

BELVIDERE CLUSTER CURRICULUM MAP - Updated July 2019

SUBJECT: Math

GRADE: Grade 7

PACING-->	UNIT #1 5 Weeks (September/October)	UNIT #2 3 Weeks (October)	UNIT #3 4 Weeks (NOVEMBER/December)	UNIT #4 5 Weeks (December/January)
TOPIC/THEME AND OBJECTIVES	<p>Numbers and Operations</p> <ul style="list-style-type: none"> Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational number. Applying their prior knowledge of the number system to problems involving rational numbers. Add, subtract, multiply and divide rational numbers. Transform rational numbers into decimals. Solve real world problems using rational numbers. 	<p>Expressions</p> <ul style="list-style-type: none"> Apply and extend previous understandings of operations with fractions. Use properties of operations to generate equivalent expressions. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Identify constants, coefficients, and variables in an algebraic expression. Evaluate a numerical expression using the correct order of operations. Use the distributive property to simplify algebraic expressions. Learn to simplify algebraic expressions by combining like terms. Translate verbal phrases into mathematical and algebraic expressions. Evaluate algebraic expressions when each variable is assigned a value using substitution and the order of operations. 	<p>Equations and Inequalities</p> <p>Use properties of operations to generate equivalent expressions.</p> <p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Examine commutative and associative properties of different equations.</p> <p>Combine like terms within an equation and learn to use the distributive property to solve equations.</p> <p>Solve multi-step equations involving different techniques.</p> <p>Graph and solve inequalities involving addition, subtraction, multiplication, and division.</p>	<p>Ratios and Proportions</p> <p>Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>Draw, construct, and describe geometrical figures and describe the relationships between them.</p> <p>Write ratios for various situations.</p> <p>Determine if ratios are equivalent as well as how to determine an unknown in an equivalent ratio.</p> <p>Calculate unit rates to solve word problems.</p> <p>Use proportions to solve problems.</p> <p>Use proportions to determine the relationship in a table and graph, determine the constant of proportionality, write equations and understand graphs or proportions.</p> <p>Use proportions to solve problems involving scale drawings and similar figures.</p>
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	<ul style="list-style-type: none"> How do operations affect rational numbers? How can we use rational numbers to solve real world application problems? Previous understanding of operations of numbers can be directly applied to rational numbers. Rational numbers can be used 	<ul style="list-style-type: none"> What is a numeric expression & how is it evaluated? What is an algebraic expression & how is it simplified? How is an algebraic expression evaluated? A numeric expression is an expression of numbers and operations. When evaluating them, there is a specific order, 	<ul style="list-style-type: none"> How are equations solved? What are different properties of equations and how can they help solve them? What happens when two sides of an equation are not equal? Equations can be solved using different properties. Sometimes there is more than one step to solve in an 	<ul style="list-style-type: none"> How do you recognize and represent proportional relationships between quantities? How do you apply proportions? Utilize proportional relationships to solve real-world problems.

	to solve real word problems.	<p>called the order of operations.</p> <ul style="list-style-type: none"> An algebraic expression is an expression that contains both numbers and variables that is simplified using the distributive property and combining like terms. An algebraic expression is evaluated using substitution followed by the order of operations. 	<p>equation.</p> <ul style="list-style-type: none"> Inequalities are used when solving for real life application problems. 	
STANDARDS	<p>7.NS.A.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line.</p> <p>7.NS.A.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>7.NS.A.3 Solve real-world and mathematical problems involving the four operations with rational numbers.</p>	<p>7.NS.A.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line. <i>7.NS.A.1d. Apply properties of operations as strategies to add and subtract rational numbers.</i></p> <p>7.NS.A.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>7.NS.A.3 Solve real-world and mathematical problems involving the four operations with rational numbers.</p> <p>7.EE.A.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p> <p>7.EE.A.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."</p>	<p>7.EE.A.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p> <p>7.EE.A.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."</p> <p>7.EE.B.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the</p>	<p>7.RP.A.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction mph, equivalently 2 mph.</p> <p>7.RP.A.2 Recognize and represent proportional relationships between quantities.</p> <p>7..RP.A.2a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.</p> <p>7.RP.A.2b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships</p> <p>7.RP.A.2c. Represent proportional relationships by equations For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$</p>

		<p>7.EE.B.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</p>	<p>exact computation.</p> <p>7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>7.EE.B.4a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</p> <p>7.EE.B.4b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.</p> <p>For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions. *(benchmarked)</p>	<p>7.RP.A.2d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.</p> <p>7.G.A.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p>
<p>INSTRUCTIONAL PROCEDURES</p>	<p>Whole Group -Introduction to check for previous understanding -Class Discussion -Structured Notes and Examples</p> <p>Individual -Provide opportunity for individual practice -Tiered level questions</p>	<p>Whole Group -Introduction to check for previous understanding -Class Discussion -Structured Notes and Examples</p> <p>Individual -Provide opportunity for individual practice -Tiered level questions</p>	<p>Whole Group -Introduction to check for previous understanding -Class Discussion -Structured Notes and Examples</p> <p>Individual -Provide opportunity for individual practice -Tiered level questions</p>	<p>Whole Group -Introduction to check for previous understanding -Class Discussion -Structured Notes and Examples</p> <p>Individual -Provide opportunity for individual practice -Tiered level questions</p>

	<p>Small Groups Partner work Mini Lesson Use of manipulatives Centers Investigations</p>	<p>Small Groups Partner work Mini Lesson Use of manipulatives Centers Investigations</p>	<p>Small Groups Partner work Mini Lesson Use of manipulatives Centers Investigations</p>	<p>Small Groups Partner work Mini Lesson Use of manipulatives Centers Investigations</p>
	<p>Materials</p> <p><u>Belvidere</u> Envision 2.0 Grade 7 and Grade 7 Accelerated IXL First in Math Teacher created materials and assessments</p> <p>Hope: -Teacher created materials and assessments -nwea MAP testing -kahnacademy.com</p> <p>Harmony GoMath text books GoMath consumable workbooks Personal Math Trainer Animated Math IXL Teacher created materials and assessments Scholastic Math Reads</p> <p>White: -Pearson -Mathematics course 2</p> <p>Leveled Questions Problems to be tiered and assigned based on students' readiness level.</p>	<p>Materials</p> <p><u>Belvidere</u> Envision 2.0 Grade 7 and Grade 7 Accelerated IXL First in Math Teacher created materials and assessments</p> <p>Hope: -Teacher created materials and assessments -nwea MAP testing -kahnacademy.com</p> <p>Harmony GoMath text books GoMath consumable workbooks Personal Math Trainer Animated Math IXL Teacher created materials and assessments Scholastic Math Reads</p> <p>White: -Pearson -Mathematics course 2</p> <p>Leveled Questions Problems to be tiered and assigned based on students' readiness level.</p>	<p>Materials</p> <p><u>Belvidere</u> Envision 2.0 Grade 7 and Grade 7 Accelerated IXL First in Math Teacher created materials and assessments</p> <p>Hope: -Teacher created materials and assessments -nwea MAP testing -kahnacademy.com</p> <p>Harmony GoMath text books GoMath consumable workbooks Personal Math Trainer Animated Math IXL Teacher created materials and assessments Scholastic Math Reads</p> <p>White: -Pearson -Mathematics course 2</p> <p>Leveled Questions Problems to be tiered and assigned based on students' readiness level.</p>	<p>Materials</p> <p><u>Belvidere</u> Envision 2.0 Grade 7 and Grade 7 Accelerated IXL First in Math Teacher created materials and assessments</p> <p>Hope: -Teacher created materials and assessments -nwea MAP testing -kahnacademy.com</p> <p>Harmony GoMath text books GoMath consumable workbooks Personal Math Trainer Animated Math IXL Teacher created materials and assessments Scholastic Math Reads</p> <p>White: -Pearson -Mathematics course 2</p> <p>Leveled Questions Problems to be tiered and assigned based on students' readiness level.</p>

ASSESSMENTS	<p>Formative Quizzes Homework/classwork Q and A Labs/Projects IXL.com Firstinmath.com</p> <p>Summative Unit Test</p> <p>Benchmark Unit Assessment MAP Assessment Easy CBM ADAM</p> <p>Alternative Choice boards - projects Skit Demonstration Journaling Self Assessment Conferencing</p>	<p>Formative Quizzes Homework/classwork Q and A Labs/Projects IXL.com Firstinmath.com</p> <p>Summative Unit Test</p> <p>Benchmark Unit Assessment MAP Assessment Easy CBM ADAM</p> <p>Alternative Choice boards - projects Skit Demonstration Journaling Self Assessment Conferencing</p>	<p>Formative Quizzes Homework/classwork Q and A Labs/Projects IXL.com Firstinmath.com</p> <p>Summative Unit Test</p> <p>Benchmark Unit Assessment MAP Assessment Easy CBM ADAM</p> <p>Alternative Choice boards - projects Skit Demonstration Journaling Self Assessment Conferencing</p>	<p>Formative Quizzes Homework/classwork Q and A Labs/Projects IXL.com Firstinmath.com</p> <p>Summative Unit Test</p> <p>Benchmark Unit Assessment MAP Assessment Easy CBM ADAM</p> <p>Alternative Choice boards - projects Skit Demonstration Journaling Self Assessment Conferencing</p>
ACCOMMODATIONS	<p>Special Education</p> <ul style="list-style-type: none"> - Printed copy of board work/notes provided - Additional time for skill mastery - Assistive technology - Behavior management plan - Center-Based Instruction - Check work frequently for understanding - Computer or electronic device utilization - Extended time on tests/quizzes - Have student repeat directions to check for understanding - Highlighted text visual presentation - Modified assignment format - Modified test content - Modified test format - Modified test length 	<p>Special Education</p> <ul style="list-style-type: none"> - Printed copy of board work/notes provided - Additional time for skill mastery - Assistive technology - Behavior management plan - Center-Based Instruction - Check work frequently for understanding - Computer or electronic device utilization - Extended time on tests/quizzes - Have student repeat directions to check for understanding - Highlighted text visual presentation - Modified assignment format - Modified test content - Modified test format - Modified test length 	<p>Special Education</p> <ul style="list-style-type: none"> - Printed copy of board work/notes provided - Additional time for skill mastery - Assistive technology - Behavior management plan - Center-Based Instruction - Check work frequently for understanding - Computer or electronic device utilization - Extended time on tests/quizzes - Have student repeat directions to check for understanding - Highlighted text visual presentation - Modified assignment format - Modified test content - Modified test format - Modified test length 	<p>Special Education</p> <ul style="list-style-type: none"> - Printed copy of board work/notes provided - Additional time for skill mastery - Assistive technology - Behavior management plan - Center-Based Instruction - Check work frequently for understanding - Computer or electronic device utilization - Extended time on tests/quizzes - Have student repeat directions to check for understanding - Highlighted text visual presentation - Modified assignment format - Modified test content - Modified test format - Modified test length

<ul style="list-style-type: none"> - Multiple test sessions - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Reduced/shortened reading assignments - Secure attention before giving instruction/directions - Shortened assignments - Student working with an assigned partner - Teacher initiated weekly assignment sheet - Use open book, study guides, test prototypes - Choice of books or activities - Cubing activities - Exploration by interest - Flexible grouping - Goal setting with students - Jigsaw - Mini workshops to re-teach or extend skills - Open-ended activities - Think-Pair-Share - Varied supplemental materials 	<ul style="list-style-type: none"> - Multiple test sessions - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Reduced/shortened reading assignments - Secure attention before giving instruction/directions - Shortened assignments - Student working with an assigned partner - Teacher initiated weekly assignment sheet - Use open book, study guides, test prototypes - Choice of books or activities - Cubing activities - Exploration by interest - Flexible grouping - Goal setting with students - Jigsaw - Mini workshops to re-teach or extend skills - Open-ended activities - Think-Pair-Share - Varied supplemental materials 	<ul style="list-style-type: none"> - Multiple test sessions - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Reduced/shortened reading assignments - Secure attention before giving instruction/directions - Shortened assignments - Student working with an assigned partner - Teacher initiated weekly assignment sheet - Use open book, study guides, test prototypes - Choice of books or activities - Cubing activities - Exploration by interest - Flexible grouping - Goal setting with students - Jigsaw - Mini workshops to re-teach or extend skills - Open-ended activities - Think-Pair-Share - Varied supplemental materials 	<ul style="list-style-type: none"> - Multiple test sessions - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Reduced/shortened reading assignments - Secure attention before giving instruction/directions - Shortened assignments - Student working with an assigned partner - Teacher initiated weekly assignment sheet - Use open book, study guides, test prototypes - Choice of books or activities - Cubing activities - Exploration by interest - Flexible grouping - Goal setting with students - Jigsaw - Mini workshops to re-teach or extend skills - Open-ended activities - Think-Pair-Share - Varied supplemental materials
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	<ul style="list-style-type: none"> Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading assignments Reduced/shortened written assignments Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner 	<ul style="list-style-type: none"> Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading assignments Reduced/shortened written assignments Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner 	<ul style="list-style-type: none"> Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading assignments Reduced/shortened written assignments Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Seacher initiated weekly 	<ul style="list-style-type: none"> Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading assignments Reduced/shortened written assignments Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Seacher initiated weekly

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<p>INTERDISCIPLINARY CONNECTIONS</p> <p>21ST CENTURY SKILLS/THEMES (P21.ORG)</p> <p>TECHNOLOGY INTEGRATION</p> <p>CAREER EDUCATION (NJDOE CTE Clusters)</p>	<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> English Language Art Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages <p>21st Century Skills/ Themes</p> <ul style="list-style-type: none"> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking 	<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> English Language Art Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages <p>21st Century Skills/ Themes</p> <ul style="list-style-type: none"> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking 	<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> English Language Art Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages <p>21st Century Skills/ Themes</p> <ul style="list-style-type: none"> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking 	<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> English Language Arts Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages <p>21st Century Skills/ Themes</p> <ul style="list-style-type: none"> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking

Problem Solving
Communication
Collaboration
Information Literacy
Media Literacy
ICT (Information,
Communication and
Technology) Literacy

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
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Corrections & Security
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PACING-->	UNIT #5 3 Weeks (January/FEBRUARY)	UNIT #6 3 Weeks (February/March)	UNIT #7 5 Weeks (March/April)	UNIT #8 5 Weeks (APRIL/May/June)
TOPIC/THEME AND OBJECTIVES	<p>Percents Analyze proportional relationships and use them to solve real-world and mathematical problems. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Relate fractions, decimals, and percents to each other. Solve three different types of percent problems. Represent percent equations in an algebraic context. Apply percent increase and percent decrease when solving problems. Use their knowledge of percents to help them solve real world problems.</p>	<p>2D Geometry</p> <ul style="list-style-type: none"> • Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. • Solve real-life and mathematical problems using numerical and algebraic expressions and equations. • Calculate the perimeter of different 2D geometrical figures. • Calculate the circumference and area of different circles. • Determine whether a triangle is possible or not. • Discover special pairs of triangles and the relationships they yield. • Calculate the area of rectangles, parallelograms, triangles and trapezoids. • Use previous knowledge of area formulas to calculate the area of irregular and shaded figures. 	<p>3D Geometry and Drawing Geometric Figures Draw, construct, and describe geometrical figures and describe the relationships between them. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Introduced to 3D solids and cross sections of 3D figures. Learn how to compute the volume of different 3D figures. Compute surface area of different 3D figures. Determine if a triangle is possible. Draw triangles freehand, with ruler and protractor and with technology.</p>	<p>Statistics & Probability Use random sampling to draw inferences about a population. Draw informal comparative inferences about two populations. Investigate chance processes and develop, use, and evaluate probability models. Draw inferences about a population based off a sample. Compare two populations and solve real world application problems with them. Measure the difference between the centers by expressing it as a multiple of a measure of variability. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Use experimental and theoretical probability to determine the likelihood of an event occurring. Use the fundamental counting principle to solve problems. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p>
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	<ul style="list-style-type: none"> • How are percents used to help solve real world application problems? • What are the different ways percent problems are represented? • Percents are used in real world 	<ul style="list-style-type: none"> • What is the difference between area and perimeter? • Formulas can be determined and used to calculate the area of both regular and irregular shapes. 	<ul style="list-style-type: none"> • How are 3D figures different from 2D figures? • What is a cross section of a figure and how will that help compute properties of the figure? • How are surface area and 	<ul style="list-style-type: none"> • How does probability relate to real world application problems? • How can measures of center and variation be used to compare two sets of data? • How are different events classified and what can I use to

	<p>problems.</p> <ul style="list-style-type: none"> • Percents can be applied to problems in different ways. 		<p>volume found for a 3D figure?</p> <ul style="list-style-type: none"> • Can we determine if three side lengths would create a triangle? • 3D figures have unique characteristics and properties. • Perimeter and area of 2D figures are useful when finding volume and surface area of 3D figures. • Geometric figures can be drawn based on given conditions. 	<p>solve them?</p> <ul style="list-style-type: none"> • Events are classified into different types. This determines the route to solving the problem. • Probability, measures of center, and measures of variation all are used to help solve real world application problems.
STANDARDS	<p>7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error. *(benchmarked)</p> <p>7.EE.A.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."</p> <p>7.EE.B.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a</p>	<p>7.G.B.4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.</p> <p>7.G.B.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</p> <p>7.G.B.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</p> <p>7.EE.B.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For</p>	<p>7.G.A.3 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.</p> <p>7.G.B.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</p> <p>7.EE.B.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can</p>	<p>7.SP.A.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.</p> <p>7.SP.A.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</p> <p>7.SP.B.3 Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height</p>

towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

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7.EE.B.4
Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

7.EE.B.4a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?

7.EE.B.4b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.

For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and

be used as a check on the exact computation.

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For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.
*(benchmarked)

7.G.A.2
Draw (with technology, with ruler and protractor as well as freehand) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more

of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.

7.SP.B.4
Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.

7.SP.C.5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

7.SP.C.6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.

7.SP.C.7
Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to

		<p>describe the solutions. *(benchmarked)</p>	<p>than one triangle, or no triangle</p>	<p>observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>7.SP.C.7a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</p> <p>7.SP.C.7b. . Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</p> <p>7.SP.C.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>7.SP.C.8a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p> <p>7.SP.C.8b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample</p>
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				<p>space which compose the events.</p> <p>7.SP.C.8c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</p>
INSTRUCTIONAL PROCEDURES	<p>Whole Group -Introduction to check for previous understanding -Class Discussion -Structured Notes and Examples</p> <p>Individual -Provide opportunity for individual practice -Tiered level questions</p> <p>Small Groups Partner work Mini Lesson Use of manipulatives Centers Investigations</p>	<p>Whole Group -Introduction to check for previous understanding -Class Discussion -Structured Notes and Examples</p> <p>Individual -Provide opportunity for individual practice -Tiered level questions</p> <p>Small Groups Partner work Mini Lesson Use of manipulatives Centers Investigations</p>	<p>Whole Group -Introduction to check for previous understanding -Class Discussion -Structured Notes and Examples</p> <p>Individual -Provide opportunity for individual practice -Tiered level questions</p> <p>Small Groups Partner work Mini Lesson Use of manipulatives Centers Investigations</p>	<p>Whole Group -Introduction to check for previous understanding -Class Discussion -Structured Notes and Examples</p> <p>Individual -Provide opportunity for individual practice -Tiered level questions</p> <p>Small Groups Partner work Mini Lesson Use of manipulatives Centers Investigations</p>
INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS	<p>Materials</p> <p>Belvidere Envision 2.0 Grade 7 and Grade 7 Accelerated IXL First in Math Teacher created materials and assessments</p> <p>Hope: -Teacher created materials and assessments -nwea MAP testing -kahnacademy.com</p> <p>Harmony</p>	<p>Materials</p> <p>Belvidere Envision 2.0 Grade 7 and Grade 7 Accelerated IXL First in Math Teacher created materials and assessments</p> <p>Hope: -Teacher created materials and assessments -nwea MAP testing -kahnacademy.com</p> <p>Harmony</p>	<p>Materials</p> <p>Belvidere Envision 2.0 Grade 7 and Grade 7 Accelerated IXL First in Math Teacher created materials and assessments</p> <p>Hope: -Teacher created materials and assessments -nwea MAP testing -kahnacademy.com</p> <p>Harmony</p>	<p>Materials</p> <p>Belvidere Envision 2.0 Grade 7 and Grade 7 Accelerated IXL First in Math Teacher created materials and assessments</p> <p>Hope: -Teacher created materials and assessments -nwea MAP testing -kahnacademy.com</p> <p>Harmony</p>

	<p>GoMath text books GoMath consumable workbooks Personal Math Trainer Animated Math IXL Teacher created materials and assessments Scholastic Math Reads</p> <p>White: -Pearson -Mathematics course 2</p> <p>Leveled Questions Problems to be tiered and assigned based on students' readiness level.</p>	<p>GoMath text books GoMath consumable workbooks Personal Math Trainer Animated Math IXL Teacher created materials and assessments Scholastic Math Reads</p> <p>White: -Pearson -Mathematics course 2</p> <p>Leveled Questions Problems to be tiered and assigned based on students' readiness level.</p>	<p>GoMath text books GoMath consumable workbooks Personal Math Trainer Animated Math IXL Teacher created materials and assessments Scholastic Math Reads</p> <p>White: -Pearson -Mathematics course 2</p> <p>Leveled Questions Problems to be tiered and assigned based on students' readiness level.</p>	<p>GoMath text books GoMath consumable workbooks Personal Math Trainer Animated Math IXL Teacher created materials and assessments Scholastic Math Reads</p> <p>White: -Pearson -Mathematics course 2</p> <p>Leveled Questions Problems to be tiered and assigned based on students' readiness level.</p>
ASSESSMENTS	<p>Formative Quizzes Homework/classwork Q and A Labs/Projects IXL.com Firstinmath.com</p> <p>Summative Unit Test</p> <p>Benchmark Unit Assessment MAP Assessment Easy CBM ADAM</p> <p>Alternative Choice boards - projects Skit Demonstration Journaling Self Assessment Conferencing</p>	<p>Formative Quizzes Homework/classwork Q and A Labs/Projects IXL.com Firstinmath.com</p> <p>Summative Unit Test</p> <p>Benchmark Unit Assessment MAP Assessment Easy CBM ADAM</p> <p>Alternative Choice boards - projects Skit Demonstration Journaling Self Assessment Conferencing</p>	<p>Formative Quizzes Homework/classwork Q and A Labs/Projects IXL.com Firstinmath.com</p> <p>Summative Unit Test</p> <p>Benchmark Unit Assessment MAP Assessment Easy CBM ADAM</p> <p>Alternative Choice boards - projects Skit Demonstration Journaling Self Assessment Conferencing</p>	<p>Formative Quizzes Homework/classwork Q and A Labs/Projects IXL.com Firstinmath.com</p> <p>Summative Unit Test</p> <p>Benchmark Unit Assessment MAP Assessment Easy CBM ADAM</p> <p>Alternative Choice boards - projects Skit Demonstration Journaling Self Assessment Conferencing</p>
ACCOMMODATIONS	<p>Special Education - Printed copy of board work/notes provided - Additional time for skill mastery</p>	<p>Special Education - Printed copy of board work/notes provided - Additional time for skill mastery</p>	<p>Special Education - Printed copy of board work/notes provided - Additional time for skill mastery</p>	<p>Special Education - Printed copy of board work/notes provided - Additional time for skill mastery</p>

	Assistive technology	Assistive technology	Assistive technology	Assistive technology
	Behavior management plan	Behavior management plan	Behavior management plan	Behavior management plan
	Center-Based Instruction	Center-Based Instruction	Center-Based Instruction	Center-Based Instruction
	Check work frequently for understanding	Check work frequently for understanding	Check work frequently for understanding	Check work frequently for understanding
	Computer or electronic device utilization	Computer or electronic device utilization	Computer or electronic device utilization	Computer or electronic device utilization
	Extended time on tests/quizzes	Extended time on tests/quizzes	Extended time on tests/quizzes	Extended time on tests/quizzes
	Have student repeat directions to check for understanding	Have student repeat directions to check for understanding	Have student repeat directions to check for understanding	Have student repeat directions to check for understanding
	Highlighted text visual presentation	Highlighted text visual presentation	Highlighted text visual presentation	Highlighted text visual presentation
	Modified assignment format	Modified assignment format	Modified assignment format	Modified assignment format
	Modified test content	Modified test content	Modified test content	Modified test content
	Modified test format	Modified test format	Modified test format	Modified test format
	Modified test length	Modified test length	Modified test length	Modified test length
	Multiple test sessions	Multiple test sessions	Multiple test sessions	Multiple test sessions
	Multi-sensory presentation	Multi-sensory presentation	Multi-sensory presentation	Multi-sensory presentation
	Preferential seating	Preferential seating	Preferential seating	Preferential seating
	Preview of content, concepts, and vocabulary	Preview of content, concepts, and vocabulary	Preview of content, concepts, and vocabulary	Preview of content, concepts, and vocabulary
	Reduced/shortened reading assignments	Reduced/shortened reading assignments	Reduced/shortened reading assignments	Reduced/shortened reading assignments
	Secure attention before giving instruction/directions	Secure attention before giving instruction/directions	Secure attention before giving instruction/directions	Secure attention before giving instruction/directions
	Shortened assignments	Shortened assignments	Shortened assignments	Shortened assignments
	Student working with an assigned partner	Student working with an assigned partner	Student working with an assigned partner	Student working with an assigned partner
	Teacher initiated weekly assignment sheet	Teacher initiated weekly assignment sheet	Teacher initiated weekly assignment sheet	Teacher initiated weekly assignment sheet
	Use open book, study guides, test prototypes	Use open book, study guides, test prototypes	Use open book, study guides, test prototypes	Use open book, study guides, test prototypes
	Choice of books or activities	Choice of books or activities	Choice of books or activities	Choice of books or activities
	Cubing activities	Cubing activities	Cubing activities	Cubing activities
	Exploration by interest	Exploration by interest	Exploration by interest	Exploration by interest
	Flexible grouping	Flexible grouping	Flexible grouping	Flexible grouping
	Goal setting with students	Goal setting with students	Goal setting with students	Goal setting with students
	Jigsaw	Jigsaw	Jigsaw	Jigsaw

Mini workshops to re-teach or extend skills
Open-ended activities
Think-Pair-Share
Varied supplemental materials

ELL

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
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Mini workshops to re-teach or extend skills
Open-ended activities
Think-Pair-Share
Varied supplemental materials

ELL

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
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	<ul style="list-style-type: none"> - multiple choice test - Tutoring by peers - Using computer word processing spell check and grammar check features - Using true/false, matching, or fill in the blank tests in lieu of essay tests <p>At Risk</p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning - Allowing students to select from given choices - Allowing the use of note cards 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 . 	<ul style="list-style-type: none"> - multiple choice test - Tutoring by peers - Using computer word processing spell check and grammar check features - Using true/false, matching, or fill in the blank tests in lieu of essay tests <p>At Risk</p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning - Allowing students to select from given choices - Allowing the use of note cards 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 . 	<ul style="list-style-type: none"> - multiple choice test - Tutoring by peers - Using computer word processing spell check and grammar check features - Using true/false, matching, or fill in the blank tests in lieu of essay tests <p>At Risk</p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning - Allowing students to select from given choices - Allowing the use of note cards 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 . 	<ul style="list-style-type: none"> - multiple choice test - Tutoring by peers - Using computer word processing spell check and grammar check features - Using true/false, matching, or fill in the blank tests in lieu of essay tests <p>At Risk</p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning - Allowing students to select from given choices - Allowing the use of note cards 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 .
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<ul style="list-style-type: none"> - Having peers take notes or providing a copy of the teacher's notes - Marking students' correct and acceptable work, not the mistakes - Modifying tests to reflect selected objectives - Providing study guides - Reducing or omitting lengthy Outside reading assignments - Reducing the number of answer choices on a multiple choice test - Tutoring by peers - Using authentic assessments with real-life problem-solving - Using true/false, matching, or fill in the blank tests in lieu of essay tests - using videos, illustrations, pictures, and drawings to explain or clarify - Choice of books or activities - Cubing activities - Exploration by interest - Flexible grouping - Goal setting with students - Jigsaw - Mini workshops to re-teach or extend skills - Open-ended activities - Think-Pair-Share - Reading buddies - Varied journal prompts - Varied supplemental materials <p>Gifted and Talented</p> <ul style="list-style-type: none"> - Alternative formative and 	<ul style="list-style-type: none"> - Having peers take notes or providing a copy of the teacher's notes - Marking students' correct and acceptable work, not the mistakes - Modifying tests to reflect selected objectives - Providing study guides - Reducing or omitting lengthy Outside reading assignments - Reducing the number of answer choices on a multiple choice test - Tutoring by peers - Using authentic assessments with real-life problem-solving - Using true/false, matching, or fill in the blank tests in lieu of essay tests - using videos, illustrations, pictures, and drawings to explain or clarify - Choice of books or activities - Cubing activities - Exploration by interest - Flexible grouping - Goal setting with students - Jigsaw - Mini workshops to re-teach or extend skills - Open-ended activities - Think-Pair-Share - Reading buddies - Varied journal prompts - Varied supplemental materials <p>Gifted and Talented</p> <ul style="list-style-type: none"> - Alternative formative and 	<ul style="list-style-type: none"> - Having peers take notes or providing a copy of the teacher's notes - Marking students' correct and acceptable work, not the mistakes - Modifying tests to reflect selected objectives - Providing study guides - Reducing or omitting lengthy Outside reading assignments - Reducing the number of answer choices on a multiple choice test - Tutoring by peers - Using authentic assessments with real-life problem-solving - Using true/false, matching, or fill in the blank tests in lieu of essay tests - using videos, illustrations, pictures, and drawings to explain or clarify - Choice of books or activities - Cubing activities - Exploration by interest - Flexible grouping - Goal setting with students - Jigsaw - Mini workshops to re-teach or extend skills - Open-ended activities - Think-Pair-Share - Reading buddies - Varied journal prompts - Varied supplemental materials <p>Gifted and Talented</p> <ul style="list-style-type: none"> - Alternative formative and summative assessments 	<ul style="list-style-type: none"> - Having peers take notes or providing a copy of the teacher's notes - Marking students' correct and acceptable work, not the mistakes - Modifying tests to reflect selected objectives - Providing study guides - Reducing or omitting lengthy Outside reading assignments - Reducing the number of answer choices on a multiple choice test - Tutoring by peers - Using authentic assessments with real-life problem-solving - Using true/false, matching, or fill in the blank tests in lieu of essay tests - using videos, illustrations, pictures, and drawings to explain or clarify - Choice of books or activities - Cubing activities - Exploration by interest - Flexible grouping - Goal setting with students - Jigsaw - Mini workshops to re-teach or extend skills - Open-ended activities - Think-Pair-Share - Reading buddies - Varied journal prompts - Varied supplemental materials <p>Gifted and Talented</p> <ul style="list-style-type: none"> - Alternative formative and summative assessments
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	<p>504</p> <ul style="list-style-type: none"> Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment 	<p>504</p> <ul style="list-style-type: none"> Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment 	<p>504</p> <ul style="list-style-type: none"> Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format 	<p>504</p> <ul style="list-style-type: none"> Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format

	<ul style="list-style-type: none"> format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading assignments Reduced/shortened written assignments Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Seacher initiated weekly assignment sheet Use open book, study guides, test prototypes Choice of books or activities Cubing activities Exploration by interest Flexible grouping Goal setting with students Jigsaw Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials 	<ul style="list-style-type: none"> format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading assignments Reduced/shortened written assignments Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Seacher initiated weekly assignment sheet Use open book, study guides, test prototypes Choice of books or activities Cubing activities Exploration by interest Flexible grouping Goal setting with students Jigsaw Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials 	<ul style="list-style-type: none"> - Modified test content - Modified test format - Modified test length - Multiple test sessions - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Reduced/shortened reading assignments - Reduced/shortened written assignments - Secure attention before giving - instruction/directions - Shortened assignments - Student working with an assigned partner - Seacher initiated weekly assignment sheet - Use open book, study guides, test prototypes - Choice of books or activities - Cubing activities - Exploration by interest - Flexible grouping - Goal setting with students - Jigsaw - Mini workshops to re-teach or extend skills - Open-ended activities - Think-Pair-Share - Varied supplemental materials 	<ul style="list-style-type: none"> Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading assignments Reduced/shortened written assignments Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Seacher initiated weekly assignment sheet Use open book, study guides, test prototypes Choice of books or activities Cubing activities Exploration by interest Flexible grouping Goal setting with students Jigsaw Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials
<p>INTERDISCIPLINARY CONNECTIONS</p> <p>21ST CENTURY SKILLS/THEMES (P21.ORG)</p> <p>TECHNOLOGY</p>	<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> -English Language Arts - Science and Scientific Inquiry (Next Generation) - Social Studies, including 	<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> - English Language Arts - Science and Scientific Inquiry (Next Generation) - Social Studies, including 	<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> - English Language Art - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World 	<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> - English Language Arts - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World

<p>INTEGRATION</p> <p>CAREER EDUCATION (NJDOE CTE Clusters)</p>	<p>American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages</p> <p>21st Century Skills/ Themes</p> <p>-Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy Media Literacy ICT (Information, Communication and Technology) Literacy</p> <p>Technology Integration IXL First in Math Kahn Academy Online Resources provided through textbook Math on the Spot Videos Animated Math Coolmath</p> <p>Career Education Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications</p>	<p>American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages</p> <p>21st Century Skills/ Themes</p> <p>-Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy Media Literacy ICT (Information, Communication and Technology) Literacy</p> <p>Technology Integration IXL First in Math Kahn Academy Online Resources provided through textbook Math on the Spot Videos Animated Math Coolmath</p> <p>Career Education Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications</p>	<p>History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages</p> <p>21st Century Skills/ Themes</p> <p>-Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy Media Literacy ICT (Information, Communication and Technology) Literacy</p> <p>Technology Integration IXL First in Math Kahn Academy Online Resources provided through textbook Math on the Spot Videos Animated Math Coolmath</p> <p>Career Education Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications</p>	<p>History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages</p> <p>21st Century Skills/ Themes</p> <p>-Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy Media Literacy ICT (Information, Communication and Technology) Literacy</p> <p>Technology Integration IXL First in Math Kahn Academy Online Resources provided through textbook Math on the Spot Videos Animated Math Coolmath</p> <p>Career Education - Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications</p>
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	Education & Training	Education & Training	Education & Training	Education & Training
	Finance	Finance	Finance	Finance
	Government & Public Administration	Government & Public Administration	Government & Public Administration	Government & Public Administration
	Health Science	Health Science	Health Science	Health Science
	Hospitality & Tourism	Hospitality & Tourism	Hospitality & Tourism	Hospitality & Tourism
	Human Services	Human Services	Human Services	Human Services
	Information Technology	Information Technology	Information Technology	Information Technology
	Law, Public Safety, Corrections & Security	Law, Public Safety, Corrections & Security	Law, Public Safety, Corrections & Security	Law, Public Safety, Corrections & Security
	Manufacturing	Manufacturing	Manufacturing	Manufacturing
	Marketing	Marketing	Marketing	Marketing
	Science, Technology, Engineering & Mathematics (STEM)	Science, Technology, Engineering & Mathematics (STEM)	Science, Technology, Engineering & Mathematics (STEM)	Science, Technology, Engineering & Mathematics (STEM)
	Transportation, Distribution & Logistics	Transportation, Distribution & Logistics	Transportation, Distribution & Logistics	Transportation, Distribution & Logistics