for individual practice<br/>         -Tiered level questions<br/>         -personal math trainer</p> <p><b>Small Groups</b><br/>         Mini Lesson<br/>         Use of manipulatives<br/>         Math Activities<br/>         Centers<br/>         Investigations</p> | <p><b>Whole Group</b><br/>         -Introduction to check for previous understanding<br/>         -Warm Up Exercises<br/>         -vocabulary preview<br/>         -Class Discussion<br/>         -Structured Notes and Examples</p> <p><b>Individual</b><br/>         -Provide opportunity for individual practice<br/>         -Tiered level questions<br/>         -personal math trainer</p> <p><b>Small Groups</b><br/>         Mini Lesson<br/>         Use of manipulatives<br/>         Math Activities<br/>         Centers<br/>         Investigations</p> | <p><b>Whole Group</b><br/>         -Introduction to check for previous understanding<br/>         -Warm Up Exercises<br/>         -vocabulary preview<br/>         -Class Discussion<br/>         -Structured Notes and Examples</p> <p><b>Individual</b><br/>         -Provide opportunity for individual practice<br/>         -Tiered level questions<br/>         -personal math trainer</p> <p><b>Small Groups</b><br/>         Mini Lesson<br/>         Use of manipulatives<br/>         Math Activities<br/>         Centers<br/>         Investigations</p>   |

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| <p><b>INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS</b></p> | <p><b>Materials</b></p> <p><u>Belvidere</u><br/> Envision 2.0<br/> IXL<br/> First in Math<br/> Teacher created materials and assessments</p> <p>Hope:<br/> -Teacher created materials and assessments<br/> -nwea MAP testing<br/> -kahnacademy.com</p> <p><b>Harmony</b><br/> GoMath text books<br/> GoMath consumable workbooks<br/> Personal Math Trainer<br/> Animated Math<br/> IXL<br/> Teacher created materials and assessments<br/> Scholastic Math Reads</p> <p>White:<br/> -Pearson -Mathematics course 1</p> <p><b>Leveled Questions</b><br/> Problems to be tiered and assigned based on students' readiness level.</p> | <p><b>Materials</b></p> <p><u>Belvidere</u><br/> Envision 2.0<br/> IXL<br/> First in Math<br/> Teacher created materials and assessments</p> <p>Hope:<br/> -Teacher created materials and assessments<br/> -nwea MAP testing<br/> -kahnacademy.com</p> <p><b>Harmony</b><br/> GoMath text books<br/> GoMath consumable workbooks<br/> Personal Math Trainer<br/> Animated Math<br/> IXL<br/> Teacher created materials and assessments<br/> Scholastic Math Reads</p> <p>White:<br/> -Pearson -Mathematics course 1</p> <p><b>Leveled Questions</b><br/> Problems to be tiered and assigned based on students' readiness level.</p> | <p><b>Materials</b></p> <p><u>Belvidere</u><br/> Envision 2.0<br/> IXL<br/> First in Math<br/> Teacher created materials and assessments</p> <p>Hope:<br/> -Teacher created materials and assessments<br/> -nwea MAP testing<br/> -kahnacademy.com</p> <p><b>Harmony</b><br/> GoMath text books<br/> GoMath consumable workbooks<br/> Personal Math Trainer<br/> Animated Math<br/> IXL<br/> Teacher created materials and assessments<br/> Scholastics Math Reads</p> <p>White:<br/> -Pearson -Mathematics course 1</p> <p><b>Leveled Questions</b><br/> Problems to be tiered and assigned based on students' readiness level.</p> | <p><b>Materials</b></p> <p><u>Belvidere</u><br/> Envision 2.0<br/> IXL<br/> First in Math<br/> Teacher created materials and assessments</p> <p>Hope:<br/> -Teacher created materials and assessments<br/> -nwea MAP testing<br/> -kahnacademy.com</p> <p><b>Harmony</b><br/> GoMath text books<br/> GoMath consumable workbooks<br/> IXL<br/> Personal Math Trainer<br/> Animated Math<br/> Teacher created materials and assessments<br/> Scholastics Math Reads</p> <p>White:<br/> -Pearson -Mathematics course 1</p> <p><b>Leveled Questions</b><br/> Problems to be tiered and assigned based on students' readiness level.</p> |
| <p><b>ASSESSMENTS</b></p>   | <p><b>Formative</b><br/> Quizzes<br/> Homework/classwork<br/> Q and A<br/> Labs/Projects<br/> IXL.com<br/> Firstinmath.com</p> <p><b>Summative</b><br/> Unit Test</p> <p><b>Benchmark</b></p>   | <p><b>Formative</b><br/> Quizzes<br/> Homework/classwork<br/> Q and A<br/> Labs/Projects<br/> IXL.com<br/> Firstinmath.com</p> <p><b>Summative</b><br/> Unit Test</p> <p><b>Benchmark</b></p>   | <p><b>Formative</b><br/> Quizzes<br/> Homework/classwork<br/> Q and A<br/> Labs/Projects<br/> IXL.com<br/> Firstinmath.com</p> <p><b>Summative</b><br/> Unit Test</p> <p><b>Benchmark</b></p>  | <p><b>Formative</b><br/> Quizzes<br/> Homework/classwork<br/> Q and A<br/> Labs/Projects<br/> IXL.com<br/> Firstinmath.com</p> <p><b>Summative</b><br/> Unit Test</p> <p><b>Benchmark</b></p>  |

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|                       | Unit Assessment<br>MAP Assessment<br>Easy CBM<br>ADAM<br><b>Alternative</b><br>Choice boards - projects<br>Skit<br>Demonstration<br>Journaling<br>Self Assessment<br>Conferencing  | Unit Assessment<br>MAP Assessment<br>Easy CBM<br>ADAM<br><b>Alternative</b><br>Choice boards - projects<br>Skit<br>Demonstration<br>Journaling<br>Self Assessment<br>Conferencing   | Unit Assessment<br>MAP Assessment<br>Easy CBM<br>ADAM<br><b>Alternative</b><br>Choice boards - projects<br>Skit<br>Demonstration<br>Journaling<br>Self Assessment<br>Conferencing   | Unit Assessment<br>MAP Assessment<br>Easy CBM<br>ADAM<br><b>Alternative</b><br>Choice boards - projects<br>Skit<br>Demonstration<br>Journaling<br>Self Assessment<br>Conferencing   |
| <b>ACCOMMODATIONS</b> | <b>Special Education</b><br>Printed copy of board work/notes provided<br>Extended time on tests/ quizzes<br>Behavior management plan<br>Highlighted text visual presentation<br>Modified test content, format, or length<br>Multi-sensory presentation<br>Preview of content, concepts, and vocabulary<br>Shortened assignments<br>Use open book, study guides, test prototypes<br>Flexible grouping<br>Goal setting with students<br>Mini workshops to re-teach or extend skills<br>Open-ended activities<br>Think-Pair-Share<br>Varied supplemental materials<br><br><b>ELL</b><br>Allowing students to correct errors (looking for understanding)<br>Teaching key aspects of a topic<br>Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify<br>allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning<br>Decreasing the amount of work presented or required | <b>Special Education</b><br><b>Special Education</b><br>Printed copy of board work/notes provided<br>Extended time on tests/ quizzes<br>Behavior management plan<br>Highlighted text visual presentation<br>Modified test content, format, or length<br>Multi-sensory presentation<br>Preview of content, concepts, and vocabulary<br>Shortened assignments<br>Use open book, study guides, test prototypes<br>Flexible grouping<br>Goal setting with students<br>Mini workshops to re-teach or extend skills<br>Open-ended activities<br>Think-Pair-Share<br>Varied supplemental materials<br><br><b>ELL</b><br>Allowing students to correct errors (looking for understanding)<br>Teaching key aspects of a topic<br>Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify<br>allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning | <b>Special Education</b><br><b>Special Education</b><br>Printed copy of board work/notes provided<br>Extended time on tests/ quizzes<br>Behavior management plan<br>Highlighted text visual presentation<br>Modified test content, format, or length<br>Multi-sensory presentation<br>Preview of content, concepts, and vocabulary<br>Shortened assignments<br>Use open book, study guides, test prototypes<br>Flexible grouping<br>Goal setting with students<br>Mini workshops to re-teach or extend skills<br>Open-ended activities<br>Think-Pair-Share<br>Varied supplemental materials<br><br><b>ELL</b><br>Allowing students to correct errors (looking for understanding)<br>Teaching key aspects of a topic<br>Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify<br>allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning | <b>Special Education</b><br><b>Special Education</b><br>Printed copy of board work/notes provided<br>Extended time on tests/ quizzes<br>Behavior management plan<br>Highlighted text visual presentation<br>Modified test content, format, or length<br>Multi-sensory presentation<br>Preview of content, concepts, and vocabulary<br>Shortened assignments<br>Use open book, study guides, test prototypes<br>Flexible grouping<br>Goal setting with students<br>Mini workshops to re-teach or extend skills<br>Open-ended activities<br>Think-Pair-Share<br>Varied supplemental materials<br><br><b>ELL</b><br>Allowing students to correct errors (looking for understanding)<br>Teaching key aspects of a topic<br>Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify<br>allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning |

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Reducing the number of answer choices on a multiple choice test Using true/false, matching, or fill in the blank tests in lieu of essay tests

**At Risk**

Allowing the use of notes or open-book during testing  
Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test  
decreasing the amount of work presented or required .  
Providing study guides  
Tutoring by peers  
Using authentic assessments with real-life problem-solving  
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Alternative formative and summative assessments  
Choice boards  
Games and tournaments  
Group investigations  
Independent projects  
Learning contracts  
Multiple intelligence options  
Personal agendas  
Project-based learning  
Problem-based learning  
Stations/centers  
Varying organizers for instructions

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|   | <ul style="list-style-type: none"> <li>Printed copy of board work/notes provided</li> <li>Behavior management plan</li> <li>Check work frequently for understanding</li> <li>Extended time on tests/ quizzes</li> <li>Preview of content, concepts, and vocabulary</li> <li>Secure attention before giving instruction/directions</li> <li>Shortened assignments</li> <li>Student working with an assigned partner</li> <li>Teacher initiated weekly assignment sheet</li> <li>Use open book, study guides, test prototypes</li> <li>Flexible grouping</li> <li>Goal setting with students</li> <li>Varied supplemental materials</li> </ul>  | <ul style="list-style-type: none"> <li>Stations/centers</li> <li>Varying organizers for instructions</li> </ul> <p><b>504</b></p> <ul style="list-style-type: none"> <li>Printed copy of board work/notes provided</li> <li>Behavior management plan</li> <li>Check work frequently for understanding</li> <li>Extended time on tests/ quizzes</li> <li>Preview of content, concepts, and vocabulary</li> <li>Secure attention before giving instruction/directions</li> <li>Shortened assignments</li> <li>Student working with an assigned partner</li> <li>Teacher initiated weekly assignment sheet</li> <li>Use open book, study guides, test prototypes</li> <li>Flexible grouping</li> <li>Goal setting with students</li> <li>Varied supplemental materials</li> </ul> | <p><b>504</b></p> <ul style="list-style-type: none"> <li>Printed copy of board work/notes provided</li> <li>Behavior management plan</li> <li>Check work frequently for understanding</li> <li>Extended time on tests/ quizzes</li> <li>Preview of content, concepts, and vocabulary</li> <li>Secure attention before giving instruction/directions</li> <li>Shortened assignments</li> <li>Student working with an assigned partner</li> <li>Teacher initiated weekly assignment sheet</li> <li>Use open book, study guides, test prototypes</li> <li>Flexible grouping</li> <li>Goal setting with students</li> <li>Varied supplemental materials</li> </ul>                          | <ul style="list-style-type: none"> <li>Varying organizers for instructions</li> </ul> <p><b>504</b></p> <ul style="list-style-type: none"> <li>Printed copy of board work/notes provided</li> <li>Behavior management plan</li> <li>Check work frequently for understanding</li> <li>Extended time on tests/ quizzes</li> <li>Preview of content, concepts, and vocabulary</li> <li>Secure attention before giving instruction/directions</li> <li>Shortened assignments</li> <li>Student working with an assigned partner</li> <li>Teacher initiated weekly assignment sheet</li> <li>Use open book, study guides, test prototypes</li> <li>Flexible grouping</li> <li>Goal setting with students</li> <li>Varied supplemental materials</li> </ul> |
| <p><b>INTERDISCIPLINARY CONNECTIONS</b></p> <p><b>21ST CENTURY SKILLS/THEMES (P21.ORG)</b></p> <p><b>TECHNOLOGY INTEGRATION</b></p> <p><b>CAREER EDUCATION (NJDOE CTE Clusters)</b></p> | <p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>English Language Arts</li> <li>Science and Scientific Inquiry (Next Generation)</li> <li>Social Studies, including American History, World History, Geography, Government and Civics, and Economics</li> <li>Technology</li> <li>Visual and Performing Arts</li> <li>World languages</li> </ul> <p><b>21st Century Skills/ Themes</b></p> <ul style="list-style-type: none"> <li>Global Awareness</li> <li>Financial, Economic, Business and Entrepreneurial Literacy</li> <li>Civic Literacy</li> <li>Health Literacy</li> <li>Environmental Literacy</li> <li>Creativity and Innovation</li> </ul> | <p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>English Language Arts</li> <li>Science and Scientific Inquiry (Next Generation)</li> <li>Social Studies, including American History, World History, Geography, Government and Civics, and Economics</li> <li>Technology</li> <li>Visual and Performing Arts</li> <li>World languages</li> </ul> <p><b>21st Century Skills/ Themes</b></p> <ul style="list-style-type: none"> <li>Global Awareness</li> <li>Financial, Economic, Business and Entrepreneurial Literacy</li> <li>Civic Literacy</li> <li>Health Literacy</li> <li>Environmental Literacy</li> <li>Creativity and Innovation</li> </ul>  | <p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>English Language Arts</li> <li>Science and Scientific Inquiry (Next Generation)</li> <li>Social Studies, including American History, World History, Geography, Government and Civics, and Economics</li> <li>Technology</li> <li>Visual and Performing Arts</li> <li>World languages</li> </ul> <p><b>21st Century Skills/ Themes</b></p> <ul style="list-style-type: none"> <li>Global Awareness</li> <li>Financial, Economic, Business and Entrepreneurial Literacy</li> <li>Civic Literacy</li> <li>Health Literacy</li> <li>Environmental Literacy</li> <li>Creativity and Innovation</li> </ul> | <p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>English Language Arts</li> <li>Science and Scientific Inquiry (Next Generation)</li> <li>Social Studies, including American History, World History, Geography, Government and Civics, and Economics</li> <li>Technology</li> <li>Visual and Performing Arts</li> <li>World languages</li> </ul> <p><b>21st Century Skills/ Themes</b></p> <ul style="list-style-type: none"> <li>Global Awareness</li> <li>Financial, Economic, Business and Entrepreneurial Literacy</li> <li>Civic Literacy</li> <li>Health Literacy</li> <li>Environmental Literacy</li> </ul>   |

Critical Thinking  
Problem Solving  
Communication  
Collaboration  
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ICT (Information,  
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**Technology Integration**

IXL  
First in Math  
Kahn Academy  
Online Resources provided  
through textbook  
Math on the Spot Videos  
Animated Math  
Coolmath

**Career Education**

Agriculture, Food &  
Natural Resources  
Architecture &  
Construction  
Arts, A/V Technology &  
Communications  
Business Management &  
Administration  
Education & Training  
Finance  
Government & Public  
Administration  
Health Science  
Hospitality & Tourism  
Human Services  
Information Technology  
Law, Public Safety,  
Corrections & Security  
Manufacturing  
Marketing  
Science, Technology,  
Engineering &  
Mathematics (STEM)  
Transportation,  
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Manufacturing  
Marketing  
Science, Technology,  
Engineering &



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|--|---|---|--|--|
|  |   | Transportation,<br>Distribution & Logistics   | Mathematics (STEM)<br>Transportation,<br>Distribution & Logistics  | Mathematics (STEM)<br>Transportation,<br>Distribution & Logistics  |
| <b>PACING--&gt;</b>                                      | <b>UNIT #5<br/>3 Weeks<br/>(FEBRUARY)</b>   | <b>UNIT #6<br/>3 Weeks<br/>(MARCH)</b>  | <b>UNIT #7<br/>4 Weeks<br/>(MARCH/APRIL)</b>   | <b>UNIT #8<br/>3 Weeks<br/>(MAY/JUNE)</b>  |
| <b>TOPIC/THEME AND OBJECTIVES</b>                        | <b>Measurement and Data</b><br>Reason about and solve one-variable equations and inequalities.<br>Determine solutions to different types of equations.<br>Identify and manipulate inverse equations using different operations.<br>Solve one step addition, subtraction, multiplication, and division equations.<br>Write and solve simple inequalities.<br>Develop the knowledge of how to graph solution sets to simple inequalities. | <b>Fraction Operations Part 1</b><br>Represent and analyze quantitative relationships between dependent and independent variables.<br>Differentiate between dependent and independent variables.<br>Represent the relationship between dependent and independent variables, found in real-life scenarios, with equations, tables, and graphs.                     | <b>Graphing, Geometry, and Measurement</b><br>Apply and extend previous understandings of numbers to the system of rational numbers.<br>Solve real-world and mathematical problems involving area, surface area, and volume.<br>Recognize the different parts of the Cartesian plane.<br>Practice and learn how to graph an ordered pair.<br>Examine polygons in the coordinate plane.<br>Solve problems involving distance between two points.<br>Calculate the area of rectangles, parallelograms, triangles, and trapezoids.<br>Solve for the area of irregular figures and shaded regions.<br>Be introduced to 3-Dimensional solids.<br>Determine the surface area and volume of different solids.<br>Examine polygons in the coordinate plane . | <b>Statistical Variability and Data Displays</b><br>Develop and understanding for statistical variability<br>Review the vocabulary for measurements of center.<br>Practice and strengthen their understanding of measurements of center by working through application problems<br>Review vocabulary for measurements of variation such as min/max, range, quartiles, Outliers, and mean absolute deviation.<br>Practice and strengthen their understanding of center by working through application problems<br>Explore and understand the different ways to display data |
| <b>ESSENTIAL QUESTIONS &amp; ENDURING UNDERSTANDINGS</b> | <ul style="list-style-type: none"> <li>• How are inequalities different than equality equations?</li> <li>• How will inequalities help model real world problems?</li> <li>• Inequalities are used in real world problems.</li> <li>• Inequalities can be modeled using number lines and solved using different operations</li> <li>• Inequalities are manipulated</li> </ul>   | <ul style="list-style-type: none"> <li>• How can equations, tables, and graphs be used to represent real-life scenarios?</li> <li>• When the value of one variable depends on the value of another, it is called a dependent variable; when the value of one variable does not depend on the value of the other, it is called an independent variable.</li> </ul> | <ul style="list-style-type: none"> <li>• What is the Cartesian plane and what does an ordered pair represent?</li> <li>• How is the area of a figure calculated?</li> <li>• How do irregular figures and shaded region affect the area of the figure?</li> <li>• What is a 3-Dimensional figure compared to a 2-Dimensional</li> </ul>   | <ul style="list-style-type: none"> <li>• What are the ways to organize, measure, and display data?</li> <li>• Measurements of center and variation are essential to analyze data.</li> <li>• Measurements of center and variation are Data displays are essential in organizing data.</li> </ul>   |

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|                  | similarly to equality equations.  | <ul style="list-style-type: none"> <li>A table can show the relationship between a dependent and independent variable.</li> </ul>   | <p>figure?</p> <ul style="list-style-type: none"> <li>Are surface area and volume the same as area?</li> <li>The Cartesian plane and ordered pairs can be utilized to represent real world application problems.</li> <li>The area of different figures can be calculated using different, yet similar formulas.</li> <li>3-Dimensional solids have unique properties and characteristics.</li> <li>Surface area and volume can be calculated using formulas.</li> <li>Polygons can be represented in a coordinate plane.</li> </ul>   |   |
| <b>STANDARDS</b> | <p><b>6.EE.B.5</b><br/>Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p> <p><b>6.EE.B.7</b><br/>Solve real-world and mathematical problems by writing and solving equations of the form <math>x + p = q</math> and <math>px = q</math> for cases in which <math>p</math>, <math>q</math> and <math>x</math> are all nonnegative rational numbers.</p> <p><b>6.EE.B.8</b><br/>Write an inequality of the form <math>x &gt; c</math> or <math>x &lt; c</math> to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form <math>x &gt; c</math> or <math>x &lt; c</math> have infinitely many solutions; represent solutions of such inequalities on number line diagrams</p> | <p><b>6.EE.C.9</b><br/>Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.<br/>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation <math>d = 65t</math> to represent the relationship between distance and time.</p> | <p><b>6.NS.C.8</b><br/>Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p> <p><b>6.G.A.3</b><br/>Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.</p> <p><b>6.G.A.1</b><br/>Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.</p> <p><b>6.G.A.2</b><br/>Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of</p> | <p><b>6.SP.A.1</b><br/>Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.<br/><i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i></p> <p><b>6.SP.A.2</b><br/>Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</p> <p><b>6.SP.A.3</b><br/>Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</p> <p><b>6.SP.B.5</b><br/>Summarize numerical data sets in relation to their context, such as by:<br/>6.SP.B.5a. Reporting the number of observations.<br/><br/>6.SP.B.5b. Describing the nature of the attribute under investigation,</p> |

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|  |  |  | <p>the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas <math>V = l w h</math> and <math>V = B h</math> to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p> <p><b>6.G.A.4</b><br/> <b>Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.</b></p> | <p>including how it was measured and its units of measurement.</p> <p>6.SP.B.5c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</p> <p>6.SP.B.5d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</p> |
| <b>INSTRUCTIONAL PROCEDURES</b>                                | <p><b>Whole Group</b><br/> -Introduction to check for previous understanding<br/> -Class Discussion<br/> -Structured Notes and Examples</p> <p><b>Individual</b><br/> -Provide opportunity for individual practice<br/> -Tiered level questions</p> <p><b>Small Groups</b><br/> Partner work<br/> Mini Lesson<br/> Use of manipulatives<br/> Centers<br/> Investigations</p> | <p><b>Whole Group</b><br/> -Introduction to check for previous understanding<br/> -Class Discussion<br/> -Structured Notes and Examples</p> <p><b>Individual</b><br/> -Provide opportunity for individual practice<br/> -Tiered level questions</p> <p><b>Small Groups</b><br/> Partner work<br/> Mini Lesson<br/> Use of manipulatives<br/> Centers<br/> Investigations</p> | <p><b>Whole Group</b><br/> -Introduction to check for previous understanding<br/> -Class Discussion<br/> -Structured Notes and Examples</p> <p><b>Individual</b><br/> -Provide opportunity for individual practice<br/> -Tiered level questions</p> <p><b>Small Groups</b><br/> Partner work<br/> Mini Lesson<br/> Use of manipulatives<br/> Centers<br/> Investigations</p>   | <p><b>Whole Group</b><br/> -Introduction to check for previous understanding<br/> -Class Discussion<br/> -Structured Notes and Examples</p> <p><b>Individual</b><br/> -Provide opportunity for individual practice<br/> -Tiered level questions</p> <p><b>Small Groups</b><br/> Partner work<br/> Mini Lesson<br/> Use of manipulatives<br/> Centers<br/> Investigations</p>  |
| <b>INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS</b> | <p><b>Materials</b></p> <p><b>Leveled Texts</b></p>  | <p><b>Materials</b></p> <p><b>Leveled Texts</b></p>  | <p><b>Materials</b></p> <p><b>Leveled Texts</b></p>  | <p><b>Materials</b></p> <p><b>Leveled Texts</b></p>   |
| <b>ASSESSMENTS</b>   | <p><b>Formative</b><br/> Quizzes<br/> Homework/classwork<br/> Q and A<br/> Labs/Projects<br/> IXL.com<br/> Firstinmath.com</p>   | <p><b>Formative</b><br/> Quizzes<br/> Homework/classwork<br/> Q and A<br/> Labs/Projects<br/> IXL.com<br/> Firstinmath.com</p>   | <p><b>Formative</b><br/> Quizzes<br/> Homework/classwork<br/> Q and A<br/> Labs/Projects<br/> IXL.com<br/> Firstinmath.com</p>   | <p><b>Formative</b><br/> Quizzes<br/> Homework/classwork<br/> Q and A<br/> Labs/Projects<br/> IXL.com<br/> Firstinmath.com</p>  |

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|                       | <p><b>Summative</b><br/>Unit Test<br/><b>Benchmark</b><br/>Unit Assessment<br/>MAP Assessment<br/>Easy CBM<br/>ADAM<br/><b>Alternative</b><br/>Choice boards - projects<br/>Skit<br/>Demonstration<br/>Journaling<br/>Self Assessment<br/>Conferencing</p>  | <p><b>Summative</b><br/>Unit Test<br/><b>Benchmark</b><br/>Unit Assessment<br/>MAP Assessment<br/>Easy CBM<br/>ADAM<br/><b>Alternative</b><br/>Choice boards - projects<br/>Skit<br/>Demonstration<br/>Journaling<br/>Self Assessment<br/>Conferencing</p>   | <p><b>Summative</b><br/>Unit Test<br/><b>Benchmark</b><br/>Unit Assessment<br/>MAP Assessment<br/>Easy CBM<br/>ADAM<br/><b>Alternative</b><br/>Choice boards - projects<br/>Skit<br/>Demonstration<br/>Journaling<br/>Self Assessment<br/>Conferencing</p>  | <p><b>Summative</b><br/>Unit Test<br/><b>Benchmark</b><br/>Unit Assessment<br/>MAP Assessment<br/>Easy CBM<br/>ADAM<br/><b>Alternative</b><br/>Choice boards - projects<br/>Skit<br/>Demonstration<br/>Journaling<br/>Self Assessment<br/>Conferencing</p>  |
| <b>ACCOMMODATIONS</b> | <p><b>Special Education</b><br/>Printed copy of board work/notes provided<br/>Extended time on tests/ quizzes<br/>Behavior management plan<br/>Highlighted text visual presentation<br/>Modified test content, format, or length<br/>Multi-sensory presentation<br/>Preview of content, concepts, and vocabulary<br/>Shortened assignments<br/>Use open book, study guides, test prototypes<br/>Flexible grouping<br/>Goal setting with students<br/>Mini workshops to re-teach or extend skills Open-ended activities<br/>Think-Pair-Share<br/>Varied supplemental materials</p> <p><b>ELL</b><br/>Allowing students to correct errors (looking for understanding)<br/>Teaching key aspects of a topic<br/>Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify<br/>allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning<br/>Decreasing the amount of work</p> | <p><b>Special Education</b><br/>Printed copy of board work/notes provided<br/>Extended time on tests/ quizzes<br/>Behavior management plan<br/>Highlighted text visual presentation<br/>Modified test content, format, or length<br/>Multi-sensory presentation<br/>Preview of content, concepts, and vocabulary<br/>Shortened assignments<br/>Use open book, study guides, test prototypes<br/>Flexible grouping<br/>Goal setting with students<br/>Mini workshops to re-teach or extend skills Open-ended activities<br/>Think-Pair-Share<br/>Varied supplemental materials</p> <p><b>ELL</b><br/>Allowing students to correct errors (looking for understanding)<br/>Teaching key aspects of a topic<br/>Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify<br/>allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to</p> | <p><b>Special Education</b><br/>Printed copy of board work/notes provided<br/>Extended time on tests/ quizzes<br/>Behavior management plan<br/>Highlighted text visual presentation<br/>Modified test content, format, or length<br/>Multi-sensory presentation<br/>Preview of content, concepts, and vocabulary<br/>Shortened assignments<br/>Use open book, study guides, test prototypes<br/>Flexible grouping<br/>Goal setting with students<br/>Mini workshops to re-teach or extend skills Open-ended activities<br/>Think-Pair-Share<br/>Varied supplemental materials</p> <p><b>ELL</b><br/>Allowing students to correct errors (looking for understanding)<br/>Teaching key aspects of a topic<br/>Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify<br/>allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning<br/>Decreasing the amount of work</p> | <p><b>Special Education</b><br/>Printed copy of board work/notes provided<br/>Extended time on tests/ quizzes<br/>Behavior management plan<br/>Highlighted text visual presentation<br/>Modified test content, format, or length<br/>Multi-sensory presentation<br/>Preview of content, concepts, and vocabulary<br/>Shortened assignments<br/>Use open book, study guides, test prototypes<br/>Flexible grouping<br/>Goal setting with students<br/>Mini workshops to re-teach or extend skills Open-ended activities<br/>Think-Pair-Share<br/>Varied supplemental materials</p> <p><b>ELL</b><br/>Allowing students to correct errors (looking for understanding)<br/>Teaching key aspects of a topic<br/>Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify<br/>allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning</p> |

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|  | <p>presented or required<br/>         Having peers take notes or providing a copy of the teacher's notes<br/>         Reducing the number of answer choices on a multiple choice test Using true/false, matching, or fill in the blank tests in lieu of essay tests</p> <p><b>At Risk</b></p> <p>Allowing the use of notes or open-book during testing<br/>         Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test<br/>         decreasing the amount of work presented or required .<br/>         Providing study guides<br/>         Tutoring by peers<br/>         Using authentic assessments with real-life problem-solving<br/>         Using true/false, matching, or fill in the blank tests in lieu of essay tests<br/>         using videos, illustrations, pictures, and drawings to explain or clarify<br/>         Flexible grouping<br/>         Goal setting with students<br/>         Mini workshops to re-teach or extend skills Open-ended activities<br/>         Varied supplemental materials</p> <p><b>Gifted and Talented</b></p> <p>Alternative formative and summative assessments<br/>         Choice boards<br/>         Games and tournaments<br/>         Group investigations<br/>         Independent projects<br/>         Learning contracts<br/>         Multiple intelligence options<br/>         Personal agendas<br/>         Project-based learning<br/>         Problem-based learning<br/>         Stations/centers<br/>         Varying organizers for</p> | <p>demonstrate student's learning<br/>         Decreasing the amount of work presented or required<br/>         Having peers take notes or providing a copy of the teacher's notes<br/>         Reducing the number of answer choices on a multiple choice test Using true/false, matching, or fill in the blank tests in lieu of essay tests</p> <p><b>At Risk</b></p> <p>Allowing the use of notes or open-book during testing<br/>         Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test<br/>         decreasing the amount of work presented or required .<br/>         Providing study guides<br/>         Tutoring by peers<br/>         Using authentic assessments with real-life problem-solving<br/>         Using true/false, matching, or fill in the blank tests in lieu of essay tests<br/>         using videos, illustrations, pictures, and drawings to explain or clarify<br/>         Flexible grouping<br/>         Goal setting with students<br/>         Mini workshops to re-teach or extend skills Open-ended activities<br/>         Varied supplemental materials</p> <p><b>Gifted and Talented</b></p> <p>Alternative formative and summative assessments<br/>         Choice boards<br/>         Games and tournaments<br/>         Group investigations<br/>         Independent projects<br/>         Learning contracts<br/>         Multiple intelligence options<br/>         Personal agendas<br/>         Project-based learning<br/>         Problem-based learning<br/>         Stations/centers</p> | <p>presented or required<br/>         Having peers take notes or providing a copy of the teacher's notes<br/>         Reducing the number of answer choices on a multiple choice test Using true/false, matching, or fill in the blank tests in lieu of essay tests</p> <p><b>At Risk</b></p> <p>Allowing the use of notes or open-book during testing<br/>         Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test<br/>         decreasing the amount of work presented or required 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notes or providing a copy of the teacher's notes<br/>         Reducing the number of answer choices on a multiple choice test Using true/false, matching, or fill in the blank tests in lieu of essay tests</p> <p><b>At Risk</b></p> <p>Allowing the use of notes or open-book during testing<br/>         Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test<br/>         decreasing the amount of work presented or required .<br/>         Providing study guides<br/>         Tutoring by peers<br/>         Using authentic assessments with real-life problem-solving<br/>         Using true/false, matching, or fill in the blank tests in lieu of essay tests<br/>         using videos, illustrations, pictures, and drawings to explain or clarify<br/>         Flexible grouping<br/>         Goal setting with students<br/>         Mini workshops to re-teach or extend skills Open-ended activities<br/>         Varied supplemental materials</p> <p><b>Gifted and Talented</b></p> <p>Alternative formative and summative assessments<br/>         Choice boards<br/>         Games and tournaments<br/>         Group investigations<br/>         Independent projects<br/>         Learning contracts<br/>         Multiple intelligence options<br/>         Personal agendas<br/>         Project-based learning<br/>         Problem-based learning<br/>         Stations/centers</p> |
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|   | <p>instructions</p> <p><b>504</b></p> <ul style="list-style-type: none"> <li>Printed copy of board work/notes provided</li> <li>Behavior management plan</li> <li>Check work frequently for understanding</li> <li>Extended time on tests/ quizzes</li> <li>Preview of content, concepts, and vocabulary</li> <li>Secure attention before giving instruction/directions</li> <li>Shortened assignments</li> <li>Student working with an assigned partner</li> <li>Seacher initiated weekly assignment sheet</li> <li>Use open book, study guides, test prototypes</li> <li>Flexible grouping</li> <li>Goal setting with students</li> <li>Varied supplemental materials</li> </ul> | <p>Varying organizers for instructions</p> <p><b>504</b></p> <ul style="list-style-type: none"> <li>Printed copy of board work/notes provided</li> <li>Behavior management plan</li> <li>Check work frequently for understanding</li> <li>Extended time on tests/ quizzes</li> <li>Preview of content, concepts, and vocabulary</li> <li>Secure attention before giving instruction/directions</li> <li>Shortened assignments</li> <li>Student working with an assigned partner</li> <li>Seacher initiated weekly assignment sheet</li> <li>Use open book, study guides, test prototypes</li> <li>Flexible grouping</li> <li>Goal setting with students</li> <li>Varied supplemental materials</li> </ul> | <p>Stations/centers</p> <p>Varying organizers for instructions</p> <p><b>504</b></p> <ul style="list-style-type: none"> <li>Printed copy of board work/notes provided</li> <li>Behavior management plan</li> <li>Check work frequently for understanding</li> <li>Extended time on tests/ quizzes</li> <li>Preview of content, concepts, and vocabulary</li> <li>Secure attention before giving instruction/directions</li> <li>Shortened assignments</li> <li>Student working with an assigned partner</li> <li>Seacher initiated weekly assignment sheet</li> <li>Use open book, study guides, test prototypes</li> <li>Flexible grouping</li> <li>Goal setting with students</li> <li>Varied supplemental materials</li> </ul> | <p>Varying organizers for instructions</p> <p><b>504</b></p> <ul style="list-style-type: none"> <li>Printed copy of board work/notes provided</li> <li>Behavior management plan</li> <li>Check work frequently for understanding</li> <li>Extended time on tests/ quizzes</li> <li>Preview of content, concepts, and vocabulary</li> <li>Secure attention before giving instruction/directions</li> <li>Shortened assignments</li> <li>Student working with an assigned partner</li> <li>Seacher initiated weekly assignment sheet</li> <li>Use open book, study guides, test prototypes</li> <li>Flexible grouping</li> <li>Goal setting with students</li> <li>Varied supplemental materials</li> </ul> |
| <p><b>INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS</b></p> | <p><b>Materials</b></p> <p>Belvidere<br/>Envision 2.0<br/>IXL<br/>First in Math<br/>Teacher created materials and assessments</p> <p>Hope:<br/>-Teacher created materials and assessments<br/>-nwea MAP testing<br/>-kahnacademy.com</p> <p><b>Harmony</b><br/>GoMath text books<br/>GoMath consumable workbooks<br/>Personal Math Trainer<br/>Animated Math<br/>IXL</p>   | <p><b>Materials</b></p> <p>Belvidere<br/>Envision 2.0<br/>IXL<br/>First in Math<br/>Teacher created materials and assessments</p> <p>Hope:<br/>-Teacher created materials and assessments<br/>-nwea MAP testing<br/>-kahnacademy.com</p> <p><b>Harmony</b><br/>GoMath text books<br/>GoMath consumable workbooks<br/>Personal Math Trainer<br/>Animated Math<br/>IXL</p>  | <p><b>Materials</b></p> <p>Belvidere<br/>Envision 2.0<br/>IXL<br/>First in Math<br/>Teacher created materials and assessments</p> <p>Hope:<br/>-Teacher created materials and assessments<br/>-nwea MAP testing<br/>-kahnacademy.com</p> <p><b>Harmony</b><br/>GoMath text books<br/>GoMath consumable workbooks<br/>Personal Math Trainer<br/>Animated Math<br/>IXL</p>  | <p><b>Materials</b></p> <p>Belvidere<br/>Envision 2.0<br/>IXL<br/>First in Math<br/>Teacher created materials and assessments</p> <p>Hope:<br/>-Teacher created materials and assessments<br/>-nwea MAP testing<br/>-kahnacademy.com</p> <p><b>Harmony</b><br/>GoMath text books<br/>GoMath consumable workbooks<br/>IXL<br/>Personal Math Trainer<br/>Animated Math</p>  |

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|  | <p>Teacher created materials and assessments<br/>Scholastic Math Reads</p> <p>White:<br/>-Pearson -Mathematics course 1</p> <p><b><u>Leveled Questions</u></b><br/>Problems to be tiered and assigned based on students' readiness level.</p> | <p>Teacher created materials and assessments<br/>Scholastic Math Reads</p> <p>White:<br/>-Pearson -Mathematics course 1</p> <p><b><u>Leveled Questions</u></b><br/>Problems to be tiered and assigned based on students' readiness level.</p> | <p>Teacher created materials and assessments<br/>Scholastic Math Reads</p> <p>White:<br/>-Pearson -Mathematics course 1</p> <p><b><u>Leveled Questions</u></b><br/>Problems to be tiered and assigned based on students' readiness level.</p> | <p>Teacher created materials and assessments<br/>Scholastic Math Reads</p> <p>White:<br/>-Pearson -Mathematics course 1</p> <p><b><u>Leveled Questions</u></b><br/>Problems to be tiered and assigned based on students' readiness level.</p> |
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| <p><b>INTERDISCIPLINARY CONNECTIONS</b></p> <p><b>21ST CENTURY SKILLS/THEMES (P21.ORG)</b></p> <p><b>TECHNOLOGY INTEGRATION</b></p> <p><b>CAREER EDUCATION (NJDOE CTE Clusters)</b></p> | <p><b>Interdisciplinary Connections</b></p> <p>English Language Arts<br/>Science and Scientific Inquiry (Next Generation)<br/>Social Studies, including American History, World History, Geography, Government and Civics, and Economics<br/>Technology<br/>Visual and Performing Arts<br/>World languages</p> <p><b>21st Century Skills/ Themes</b></p> <p>Global Awareness<br/>Financial, Economic, Business and Entrepreneurial Literacy<br/>Civic Literacy<br/>Health Literacy<br/>Environmental Literacy<br/>Creativity and Innovation<br/>Critical Thinking<br/>Problem Solving<br/>Communication<br/>Collaboration<br/>Information Literacy<br/>Media Literacy<br/>ICT (Information, Communication and Technology) Literacy</p> <p><b>Technology Integration</b></p> <p>IXL<br/>First in Math<br/>Kahn Academy<br/>Online Resources provided through textbook<br/>Math on the Spot<br/>Animated Math</p> | <p><b>Interdisciplinary Connections</b></p> <p>English Language Arts<br/>Science and Scientific Inquiry (Next Generation)<br/>Social Studies, including American History, World History, Geography, Government and Civics, and Economics<br/>Technology<br/>Visual and Performing Arts<br/>World languages</p> <p><b>21st Century Skills/ Themes</b></p> <p>Global Awareness<br/>Financial, Economic, Business and Entrepreneurial Literacy<br/>Civic Literacy<br/>Health Literacy<br/>Environmental Literacy<br/>Creativity and Innovation<br/>Critical Thinking<br/>Problem Solving<br/>Communication<br/>Collaboration<br/>Information Literacy<br/>Media Literacy<br/>ICT (Information, Communication and Technology) Literacy</p> <p><b>Technology Integration</b></p> <p>IXL<br/>First in Math<br/>Kahn Academy<br/>Online Resources provided through textbook<br/>Math on the Spot<br/>Animated Math<br/>Coolmath</p> | <p><b>Interdisciplinary Connections</b></p> <p>English Language Arts<br/>Science and Scientific Inquiry (Next Generation)<br/>Social Studies, including American History, World History, Geography, Government and Civics, and Economics<br/>Technology<br/>Visual and Performing Arts<br/>World languages</p> <p><b>21st Century Skills/ Themes</b></p> <p>Global Awareness<br/>Financial, Economic, Business and Entrepreneurial Literacy<br/>Civic Literacy<br/>Health Literacy<br/>Environmental Literacy<br/>Creativity and Innovation<br/>Critical Thinking<br/>Problem Solving<br/>Communication<br/>Collaboration<br/>Information Literacy<br/>Media Literacy<br/>ICT (Information, Communication and Technology) Literacy</p> <p><b>Technology Integration</b></p> <p>IXL<br/>First in Math<br/>Kahn Academy<br/>Online Resources provided through textbook<br/>Math on the Spot<br/>Animated Math</p> | <p><b>Interdisciplinary Connections</b></p> <p>English Language Arts<br/>Science and Scientific Inquiry (Next Generation)<br/>Social Studies, including American History, World History, Geography, Government and Civics, and Economics<br/>Technology<br/>Visual and Performing Arts<br/>World languages</p> <p><b>21st Century Skills/ Themes</b></p> <p>Global Awareness<br/>Financial, Economic, Business and Entrepreneurial Literacy<br/>Civic Literacy<br/>Health Literacy<br/>Environmental Literacy<br/>Creativity and Innovation<br/>Critical Thinking<br/>Problem Solving<br/>Communication<br/>Collaboration<br/>Information Literacy<br/>Media Literacy<br/>ICT (Information, Communication and Technology) Literacy</p> <p><b>Technology Integration</b></p> <p>IXL<br/>First in Math<br/>Kahn Academy<br/>Online Resources provided through textbook<br/>Math on the Spot<br/>Animated Math</p> |
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|  | <p>Coolmath</p> <p><b>Career Education</b></p> <ul style="list-style-type: none"> <li>- Agriculture, Food &amp; Natural Resources</li> <li>- Architecture &amp; Construction</li> <li>- Arts, A/V Technology &amp; Communications</li> <li>- Business Management &amp; Administration</li> <li>- Education &amp; Training</li> <li>- Finance</li> <li>- Government &amp; Public Administration</li> <li>- Health Science</li> <li>- Hospitality &amp; Tourism</li> <li>- Human Services</li> <li>- Information Technology</li> <li>- Law, Public Safety, Corrections &amp; Security</li> <li>- Manufacturing</li> <li>- Marketing</li> <li>- Science, Technology, Engineering &amp; Mathematics (STEM)</li> <li>- Transportation, Distribution &amp; Logistics</li> </ul> | <p><b>Career Education</b></p> <ul style="list-style-type: none"> <li>- Agriculture, Food &amp; Natural Resources</li> <li>- Architecture &amp; Construction</li> <li>- Arts, A/V Technology &amp; Communications</li> <li>- Business Management &amp; Administration</li> <li>- Education &amp; Training</li> <li>- Finance</li> <li>- Government &amp; Public Administration</li> <li>- Health Science</li> <li>- Hospitality &amp; Tourism</li> <li>- Human Services</li> <li>- Information Technology</li> <li>- Law, Public Safety, Corrections &amp; Security</li> <li>- Manufacturing</li> <li>- Marketing</li> <li>- Science, Technology, Engineering &amp; Mathematics (STEM)</li> <li>- Transportation, Distribution &amp; Logistics</li> </ul> | <p>Coolmath</p> <p><b>Career Education</b></p> <ul style="list-style-type: none"> <li>- Agriculture, Food &amp; Natural Resources</li> <li>- Architecture &amp; Construction</li> <li>- Arts, A/V Technology &amp; Communications</li> <li>- Business Management &amp; Administration</li> <li>- Education &amp; Training</li> <li>- Finance</li> <li>- Government &amp; Public Administration</li> <li>- Health Science</li> <li>- Hospitality &amp; Tourism</li> <li>- Human Services</li> <li>- Information Technology</li> <li>- Law, Public Safety, Corrections &amp; Security</li> <li>- Manufacturing</li> <li>- Marketing</li> <li>- Science, Technology, Engineering &amp; Mathematics (STEM)</li> <li>- Transportation, Distribution &amp; Logistics</li> </ul> | <p>Coolmath</p> <p><b>Career Education</b></p> <ul style="list-style-type: none"> <li>- Agriculture, Food &amp; Natural Resources</li> <li>- Architecture &amp; Construction</li> <li>- Arts, A/V Technology &amp; Communications</li> <li>- Business Management &amp; Administration</li> <li>- Education &amp; Training</li> <li>- Finance</li> <li>- Government &amp; Public Administration</li> <li>- Health Science</li> <li>- Hospitality &amp; Tourism</li> <li>- Human Services</li> <li>- Information Technology</li> <li>- Law, Public Safety, Corrections &amp; Security</li> <li>- Manufacturing</li> <li>- Marketing</li> <li>- Science, Technology, Engineering &amp; Mathematics (STEM)</li> <li>- Transportation, Distribution &amp; Logistics</li> </ul> |
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