

Springfield Public Schools
Springfield, New Jersey 07081

Accelerated Math 6
Grade 6

Curriculum Guide

2025

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved August 25, 2025

Springfield Public Schools
Springfield, New Jersey

Rachel Goldberg
Superintendent of Schools

Erica Scudero
Asst. Superintendent of Curriculum and Instruction

Curriculum Developed By:

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Shari Scheckman ~ 6th grade math

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution: 21
Introduced By: Mrs. Turnbull
Seconded By: Mrs. Murphy
Adopted: August 25, 2025

Curriculum Update

To approve the following curriculum revisions:

a. Elementary School Level
   1. Grade K Art
   2. Grade 1 Music
   3. Grade 2 Music
   4. Grade 4 Art
   5. Grade 4 Instrumental Music
   6. Grade 4 Vocal/General Music
   7. Gifted & Talented through Art K-5

b. Middle School Level
   1. Concert Choir Gr. 6-8
   2. Concert Band Gr. 6-8
   3. Grade 7 Art (Ceramics)
   4. Grade 7-Art Lab Maker Space
   5. Grade 6 Accelerated Math
   6. Math Lab Grades 6, 7, & 8

c. High School
   1. Advanced Ceramics and 3D Forms
   2. Advanced TV Production
   3. Animation *(New)*
   4. AP Environmental Science
   5. Bake Shop I
   6. Bake Shop II
   7. Business Law
   8. Business Management
   9. Dance I
   10. Dance II
   11. Digital Photography

(continued)

12. Drawing and Painting
13. Foundations in Crafts
14. History of Pop Culture *(New)*
15. Introduction to Graphic Design
16. Introduction to Television
17. JDHS Beginning String Ensemble
18. Multimedia Storytelling *(New)*

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on August 25, 2025 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th day of August 2025.

SEAL

Michelle Calas
School Business Administrator/ Board Secretary



Unit Overview Template		
Content Area: Mathematics	**Grade Level:** 6- Accelerated	**Unit Title:** The Statistical Student

Unit Summary: In this unit, students develop an understanding of statistical thinking by posing and analyzing statistical questions, collecting data, and representing it using appropriate graphs such as dot plots, histograms, and box plots. They summarize and interpret data using measures of center (mean, median, mode) and variability (range, IQR, MAD), and describe patterns and outliers in real-world contexts. This unit lays the foundation for future work in data interpretation and probability.

Primary Interdisciplinary Connections: *Science and Engineering*

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Unit Rationale: To apply data collection and representation to middle school data.

Career Readiness (Standard 9):

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.

9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

Learning Targets

Standards: 6. SP

Content Statements: Develop an understanding of statistical variability; Summarize and describe distributions

CPI#:	Cumulative Progress Indicator (CPI):
6.SP.A.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. 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.
6.SP.A.2	Understand that a set of data collected to answer a statistical question has a distribution that can be described by its center, spread, and overall shape.
6.SP.A.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number. In contrast, a measure of variation describes how its values vary with a single number.

6.SP.B.4	Display numerical data on a number line plot, including dot plots, histograms, and box plots.
6.SP.B.5	Summarize numerical data sets about their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Give quantitative measures of center (median and mean) and variability (interquartile range and mean absolute deviation), as well as describe any overall pattern and any striking deviations from the overall pattern concerning the context in which the data were gathered. d. 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.
SEL.PK-12.3.2	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12.4.1	Develop, implement, and model effective problem-solving, and critical thinking skills.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.
MS-ETS1-3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Unit Essential Questions:

- How can the collection, organization, interpretation, and display of data be used to answer questions?
- How can measures of central tendency be interpreted?
- What are some ways data can be displayed?

Unit Enduring Understandings:

- The message conveyed by the data depends on how the data is collected, represented, and summarized.
- The results of a statistical investigation can be used to support or refute an argument.

Unit Learning Targets:

Students will…

Collect, generate, organize, interpret, and display data generated from surveys.

Climate Change Example: Students may display numerical data related to deforestation and increasing livestock farming as contributors to climate change in plots on a number line, including dot plots, histograms, and box plots.

Evidence of Learning

Summative Assessment: 8 weeks

Equipment Needed: Surveys, laptops, textbooks, calculators, smart board, video tutorials

Teacher Resources: Textbook, Online Textbook

Formative Assessments:

- project and rubric
- Quizzes
- Tests
- Google Slides
- Worksheets
- i-Ready Diagnostic

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 **Data Collection**	**3 days**
Lesson 2 **Data Interpretation**	**3 days**
Lesson 3 **Data Representation**	**3 days**
Teacher Notes: It will be most successful if the students are interested in the type of data.	
Curriculum Development Resources/Technology Resources: *Click the links below to access additional resources used to design this unit:* http://www.ixl.com https://tasks.illustrativemathematics.org/content-standards https://www.desmos.com/ https://nj.digitalitemlibrary.com/home https://resources.newmeridiancorp.org/released-items/ https://nj.mypearsonsupport.com/practice-tests/math/	



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Plan 1 Template		
Content Area: Mathematics	Lesson Title: Data Collection	Time Frame: 3 days

Lesson Components

21st Century Themes

☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy

☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:
Science and Engineering

Integration of Technology:
Video tutorials, Big Ideas Math Textbook online, Teacher websites, Desmos

Equipment Needed:
iPad, Google Slides, Google Sheets, Calculator

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify and write statistical questions. • Collect and organize data through a survey or experiment. • Analyze data using basic measures of center (mean, median, mode) and display it visually.	Lesson Sequence 1. Ask students to determine whether each of the following is a statistical question or not: a. What is my height? b. What are the heights of students in this class? c. How many siblings do I have? d. How many siblings do students in this grade have? 2. Discuss: Statistical questions have variability in responses. 3. Part 1: Write Your Question 4. Students write one statistical question	• Quiz • Discussion Questions: ○ What did you learn about your dataset? ○ Which measure of center best describes your data and why? ○ How can data collection help in real life? • Extension: ○ Ask students to collect data at home (e.g., screen time, family ages, etc.) and analyze it. ○ Create a Google Form survey and analyze responses as a class.

	related to school or personal interests (e.g., "How many books have you read this year?" or "How many minutes do you spend on homework each night?"). 5. Part 2: Data Collection 6. Students collect data from at least 10 peers. 7. Part 3: Organize & Display 8. Create a dot plot or bar graph. 9. Calculate mean, median, and mode of their dataset.	

Differentiation:

- Design two statistical questions (one categorical, one numerical).
- Collect a larger sample size (20+ responses).
- Ask students to calculate range and interquartile range (IQR).
- Have students compare two sets of data or analyze trends.
- Let students use digital tools like Google Sheets to make graphs or calculate stats.

Resources Provided:

- Website
- Rubric
- Survey sheets
- Graph Paper
- iPad



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Lesson Plan 2 Template		
Content Area: Mathematics	Lesson Title: Data Interpretation	Time Frame: 3 days

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy

☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:
Science and Engineering

Integration of Technology:
Video tutorials, Big Ideas Math Textbook online, Teacher websites, Desmos

Equipment Needed:
iPad, Google Slides, Google Sheets, Calculator

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Analyze and interpret data from various visual representations (dot plots, bar graphs, box plots, line graphs). • Draw conclusions and answer questions based on data. • Identify misleading or unclear data presentations.	Lesson Sequence 1. Display this prompt: "Below is a bar graph showing the number of pets in different households. What do you notice? What questions do you have?" (Give a simple, clean bar graph to observe.) 2. Discuss: a. What's the most common pet? b. How many total pets? c. Any gaps or clusters? d. What is the graph not telling us? 3. Print or display 4–6 different graphs around the room (variety of	• Quiz • Peer assessment of data representation and measures of central tendency. • Find a graph from a newspaper, magazine, or website. Interpret it in 3–4 sentences. • Create a misleading graph on purpose—then explain how someone might misread it and what would fix it.

	types: dot plot, bar graph, line graph, box plot). 4. Task: In pairs or trios, students rotate to each station and: 5. Answer 2–3 analysis questions (on a handout or notebook): a. What does this graph show? What's the mean, median, or mode if possible? b. What can we conclude? c. Is this graph clear or misleading? How? 6. Include stations with Global Health related data. 7. Group share-out: 8. What patterns did you see across graphs? 9. What makes a graph effective? 10. How can data be misleading?	

Differentiation:

- Include box plots or histograms for higher-level comparison.
- Ask: "Which measure of center best represents the data and why?"
- Require a written paragraph analyzing one dataset.

Resources Provided:

- Google classroom
- iPad
- Smartboard
- Video tutorials



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Lesson Plan 3 Template		
Content Area: Mathematics	Lesson Title: Data Representation	Time Frame: 3 days

Lesson Components

21st Century Themes

☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy

☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:
Science and Engineering

Integration of Technology:
Video tutorials, Big Ideas Math Textbook online, Teacher websites, Desmos

Equipment Needed:
iPad, Google Slides, Google Sheets, Calculator

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify which types of graphs best represent different kinds of data (categorical vs numerical). • Create accurate and appropriate visual representations of data. • Justify their choices of data displays.	Lesson Sequence 1. Match each data set to the graph type that best represents it: 2. "Favorite pizza topping" 3. "Heights of students" 4. "Number of texts sent per day" 5. "Test scores" 6. Introduce these common types of graphs: a. Bar Graph (for categorical data) b. Line Graph (for change over time) c. Dot Plot (good for small sets of numerical data) d. Histogram (for numerical data grouped into intervals)	• Exit ticket: ○ "Draw a dot plot of these data points." ○ "What is the median of this data set?" ○ Quick check: ○ Label parts of a box plot. ○ Explain what a histogram shows. • Peer discussion: ○ "Which graph is best for these data? Why? • Mini quiz: ○ Identify which graph matches a data scenario.

	e. Box Plot (for visualizing spread, median, quartiles) 7. Discuss: a. What type of data each graph best represents b. Why representation matters: clear, honest communication of information 8. Provide groups with a raw data set (you can use class-generated or teacher-prepared ones). Example datasets: a. Number of pets owned b. Hours of screen time per day c. Scores on a recent quiz 9. Each group chooses the best graph type and constructs it by hand or digitally. a. Label axes b. Use proper scale c. Title it 10. Each group answers: a. Why did you choose this graph type? What does the graph show clearly? b. Would any graph type have misrepresented the data? c. "Why is it important to choose the right	

	graph when showing data?" d. "What could go wrong if the wrong graph type is used?"	

Differentiation:

- Find a graph in the news or online. Identify the data type and whether the graph type fits the data given.. Write 3–4 sentences of analysis.
- Create a survey (e.g., favorite dessert, hours of homework) and represent the results with two different graphs. Explain which is clearer and why.
- Give messy/complex raw data and ask students to organize, group, and graph.
- Introduce multiple-variable comparisons (e.g., boys vs girls, different grade levels).

Resources Provided:

- Google Classroom
- iPad
- Big Ideas Math Textbook online



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately,*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging and require higher-order thinking and problem-solving skills	☒	☐	☐
Allow for student choice.	☐	☒	☐
Provide scaffolding for acquiring targeted knowledge/skills.	☒	☐	☐
Integrate global perspectives	☐	☒	☐
Integrate 21st-century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills.	☐	☒	☐
Foster student use of technology as a tool to develop critical thinking, creativity, and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered, with the teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives.	☒	☐	☐
Provide opportunities for student reflection and self-assessment.	☐	☒	☐
Provide data to inform and adjust instruction to meet the varying needs of learners better.	☒	☐	☐

Curriculum Design Template

Content Area: Mathematics	**Grade Level:** 6 - Accelerated	**Unit Title:** The Statistical Student
Created: June 2025	**Board Approved on:**	

Unit Overview Template

Content Area: Mathematics **Grade Level:** 6 - Accelerated **Unit Title:** The Number System

Unit Summary: In this unit, students extend their understanding of rational numbers by working with fractions, decimals, and negative numbers in real-world and mathematical contexts. They apply the four operations to fractions and mixed numbers, solve problems involving division of fractions, and interpret quotients in meaningful ways. Students also explore the number line with negative numbers, compare and order rational numbers, and apply absolute value in real-world situations. This unit supports fluency and conceptual understanding in preparation for more advanced algebraic reasoning,

Primary Interdisciplinary Connections: *Science and Engineering*

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: To make fraction computation applicable to real-life situations.

Career Readiness (Standard 9):

9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.

9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

Learning Targets

Standards: 6. NS

Content Statements: Apply and extend previous understandings of multiplication and division to divide fractions by fractions; Compute fluently with multi-digit numbers & find common factors & multiples; Apply and extend previous understandings of numbers to the system of rational numbers

CPI#:	Cumulative Progress Indicator (CPI):
6.NS.A.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because (2/3) of (8/9) is (3/4). (In general, (a/b) ÷ (c/d) = ad/bc). How much chocolate will each person get if 3 people share ½ lb. of chocolate equally? How many ¾ cup servings are in ⅔ of a cup of yogurt? How wide is a rectangular strip of land with a length of ¾ mi and an area of ½ square mi?

6.NS.B.2	With accuracy and efficiency, divide multi-digit numbers using the standard algorithm.
6.NS.B.3	With accuracy and efficiency, add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
6.NS.B.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4(9 + 2).
6.NS.C.5	Understand that positive and negative numbers are used together to describe quantities having opposite 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.
6.NS.C.6	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. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of a number is the number itself, e.g., -(-3) = 3 and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
6.NS.C.7	Understand the ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret -3 > -7 as a statement that -3 is located to the right of -7 on a number line oriented from left to right. b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write -3°C > -7°C to express the fact that -3°C is warmer than -7°C. c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write |-30| to describe the size of the debt in dollars. d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance of less than -30 dollars represents a debt greater than 30 dollars.

6.NS.C.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include the use of coordinates and absolute values to find distances between points with the same first coordinate or the same second coordinate.
9.1.8.A.1	Explain the meaning and purpose of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.
9.1.8.E.1	Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.
9.1.8.B.2	Construct a simple personal savings and spending plan based on various sources of income.
SEL.PK-12.3.2	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.
MS-ETS1-3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Unit Essential Questions:

- What makes a computational strategy both effective and efficient?
- How do operations affect numbers?
- How do mathematical representations reflect the needs of society?
- How are negative numbers used in everyday life?

Unit Enduring Understandings:

- Computation fluency includes understanding the meaning and the appropriate use of numerical operations.
- The magnitude of numbers affects the outcome of operations on them.
- In many cases, there are multiple algorithms for finding mathematical solutions.
- Fluency with operations with fractions and decimals.
- The applications of negative numbers.

Unit Learning Targets:

Students will…

Construct, use, and explain procedures for performing calculations with fractions with pencil and paper, mental math, and a calculator, and then apply to higher order problem solving.

Evidence of Learning
Summative Assessment: 4 weeks **Equipment Needed:** Cardboard, tape, rulers, laptops, scissors, textbooks, calculators, blueprints, smart board, video tutorials **Teacher Resources:** Textbook
Formative Assessments: • Project and rubric • Quizzes • Tests • Worksheets • i-Ready Diagnostic

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 **Fraction Concepts**	**3 days**
Lesson 2 **Fraction Computation**	**3 days**
Lesson 3 **Fraction Application**	**3 days**
Teacher Notes: Emphasize concept development though different problem types.	
Curriculum Development Resources/Technology Resources: *Click the links below to access additional resources used to design this unit:* www.ixl.com Big Ideas Textbook online https://tasks.illustrativemathematics.org/content-standards https://www.desmos.com/ https://nj.digitalitemlibrary.com/home https://resources.newmeridiancorp.org/released-items/ https://nj.mypearsonsupport.com/practice-tests/math/	



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Lesson Plan 1 Template		
Content Area: Mathematics	Lesson Title: Fraction Concepts	Time Frame: 3 days

Lesson Components

21st Century Themes

☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy

☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:
Science and Engineering

Integration of Technology:
Video tutorials, Big Ideas Math Textbook online, Teacher websites, Desmos

Equipment Needed:
iPad, Google Slides, Google Sheets, Calculator

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Understand fractions as numbers, not just parts of wholes. • Model fractions on the number line. • Connect equivalent fractions, improper fractions, and mixed numbers conceptually. • Compare and reason about the magnitude of fractions.	Lesson Sequence 1. Place the following on a number line: a. ½, 4/3, 1 ¼, -2/3 , - 1 ½ 2. Discuss: a. Which are improper fractions? Mixed numbers? b. Which is closest to 0? c. What do you notice about the negative fractions? 3. Teach & Model: a. Fractions represent numbers, not just slices of pie. b. Use a number line to visualize positive and negative fractions.	• Multiple-choice comparisons • Drag-and-drop number line placement • Short explanation questions • Color-code or label cards (e.g., P = proper, I = improper, M = mixed, N = negative) • Justify one classification: "I labeled 7/4 improper because..."

	c. Show how 4/3, 1 ⅓, and 1.33... are all the same number expressed differently. d. Relate to benchmarks like 0, ½, 1, -1, 2, etc. e. Use visual models or fraction strips to support conceptual understanding. 4. Set of fraction cards (include proper, improper, mixed, negatives) 5. Number line poster or dry-erase surface 6. Sort fractions into categories: a. Proper vs. Improper vs. Mixed b. Positive vs. Negative c. Greater than 1 or Less than -1 7. Place on Number Line 8. Working as a team, accurately place each fraction on a large number line. 9. What surprised you about placing fractions on a number line? 10. Why is it useful to think of fractions as numbers, not just parts? 11. Which was easier to place: positive or negative fractions? Why? 12. Justify choices: "We placed _____" here because..."	

Differentiation:

- Create a real-world problem that involves improper and mixed fractions (e.g., recipe adjustments, running laps, measuring).
- Compare 3 pairs of fractions using >, <, or = and why..
- Convert 5 improper fractions to mixed numbers—and place all on a number line. Place fractions between two given values, e.g., "Find a fraction between ⅔ and ¾.
- Explore adding negative fractions and estimating their positions.

Resources Provided:

- iPad
- Calculator
- Textbook
- Online textbook



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Lesson Plan 2 Template		
Content Area: Mathematics	Lesson Title: Fraction Computation	Time Frame: 3 days

Lesson Components

21st Century Themes

☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy

☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:
Science and Engineering

Integration of Technology:
Video tutorials, Big Ideas Math Textbook online, Teacher websites, Desmos

Equipment Needed:
iPad, Google Slides, Google Sheets, Calculator

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Fluently compute with all four operations on fractions (including mixed numbers). • Interpret real-world problems using fractional operations. • Choose appropriate strategies (common denominators, reciprocals, simplifying, etc.)	Lesson sequence: 1. Do several mental math examples 2. Review with visual and numerical models: 3. Addition/Subtraction: a. Use common denominators and mixed numbers. b. Emphasize simplifying answers. 4. Multiplication: a. Multiply across numerators and denominators. b. Model as "parts of parts." 5. Division: a. Use Keep-Change-Flip (reciprocals).	• Show a sample problem solved incorrectly and ask: • "What mistake was made here? How would you fix it?" • Student A says $3/4 \div 1/2 =$. Do you agree? Why or why not? • Stations: ○ At each station (add, subtract, multiply, divide), students: ○ Solve 2–3 problems ○ Self-check or peer-check with provided answer key ○ Rate their confidence ○ Write 1 sentence: "The hardest part

	b. Show as repeated groups or fraction bar models. c. Contextualize: "How many ½ are in 3? 6. Set up 4 rotating stations: a. Addition b. Subtraction c. Multiplication d. Division 7. Ask: a. Which ones were the trickiest and why?	about this operation is..."

Differentiation:

- Introduce mixed operation word problems.
- Include fractions with variables: e.g., $\frac{3}{4}x = 6$
- Have students create and solve fraction equations.
- Solve a multi-step word problem involving 3 operations.
- Create a real-world problem that uses each operation once.
- Use a fraction computation maze or puzzle to reinforce fluency.

Resources Provided:

- iPad
- IXL
- Textbook
- Online Textbook



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Lesson Plan 3 Template		
Content Area: Mathematics	Lesson Title: Fraction Application	Time Frame: 3 days

Lesson Components

21st Century Themes

☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy

☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:
Science and Engineering

Integration of Technology:
Video tutorials, Big Ideas Math Textbook online, Teacher websites, Desmos

Equipment Needed:
iPad, Google Slides, Google Sheets, Calculator

	Learning Activities/ Instructional Strategies	**Formative Assessment Tasks**
Students will: • Apply fraction operations to real-world problems. • Use models, equations, and reasoning to solve and explain. • Recognize when and how to use addition, subtraction, multiplication, or division with fractions.	Lesson Sequence 1. Present 3 scenarios and ask: "Which one requires adding, subtracting, multiplying, or dividing fractions?" 2. A recipe needs 3/4 cup of sugar per batch. You want to make 2 batches. 3. A rope is 5/6 ft long. You cut off 1/2 ft. How much is left? 4. One serving of cereal is 2/3 of a cup. How many servings can you get from 3 cups? 5. Discussion: Connect operations to the contexts. 6. Setup: 4 real-world stations (one for each operation)	• Quizzes • Test • Write a real-world word problem that requires division of fractions. Then solve it." • Give a scenario where students have to draw a model, write an equation, and explain in words. • Application exit ticket

	7. Students rotate through each and solve 1–2 multi-step tasks per station. 8. Ask: a. Which problems felt most realistic or useful? b. How did you know which operation to use? c. What strategies helped you stay organized?	

Differentiation:

- Write your own word problem using any fraction operation (with a solution).
- Create a "Fraction Word Problem" mini-poster with visual model + explanation.
- Research a real-world profession (chef, carpenter, scientist, etc.) and describe how they use fractions.
- Incorporate mixed operations and justify order.
- Give data-based problems (e.g., nutrition labels, cooking conversion).
- Have students check for the reasonableness of their answers.

Resources Provided:

- Textbook
- Notes
- Video tutorials
- Cardboard
- Construction paper
- Scissors
- Tape and stapler

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately,* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging and require higher-order thinking and problem-solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☐	☒	☐
Integrate global perspectives	☐	☒	☐
Integrate 21st-century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity, and innovation skills	☐	☒	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with the teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☐	☒	☐
Provide opportunities for student reflection and self-assessment	☐	☒	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Mathematics **Grade Level:** 6 - Accelerated **Unit Title:** The Number System

Created: June 2025	**Board Approved on:**

Unit Overview Template

Content Area: Mathematics **Grade Level:** 6 - Accelerated **Unit Title:** Expressions and Equations

Unit Summary: In this unit, students explore how variables can represent numbers in patterns and relationships. They learn to write and evaluate numerical and algebraic expressions, identify and generate equivalent expressions, and solve one-variable equations. Students analyze patterns of change by collecting and representing data with tables, graphs, and formulas, using these tools to model and solve real-world problems involving mathematical relationships.

Primary Interdisciplinary Connections: *Science and Engineering*

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Unit Rationale: To discover order, analyze, construct, and predict how and why we use patterns and variables using data and their uses in everyday real-world and mathematical situations. Learning to observe, describe, and record changes is the first step in analyzing and searching for patterns in a real-world situation. We will be reviewing several concepts that students have had over the last few years organizing and using data and graphing patterns.

Career Readiness (Standard 9):

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

Learning Targets

Standards: 6. RP; 6. EE

Content Statements: Apply and extend previous understandings of arithmetic to algebraic expressions; Reason about and solve one-variable equations and inequalities; Represent and analyze quantitative relationships between dependent and independent variables; Understand ratio concepts and use ratio reasoning to solve problems

CPI#:	Cumulative Progress Indicator (CPI):
6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. 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."
6.RP.A.2	Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠0, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is ¾-cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5

	per hamburger." (Clarification: Expectations for unit rates in this grade are limited to non-complex fractions.)
6.RP.A.3	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. a. 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. b. Solve unit rate problems including those involving unit pricing and constant speed. 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? c. Find a percent of a quantity as a rate per 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. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
6.EE.A.1	Write and evaluate numerical expressions involving whole-number exponents.
6.EE.A.2	Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 - y. b. 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 2(8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms. c. 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 $V = 6s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.
6.EE.A.3	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3(2 + x) to produce the equivalent expression 6 + 3x. Apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6(4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.
6.EE.A.4	Identify when two expressions are equivalent (i.e. when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.
6.EE.B.5	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.
6.EE.B .6	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.
6.EE.B.7	Solve real-world and mathematical problems by writing and solving equations of the form x + p and px = q for cases in which p, q, and x are all nonnegative rational numbers.
6.EE.B.8	Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
6.EE.C.9	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. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times and write the equation d = 65t to represent the relationship between distance and time.
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.
MS-ETS1-3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Unit Essential Questions:

- How or when can one use variables and/or patterns to make decisions and solve real-world problems?
- What is the relationship between variables and patterns?
- How can we use the relationship between patterns and variables with data we have collected or with data we are provided?

Unit Enduring Understandings:

- What did you learn today about variables and patterns and how could you explain or show someone at home what you learned?

- How could you explain the relationship of variables and patterns to someone at home in the future if you needed to?
- How can you show someone at home the relationship between variables and patterns with data you collect or with data that is provided?

Unit Learning Targets:

Students wil...

Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers, use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning.

Climate Change Example: Students may solve real-world problems by writing and solving one-variable equations related to deforestation and/or increasing livestock farming as contributors to climate change.

Climate Change Example: Students may analyze and use variables to represent the relationship between greenhouse emissions and livestock farming when representing relationships among contributors to climate change.

Evidence of Learning

Summative Assessment: 10 days

Equipment Needed: iPad, textbook, video tutorials, calculators, graph paper

Teacher Resources: Textbook, iPad

Formative Assessments:

- Informal observations
- Daily homework and review
- Classwork/review
- Daily warm-up and review
- Pre-quiz and review
- i-Ready Diagnostic

Lesson Plans

Lesson	Time Frame
Lesson 1 **Variables and Coordinate Graphs**	**2 days**
Lesson 2 **Graphing Change**	**2 days**
Lesson 3 **Patterns and Rules**	**2 days**

Teacher Notes:
Continue to utilize i-Ready diagnostic data for grouping.

Curriculum Development Resources/Technology Resources:
Click the links below to access additional resources used to design this unit:

www.braingeine.com
www.ixl.com
www.kahoot.com
https://tasks.illustrativemathematics.org/content-standards
https://www.desmos.com/
https://nj.digitalitemlibrary.com/home
https://resources.newmeridiancorp.org/released-items/
https://nj.mypearsonsupport.com/practice-tests/math/



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Lesson Plan 1 Template		
Content Area: Mathematics	Lesson Title: Variables and Coordinate Graphs	Time Frame: 2 days hours/days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy

☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:
Science and Engineering

Integration of Technology:
Video tutorials, Big Ideas Math Textbook online, Teacher websites, Desmos

Equipment Needed:
iPad, Google Slides, Google Sheets, Calculator

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Understand variables as symbols representing numbers in equations or expressions. • Plot and interpret points on the coordinate plane in all four quadrants. • Represent and analyze real-world relationships using coordinate graphs.	Lesson Sequence 1. Quick review of positive and negative numbers. 2. Plotting points in Quadrant I only first, then introduce other quadrants. 3. Example: Plot (2, 3), (−2, 3), (−2, −3), (2, −3). Discuss symmetry. 4. Define variable: "a letter or symbol that stands for a number." 5. Simple expression: x+4. What could x be? 6. Discuss real-life contexts (e.g., c= cost, t= time). 7. Plot the table's points on all four quadrants. 8. Connect points if appropriate. 9. Discuss patterns (linear vs. nonlinear).	• Homework quizzes • Reinforcement sheets • Tests • Exit ticket: Plot and label (−4, 2) and (3, −3). • Quick check: "What does the variable in y=2x+1 mean?" • Peer sharing: Explain your rule and graph to a partner. • Table to graph matching activity.

Differentiation:

- Use two-step rules (e.g., $y=3x-5$).
- Introduce systems of equations with simple graphs.
- Ask for interpretations in context (e.g., speed, cost, temperature).

Resources Provided:

- Google Classroom Books
- Kahoot
- Braingenie
- Video tutorials
- IXL



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Lesson Plan 2 Template		
Content Area: Mathematics	Lesson Title: Graphing Change	Time Frame: 2 days

Lesson Components

21st Century Themes

☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy

☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:
Science and Engineering

Integration of Technology:
Video tutorials, Big Ideas Math Textbook online, Teacher websites, Desmos

Equipment Needed:
iPad, Google Slides, Google Sheets, Calculator

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Understand and describe how quantities change in relation to each other. • Use tables and coordinate graphs to represent change. • Interpret and explain real-world contexts shown in graphs.	Lesson Sequence 1. Pose a question: "If you earn $5 per hour, how much do you make in 0, 1, 2, 3 hours?" 2. Make a simple table 3. Discuss: What's changing? What's staying the same? 4. Define "rate of change": how much y changes for every unit increase in x. 5. Relate to slope informally: "How much up or down for each step over." 6. Emphasize constant vs. variable change. 7. Example rule: y=2x+3 8. Provide rules for students to complete tables: a. y=3x b. y=−2x+5	• Exit ticket: "Graph y = 4x. What does 4 mean in this situation?" • Quick check: "Complete this table for y = -3x + 2." • Peer explanation: "Explain what your graph shows about change." • Matching activity: Match rules to graphs.

	9. Discuss patterns in the change: 10. How much does y increase or decrease as x goes up by 1? 11. Plot table values on the coordinate plane. 12. Emphasize connecting points if it's a continuous situation. 13. Discuss the shape: 14. Is it a straight line? Curved? 15. What does that tell us about the rate of change?	

Differentiation:

- Include fractional rates of change (e.g., y=0.5x+2).
- Introduce non-linear change (e.g., y = x^2).
- Discuss interpreting intercepts and slope more formally.

Resources Provided:

- Calculators
- Graph paper
- Desmos



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Lesson Plan 3 Template		
Content Area: Mathematics	Lesson Title: Patterns and Rules	Time Frame: 2 days

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy

☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:
Science and Engineering

Integration of Technology:
Video tutorials, Big Ideas Math Textbook online, Teacher websites, Desmos

Equipment Needed:
iPad, Google Slides, Google Sheets, Calculator

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Recognize and extend numerical patterns. • Describe patterns with rules (including verbal, numeric, and algebraic expressions). • Create tables and graphs from rules. • Connect real-world contexts to patterns and rules.	Lesson Sequence 1. Show a pattern: 3, 6, 9, 12, ... a. What comes next? b. What is the rule? 2. Discuss: a. It increases by 3 each time. b. Rule (words): "Add 3 each time." c. Rule (equation): $y=3x$ = $3x$, $y=3x$, where x = position in the sequence. 3. Example: a. Pattern: 7, 10, 13, 16, ... b. Words: "Start at 7, add 3 each time." 4. Make a table a. Rule: $y=3x+4$ 5. Students practice writing rules in words and as equations.	• Exit ticket: ○ "What's the rule for 2, 5, 8, 11?" ○ "Graph $y = 2x + 1$ for $x = 0$ to 3." • Quick checks: ○ Fill in missing values in a table. ○ Identify the rule in words. • Peer discussion: ○ Students explain their rule and graph to a partner.

	6. Build table from rule: y=2x+5 7. Plot points on coordinate grid. 8. Connect if appropriate (continuous context). 9. Discuss: a. Straight line = constant rate of change. b. What does the +5 mean?	

Differentiation:

- Introduce two-step rules (e.g., y=4x−2).
- Use negative rates of change.
- Analyze nonlinear patterns (e.g., squares or doubles).
- Real-world data: Track temperature over days, cost of items, distances traveled.
- Connect to inequalities (e.g., cost ≤ budget).

Resources Provided:

- Classroom websites
- Textbooks
- Kahoot
- Braingenie
- IXL



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately,*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging and require higher order thinking and problem-solving skills	☒	☐	☐
Allow for student choice	☐	☒	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st-century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity, and innovation skills	☐	☒	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered, with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self-assessment	☒	☐	☐
Provide data to inform and adjust instruction to meet the varying needs of learners better	☒	☐	☐

Curriculum Design Template

Content Area: Mathematics	**Grade Level:** 6	**Unit Title:** Expressions and Equations
Created: June 2025	**Board Approved on:**	



Unit Overview Template		
Content Area: Mathematics	**Grade Level:** 6 - Accelerated	**Unit Title:** Geometry

Unit Summary: In this unit, students explore the properties of two-dimensional figures, focusing on polygons, area, and the relationships between angles, sides, and symmetry. They extend this understanding to three-dimensional figures by analyzing and constructing nets to find surface area and visualize spatial structure. Through hands-on activities and real-world applications, students build geometric reasoning skills and deepen their understanding of shape, space, and measurement.

Primary Interdisciplinary Connections: *Science and Engineering*

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Exploration and application of two and three-dimensional polygons.

Career Readiness (Standard 9):

9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

Learning Targets	
Standards: 6.G	
Content Statements: Solve real-world and mathematical problems involving area, perimeter, surface area and volume.	
CPI#:	**Cumulative Progress Indicator (CPI):**
6.G.A.1	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.
6.G.A.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of 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 V = lwh and B = Bh to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
6.G.A.3	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.

6.G.A.4	Represent three-dimensional figures (e.g., pyramid, triangular prism, rectangular prism) 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.
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.
MS-ETS1-3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Unit Essential Questions:

- What are the characteristics of triangles and quadrilaterals?
- How can the formulas for the area and perimeter of polygons be applied to real-world applications?
- Using nets, how can formulas for surface area and volume be created?
- Can formulas for three-dimensional shapes be applied to a real-world application?

Unit Enduring Understandings:

- Calculate the area and perimeter of two-dimensional polygons.
- Understand the characteristics of certain polygons.
- Calculate the volume and surface area of three-dimensional shapes.
- Understand transformations on a coordinate plane.

Unit Learning Targets:

Students will...

Create and apply formulas for finding the area, perimeter, surface area, and volume of two and three-dimensional shapes.

Evidence of Learning

Summative Assessment: 10 days

Equipment Needed: iPad, textbook, video tutorials, calculators, protractors, angle rulers

Teacher Resources: Textbook, iPad

Formative Assessments:

- Rubrics for applying formulas to room project
- Homework
- Quizzes
- Assessments
- Algorithm sheets
- Reinforcement sheets
- Nets
- Project for transformations/Totally Ten
- i-Ready Diagnostic

Lesson Plans

Lesson	Time Frame
Lesson 1 **Characteristics of Polygons**	**3 days**
Lesson 2 **Room Project**	**3 days**
Lesson 3 **Three-Dimensional Geometry**	**3 days**

Teacher Notes: Use the project to apply formulas in a real-world application to further make the connection for the students.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

https://www.phschool.com
https://www.ixl.com
https://kahoot.com
https://tasks.illustrativemathematics.org/content-standards
https://www.desmos.com/
https://nj.digitalitemlibrary.com/home
https://resources.newmeridiancorp.org/released-items/
https://nj.mypearsonsupport.com/practice-tests/math/



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Lesson Plan 1 Template		
Content Area: Mathematics	Lesson Title: Characteristics of Polygons	Time Frame: 3 Days

Lesson Components

21st Century Themes

☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy

☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:
Science and Engineering

Integration of Technology:
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Equipment Needed:
iPad, Google Slides, Google Sheets, Calculator

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Define and identify polygons and classify them by characteristics (number of sides, angles, regular vs. irregular). • Analyze and compare properties of different polygons. • Use mathematical language to justify classifications. • Apply knowledge to solve problems and make conjectures.	Lesson Sequence 1. Ask: What is a polygon? 2. Emphasize definition: a. A closed, flat figure made of straight line segments. 3. Quick sort: a. Show several shapes (some polygons, some not). b. Students say "polygon" or "not a polygon." c. Discuss why. 4. Provide students with a set of polygons on paper or cut-outs. 5. Students classify each: 6. Name (triangle, quadrilateral, etc.). 7. Regular/irregular. 8. Convex/concave.	• Exit ticket: ○ Draw and label a regular and an irregular polygon. • Quick check: ○ Classify shapes on the board. • Peer talk: ○ Explain to your partner why this is regular/irregular. • Mini quiz: ○ Name, sides, angles

	9. Number of sides and angles.	

Differentiation:

- Explore interior angle sums formally. ((n-2)x180)
- Prove the angle sum with decomposition into triangles.
- Classify by symmetry.
- Find sum for hexagon, pentagon, etc...
- Derive interior angle sums.
- Explore exterior angles.
- Build 3D models (nets of polyhedra).
- Research historical uses of polygonal designs.

Resources Provided:

- Video tutorials
- Google Classroom
- Textbooks
- Skill practice sheets
- IXL



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Plan 2 Template		
Content Area: Mathematics	Lesson Title: Room Project	Time Frame: 3 days

Lesson Components

21st Century Themes

☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy

☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:
Science and Engineering

Integration of Technology:
Video tutorials, Big Ideas Math Textbook online, Teacher websites, Desmos

Equipment Needed:
iPad, Google Slides, Google Sheets, Calculator

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Apply understanding of area, perimeter, and scale. • Design and draw a scale floor plan of a room. • Calculate areas of different sections or features. • Justify design choices using math vocabulary and reasoning.	Lesson Sequence 1. Show real blueprints or photos of floor plans. 2. Ask: a. What do you notice? b. Why are floor plans important? 3. Discuss scale: Real rooms are too big to draw full-size, so we shrink them down. 4. Project: a. "You are an interior designer. Design your dream bedroom (or any room) on graph paper to scale. You must show dimensions, area, perimeter, and furniture layout." 5. Review:	• Check-in while drawing: ○ "Explain your scale to me." ○ "How did you find the area?" • Exit ticket: ○ "What scale did you choose and why?" ○ "What is your room's area in real life?" • Peer feedback form.

	a. Scale (e.g., 1 square = 1 foot or 1 square = 0.5 m). b. How to label dimensions. c. Calculating area and perimeter of rectangles, composite shapes. d. Using fraction or decimal dimensions if needed. 6. Have students: a. Choose a scale. b. Sketch room outline to scale on graph paper. c. Label all dimensions clearly. d. Add furniture or features (bed, desk, rug, etc.) to scale. 7. Calculate: a. Room area and perimeter. b. Area of individual furniture pieces or zones.	

Differentiation:

- Include a closet or alcove.
- Use fractional/decimal measurements.
- Budget costs for flooring or furniture.
- Design multiple connected rooms.
- Calculate total cost using unit prices (e.g., carpet $2/sq ft).
- 3D models (shoebox diorama or digital 3D app).
- Research real room dimensions online.
- Compare metric and customary units.
- Design a floor plan for a whole house!
- Include doors/windows and adjust the area.

Resources Provided:

- Google Classroom
- Online textbook-Big Ideas Math
- Video tutorials
- IXL



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Plan 3 Template		
Content Area: Mathematics	Lesson Title: Three-Dimensional Geometry	Time Frame: 3 days

Lesson Components

21st Century Themes

☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy

☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:
Science and Engineering

Integration of Technology:
Video tutorials, Big Ideas Math Textbook online, Teacher websites, Desmos

Equipment Needed:
iPad, Google Slides, Google Sheets, Calculator

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify and describe three-dimensional figures (prisms, pyramids, cylinders, cones, spheres). • Explore and describe properties: faces, edges, vertices. • Understand and create nets of 3D shapes. • Calculate volume of rectangular prisms with whole-number, fraction, or decimal edge length.	Lesson Sequence 1. Show real-life 3D objects or images (box, can, ball, pyramid). 2. Ask: a. What shapes do you see? b. How are these different from flat shapes? 3. Record responses. 4. Introduce 3D shape names: 5. Define: a. Faces: flat surfaces. b. Edges: where faces meet. c. Vertices: corners. 6. Example: a. Rectangular prism: 6 faces, 12 edges, 8 vertices.	• Exit ticket: ○ Name a 3D shape and list faces, edges, vertices. ○ Calculate the volume of a given prism. • Quick check: ○ Circle the correct net for a cube. • Peer sharing: ○ Explain your net to a partner. • Mini quiz: ○ Classify and calculate volume.

	7. Build a chart as a class. 8. Define net: A 2D shape that can be folded into a 3D object. 9. Show examples (unfolded box). 10. Students: a. Examine or build paper nets of prisms and pyramids. b. Predict what 3D shape will form. 11. Class discussion: a. What happens if you rearrange the net? b. How do you know if it will fold correctly? 12. Review or teach formula: V=l×w×hV = l \times w \times hV=l×w×h 13. Example Problem: a. A box has length 5 cm, width 3 cm, height 4 cm. b. Volume = 5 × 3 × 4 = 60 cm^3. 14. Include fractions/decimals for challenge: a. Length = 3.5 cm, width = 2 cm, height = 4 cm. b. Volume = 28 cm^3. 15. Emphasize units: cubic units. 16. Example: 17. Name faces, edges, vertices for a triangular prism. 18. Cut and fold a net into a cube or rectangular prism.	

	19. Find volume. 20. Design Challenge: a. Design a box with volume of 120 in^3. What dimensions could it have? b. Draw its net.	

Differentiation:

- Use fractional or decimal dimensions in volume problems.
- Explore surface area.
- Investigate non-prism shapes (cones, cylinders) qualitatively.

Resources Provided:

- Nets
- Rulers
- Video tutorials
- Google Classroom
- IXL



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☐	☒	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☐	☒	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☐	☒	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Mathematics **Grade Level:** 6 - Accelerated **Unit Title:** Geometry

Created: June 2025	**Board Approved on:**



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IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Set and post class rules
Chart progress and maintain data



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Accommodations and Modifications for ESL Students

Give tests orally
Give instructions/directions in writing and orally
Assign a peer tutor, same language or English speaking
Allow use of bilingual/translation dictionary
Provide summaries of text or study guides of particular chapters
Allow errors in speaking
Allow errors in writing
Accept writing in first language
Highlight key vocabulary
Reduce amount of work required
Assess comprehension through demonstration or other alternative means (gestures, drawings)
Rephrase questions, directions, and explanations
Reduce multiple choices on assessments
Provide study guides and/ or outlines
Shorten reading assignments
Allow extended time for test/project completion
Use of audio books
Use of graphic organizers
Use reduced text, so that print is not dense
Use visuals/pictures throughout lesson/unit/assignemt
Adapt homework to reflect language proficiency/home support
Adapt homework to reflect home support
Provide hands-on activities and explanations
Allow extended time to answer questions, and permit drawing, as an explanation
Use of translation dictionaries to locate words in the native language
Use anecdotal records and portfolio of work as forms of assessment
Use story retellings to assess comprehension

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

What Does the Gifted and Talented Experience Look Like?

Springfield Public Schools

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.
New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- ➢ To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.

- ➢ To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences

- ➢ To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center
Edward V. Walton

Schoolwide Virtual Enrichment

All first and second grade students have access to the Gifted and Talented Virtual Classroom. This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools
James Caldwell
Thelma L. Sandmeier

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific Gifted and Talented Virtual Classrooms. These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- *Cognitive Abilities Test (CogAT)*
- *Classroom Performance/Student Portfolios*
- *DRA2 Level*
- *iReady Diagnostic Scores*
- *Gifted Indicators Checklist*
- *Start Strong/NJSLA Assessment Data*

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures
https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment Overall Stanine Score of a 7	Cogat Assessment Overall Stanine Score of an 8	Cogat Assessment Overall Stanine Score of a 9
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
IReady ELA On Grade Level	IReady ELA ½ Year Above Current Level	IReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Resource Links
https://riversideinsights.com/cognitive_abilities_test
https://www.curriculumassociates.com/programs/i-ready-learning
https://www.nj.gov/education/assessment/resources/
https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.

Gifted and talented student: The "*Strengthening Gifted and Talented Education Act*" defines a gifted and talented student as a "student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities."

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as "a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism" (New Jersey Association for Gifted Children, *www.nagc.org).*

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student's general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

NJDOE Fast Facts

https://www.nj.gov/education/standards/gifted/

https://www.nj.gov/education/standards/gifted/legislation.shtml

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.

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We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.
New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- ➢ To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.

- ➢ To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences

- ➢ To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center
Edward V. Walton

Schoolwide Virtual Enrichment

All first and second grade students have access to the Gifted and Talented Virtual Classroom. This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools
James Caldwell
Thelma L. Sandmeier

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific Gifted and Talented Virtual Classrooms. These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- *Cognitive Abilities Test (CogAT)*
- *Classroom Performance/Student Portfolios*
- *DRA2 Level*
- *iReady Diagnostic Scores*
- *Gifted Indicators Checklist*
- *Start Strong/NJSLA Assessment Data*

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures
https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment Overall Stanine Score of a 7	Cogat Assessment Overall Stanine Score of an 8	Cogat Assessment Overall Stanine Score of a 9
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
IReady ELA On Grade Level	IReady ELA ½ Year Above Current Level	IReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Resource Links
https://riversideinsights.com/cognitive_abilities_test
https://www.curriculumassociates.com/programs/i-ready-learning
https://www.nj.gov/education/assessment/resources/
https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.

Gifted and talented student: The "*Strengthening Gifted and Talented Education Act*" defines a gifted and talented student as a "student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities."

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as "a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism" (New Jersey Association for Gifted Children, *www.nagc.org).*

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student's general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

NJDOE Fast Facts

https://www.nj.gov/education/standards/gifted/

https://www.nj.gov/education/standards/gifted/legislation.shtml

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.