

ESSEX FELS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

Mathematics

Grade: 5

ABSTRACT

In Grade 5, instructional time should focus on three critical areas: (1) developing accuracy and efficiency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing accuracy and efficiency with whole number and decimal operations; and (3) developing an understanding of volume.

BOE Approved: 8/12/26

ESSEX FELLS PUBLIC SCHOOL

Grade 5 Mathematics

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Topic: Whole Numbers, Expressions and Volume <i>September-November</i> <i>(8 weeks)</i>	Topic: Add and Subtract Fractions and Mixed Numbers <i>November/December</i> <i>(4 weeks)</i>	Topic: Multiply Fractions and Mixed Numbers <i>December/January</i> <i>(5 weeks)</i>
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	NJSLS: 5.NBT.A.1: Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. 5.NBT.A.2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. 5.NBT.B.5: With accuracy and efficiency, multiply multi-digit whole numbers using the standard algorithm. 5.NBT.B.6: Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on	NJSLS: 5.NF.A.2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. 5.NF.A.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.	NJSLS: 5.NF.4.A: Interpret the product $(a/b) \times q$ as parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. 5.NF.B.6: Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions 5.NF.B.5.A: Interpret multiplication as scaling (resizing), by comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. 5.NF.B.5.B: Explaining why

	place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 5.NF.B.3: Interpret a fraction as division of the numerator by the denominator. Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. 5.OA.A.1: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. 5.OA.A.2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. 5.M.B.2.A: A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume. 5.M.B.2.B: A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of cubic units. 5.M.B.3: Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and non-standard units. 5.M.B.4.A: Find the volume of a right rectangular prism with whole-number		multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1. 5.NF.B.4.B: Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
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	side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. 5.M.B.4.B: Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems. 5.M.B.C: Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.		
Interdisciplinary Connections: Write out complete NJSLs: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical Practice Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	ELA RI.CR.5.1: Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences. RI.IT.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or solve a problem efficiently.	ELA W.IW.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly through the selection, organization, and analysis of relevant content. SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on	ELA 5.W.AW.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 5.W.WR.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. Social Studies

	Science 5-ESS2-2: Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. Health 2.1.5.N.1: Explain how healthy eating provides energy and nutrients needed for growth and physical activity.	others' ideas and expressing their own clearly. PE 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment. 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).	6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey. PE 2.2.5.MSC.5 Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. 2.2.5.PF.4 Develop a short-term and/or long-term health-related fitness goal to evaluate personal health.
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLs: <i>(Must have at least one standard from:</i> • <i>9.1 Personal Financial Literacy; or</i> • <i>9.2 Career Awareness, Exploration, Preparation & Training; or</i> • <i>9.4 Life Literacies & Key Skills)</i>	Life Literacies & Key Skills 9.4.5.IML.2 Create a visual representation to organize information about a problem or issue. 9.4.5.CT.2 Identify a problem and use the design process to solve it. 9.4.5.IML.5 Distinguish facts, opinions, and reasoned judgments in information sources. 9.4.5.CT.4 Explain the importance of gathering evidence before making a	Life Literacies & Key Skills 9.4.5.CT.1 Identify constraints that influence the design of a solution. 9.4.5.CT.2 Identify a problem and use the design process to solve it. 9.4.5.IML.2 Create a visual representation to organize information about a problem or issue.	Life Literacies & Key Skills 9.4.5.CT.4 – Explain the importance of gathering evidence before making a decision. 9.4.5.IML.2 – Create a visual representation to organize information about a problem or issue. 9.4.5.IML.8 – Develop and communicate ideas using appropriate digital tools and media.

	decision. 9.4.5.CT.1 Identify constraints that influence the design of a solution. 9.4.5.CT.3 Describe how digital tools and technology support problem-solving. 9.4.5.IML.8 Develop and communicate ideas using appropriate digital tools and media.		
Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • <i>8.1 Computer Science; or</i> • <i>8.2 Design Thinking)</i>	Design Thinking 8.1.5.DA.5 – Collect, organize, and present data visually to highlight relationships and support a claim. 8.1.5.AP.1 – Compare and refine multiple algorithms for the same task and determine which is the most appropriate. 8.1.5.AP.2 – Create programs that use variables, events, loops, or conditionals to solve problems or express ideas.	Design Thinking 8.1.5.AP.1 – Compare and refine multiple algorithms for the same task and determine which is the most appropriate. 8.1.5.AP.2 – Create programs that use variables, events, loops, or conditionals to solve problems or express ideas. 8.1.5.DA.5 – Collect, organize, and present data visually to highlight relationships and support a claim. Computer Science 8.2.5.ED.2 – Develop and test a model to describe how a product or system functions. 8.2.5.ED.3 – Follow a design process to develop, test, and refine a prototype.	Design Thinking 8.1.5.AP.1 – Compare and refine multiple algorithms for the same task and determine which is the most appropriate. 8.1.5.AP.2 – Create programs that use variables, events, loops, or conditionals to solve problems or express ideas. 8.1.5.DA.5 – Collect, organize, and present data visually to highlight relationships and support a claim. Computer Science 8.2.5.ED.2 – Develop and test a model to describe how a product or system functions. 8.2.5.ED.3 – Follow a design process to develop, test, and refine a prototype.
21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i>	N/A	N/A	N/A

9.3 Career and Technical Education)			
Enduring Understandings: (Follow UbD: What big ideas will students know?)	- Place value patterns help us understand and compute with numbers efficiently. - Mathematical patterns and relationships help us solve problems and explain our thinking. - Numbers, expressions, and models help us represent and communicate mathematical ideas. - Measurement and formulas help us solve real-world problems involving three-dimensional space. - Good problem solvers choose efficient strategies and check that their answers make sense.	- Equivalent fractions allow us to add and subtract fractions with different denominators. - Visual models, equations, and number sense help us understand and solve fraction problems. - Fractions represent parts of a whole and are used to solve real-world problems. - Estimating with benchmark fractions helps us determine whether answers are reasonable. - Effective problem solvers choose appropriate strategies and explain their mathematical thinking.	- Fractions can be multiplied and divided to represent and solve real-world problems. - Multiplication can be used to scale quantities up or down depending on the value of the factor. - Visual models and equations help us understand and explain fraction operations. - Area can be found by multiplying side lengths, even when the side lengths are fractions. - Effective problem solvers use mathematical reasoning, models, and efficient strategies to solve problems and justify their answers.
Essential Questions: (Follow UbD best practices in the creation of questions)	- How do patterns in our number system help us solve problems efficiently? - How do mathematical models and expressions help us represent and solve real-world problems? - How are multiplication and division connected? - How can understanding fractions help us solve everyday problems? - How can mathematical	- How do equivalent fractions help us solve problems? - How can we use fractions to solve real-world problems? - How do we know if our answer is reasonable?	- How can multiplying and dividing fractions help us solve real-world problems? - How does multiplying by a fraction affect the size of a quantity? - How do visual models help us understand and explain fraction multiplication and division? - How can multiplication be used to find the area of

	reasoning help us determine whether an answer makes sense? 6. How do measurement and formulas help us describe and solve problems involving three-dimensional objects?		figures with fractional side lengths? 5. How can we determine whether our answers are reasonable?
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. Formative, 2. Summative, 3. Alternative - Performance/Project) 4. Benchmark)	Formative Assessments ● Teacher observation during instruction ● Exit tickets ● Warm-up/problem of the day ● Think-Pair-Share discussions ● Whiteboard responses ● Math journals explaining reasoning ● Student conferences ● Quick checks/quizzes ● Digital checks (Google Forms, Kahoot!, Quizizz, Nearpod) ● Error analysis tasks Summative Assessments ● End-of-unit test (multiple choice, short answer, and open response) ● Performance-based assessment requiring application of multiple standards ● Real-world problem-solving task ● Project demonstrating	Formative Assessments ● Teacher observation during instruction ● Exit tickets ● Warm-up/problem of the day ● Think-Pair-Share discussions ● Whiteboard responses ● Math journals explaining reasoning ● Student conferences ● Quick checks/quizzes ● Digital checks (Google Forms, Kahoot!, Quizizz, Nearpod) ● Error analysis tasks Summative Assessments ● End-of-unit test (multiple choice, short answer, and open response) ● Performance-based assessment requiring application of multiple standards ● Real-world problem-solving	Formative Assessments ● Teacher observation during instruction ● Exit tickets ● Warm-up/problem of the day ● Think-Pair-Share discussions ● Whiteboard responses ● Math journals explaining reasoning ● Student conferences ● Quick checks/quizzes ● Digital checks (Google Forms, Kahoot!, Quizizz, Nearpod) ● Error analysis tasks Summative Assessments ● End-of-unit test (multiple choice, short answer, and open response) ● Performance-based assessment requiring application of multiple standards ● Real-world problem-solving

	mathematical understanding (e.g., designing a room, calculating volume, solving fraction scenarios) - Standards-based assessment with rubric Alternative Assessments - Student-created math presentation or video explanation - Digital slideshow or infographic explaining a concept - Create and solve original word problems - Math portfolio of completed work and reflections - Hands-on performance task using manipulatives - Choice board or learning menu - Peer teaching or small-group lesson - Interactive notebook demonstrating understanding - STEM/design challenge involving measurement or volume - Oral explanation or teacher interview demonstrating mathematical reasoning Benchmark Assessments - District common mathematics assessment	task - Project demonstrating mathematical understanding (e.g., designing a room, calculating volume, solving fraction scenarios) - Standards-based assessment with rubric Alternative Assessments - Student-created math presentation or video explanation - Digital slideshow or infographic explaining a concept - Create and solve original word problems - Math portfolio of completed work and reflections - Hands-on performance task using manipulatives - Choice board or learning menu - Peer teaching or small-group lesson - Interactive notebook demonstrating understanding - STEM/design challenge involving measurement or volume - Oral explanation or teacher interview demonstrating mathematical reasoning	task - Project demonstrating mathematical understanding (e.g., designing a room, calculating volume, solving fraction scenarios) - Standards-based assessment with rubric Alternative Assessments - Student-created math presentation or video explanation - Digital slideshow or infographic explaining a concept - Create and solve original word problems - Math portfolio of completed work and reflections - Hands-on performance task using manipulatives - Choice board or learning menu - Peer teaching or small-group lesson - Interactive notebook demonstrating understanding - STEM/design challenge involving measurement or volume - Oral explanation or teacher interview demonstrating mathematical reasoning
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	- Unit benchmark assessment - Performance task aligned to unit standards - NJSLA-style constructed response items - Standards-based progress monitoring assessment	Benchmark Assessments - District common mathematics assessment - Unit benchmark assessment - Performance task aligned to unit standards - NJSLA-style constructed response items - Standards-based progress monitoring assessment	Benchmark Assessments - District common mathematics assessment - Unit benchmark assessment - Performance task aligned to unit standards - NJSLA-style constructed response items - Standards-based progress monitoring assessment
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> <i>Amistad Law</i> <i>Holocaust Law</i> <i>LGBTQ/Disabilities Law</i>	DEI - Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a) 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. Amistad 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). Diversity and Inclusion 2.1.5.EH.3: Identify different	DEI - Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a) 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. Amistad 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). Diversity and Inclusion 2.1.5.EH.3: Identify different	DEI - Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a) 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. Amistad 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). Diversity and Inclusion 2.1.5.EH.3: Identify different

	feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). ● 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Holocaust Law ● 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. Activities ● Use multiple representations (visual, concrete, symbolic, verbal, and digital) to support diverse learners. ● Provide flexible grouping that promotes collaboration and peer learning. ● Offer choice in how students solve problems and	feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). ● 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Holocaust Law ● 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. Activities ● Use multiple representations (visual, concrete, symbolic, verbal, and digital) to support diverse learners. ● Provide flexible grouping that promotes collaboration and peer learning. ● Offer choice in how students	feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). ● 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Holocaust Law ● 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. Activities ● Use multiple representations (visual, concrete, symbolic, verbal, and digital) to support diverse learners. ● Provide flexible grouping that promotes collaboration and peer learning. ● Offer choice in how students
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	demonstrate understanding. • Use inclusive language, names, and contexts that reflect diverse cultures and experiences. • Encourage students to explain and justify their thinking while valuing multiple correct strategies. • Differentiate instruction through scaffolds, accommodations, and enrichment opportunities to ensure all learners can access grade-level content.	solve problems and demonstrate understanding. • Use inclusive language, names, and contexts that reflect diverse cultures and experiences. • Encourage students to explain and justify their thinking while valuing multiple correct strategies. • Differentiate instruction through scaffolds, accommodations, and enrichment opportunities to ensure all learners can access grade-level content.	solve problems and demonstrate understanding. • Use inclusive language, names, and contexts that reflect diverse cultures and experiences. • Encourage students to explain and justify their thinking while valuing multiple correct strategies. • Differentiate instruction through scaffolds, accommodations, and enrichment opportunities to ensure all learners can access grade-level content.
Resources: <i>(Include names of texts and all online resources)</i>	• HMH Into Math Copyright 2020 by Houghton Mifflin Harcourt Publishing Company • Illustrative Mathematics https://www.illustrativemathematics.org/ • Khan Academy https://www.khanacademy.org/ • National Council of Teachers of Mathematics http://www.nctm.org/ • National Library of Virtual Manipulatives http://nlvm.usu.edu/ • NCTM Illuminations Resources for Teaching Math http://illuminations.nctm.org/ • Freckle • Generation Genius	• HMH Into Math Copyright 2020 by Houghton Mifflin Harcourt Publishing Company • Illustrative Mathematics https://www.illustrativemathematics.org/ • Khan Academy https://www.khanacademy.org/ • National Council of Teachers of Mathematics http://www.nctm.org/ • National Library of Virtual Manipulatives http://nlvm.usu.edu/ • NCTM Illuminations Resources for Teaching Math http://illuminations.nctm.org/	• HMH Into Math Copyright 2020 by Houghton Mifflin Harcourt Publishing Company • Illustrative Mathematics https://www.illustrativemathematics.org/ • Khan Academy https://www.khanacademy.org/ • National Council of Teachers of Mathematics http://www.nctm.org/ • National Library of Virtual Manipulatives http://nlvm.usu.edu/ • NCTM Illuminations Resources for Teaching Math http://illuminations.nctm.org/

	● BrainPop	● Freckle ● Generation Genius ● BrainPop	● Freckle ● Generation Genius ● BrainPop
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced</i> 5. <i>504</i>	Special Education ● Provide explicit, systematic instruction with modeling ("I Do, We Do, You Do"). ● Use scaffolded lessons with repeated practice. ● Teach prerequisite skills as needed. ● Provide additional teacher-led small-group instruction. ● Provide manipulatives (base-ten blocks, fraction strips, number lines, unit cubes). ● Present one concept at a time with frequent review. ● Modify the number or complexity of problems when appropriate based on the IEP. ● Provide partially completed examples. ● Allow alternate ways to demonstrate understanding. English Language Learners (ELLs) ● Pre-teach academic vocabulary with visuals. ● Use sentence frames for explaining mathematical reasoning. ● Pair students strategically for collaborative learning.	Special Education ● Provide explicit, systematic instruction with modeling ("I Do, We Do, You Do"). ● Use scaffolded lessons with repeated practice. ● Teach prerequisite skills as needed. ● Provide additional teacher-led small-group instruction. ● Provide manipulatives (base-ten blocks, fraction strips, number lines, unit cubes). ● Present one concept at a time with frequent review. ● Modify the number or complexity of problems when appropriate based on the IEP. ● Provide partially completed examples. ● Allow alternate ways to demonstrate understanding. English Language Learners (ELLs) ● Pre-teach academic vocabulary with visuals. ● Use sentence frames for explaining mathematical reasoning. ● Pair students strategically for collaborative learning.	Special Education ● Provide explicit, systematic instruction with modeling ("I Do, We Do, You Do"). ● Use scaffolded lessons with repeated practice. ● Teach prerequisite skills as needed. ● Provide additional teacher-led small-group instruction. ● Provide manipulatives (base-ten blocks, fraction strips, number lines, unit cubes). ● Present one concept at a time with frequent review. ● Modify the number or complexity of problems when appropriate based on the IEP. ● Provide partially completed examples. ● Allow alternate ways to demonstrate understanding. English Language Learners (ELLs) ● Pre-teach academic vocabulary with visuals. ● Use sentence frames for explaining mathematical reasoning. ● Pair students strategically for collaborative learning.

	● Provide bilingual glossaries or translated supports when available. ● Encourage use of drawings, models, and manipulatives to communicate understanding. Gifted and Talented (Advanced) Students: ● Multi-step, real-world performance tasks. ● Open-ended mathematical investigations. ● STEM and engineering design challenges. ● Multiple-solution and error analysis tasks. ● Student-created word problems and mathematical models. ● Leadership opportunities (peer tutoring, explaining strategies). ● Extension activities involving higher-level reasoning, patterns, or mathematical proofs. Students At-Risk (BSI) ● Self-monitoring checklists. ● Sensory supports as appropriate. ● Frequent opportunities for movement and regulation ● Sentence starters and academic language supports.	● Provide bilingual glossaries or translated supports when available. ● Encourage use of drawings, models, and manipulatives to communicate understanding. Gifted and Talented (Advanced) Students: ● Multi-step, real-world performance tasks. ● Open-ended mathematical investigations. ● STEM and engineering design challenges. ● Multiple-solution and error analysis tasks. ● Student-created word problems and mathematical models. ● Leadership opportunities (peer tutoring, explaining strategies). ● Extension activities involving higher-level reasoning, patterns, or mathematical proofs. Students At-Risk (BSI) ● Self-monitoring checklists. ● Sensory supports as appropriate. ● Frequent opportunities for movement and regulation ● Sentence starters and academic language supports.	● Provide bilingual glossaries or translated supports when available. ● Encourage use of drawings, models, and manipulatives to communicate understanding. Gifted and Talented (Advanced) Students: ● Multi-step, real-world performance tasks. ● Open-ended mathematical investigations. ● STEM and engineering design challenges. ● Multiple-solution and error analysis tasks. ● Student-created word problems and mathematical models. ● Leadership opportunities (peer tutoring, explaining strategies). ● Extension activities involving higher-level reasoning, patterns, or mathematical proofs. Students At-Risk (BSI) ● Self-monitoring checklists. ● Sensory supports as appropriate. ● Frequent opportunities for movement and regulation ● Sentence starters and academic language supports.
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	● Visual vocabulary cards. ● Use concrete -representational-abstract (CRA) instruction. ● Provide manipulatives (base-ten blocks, fraction strips, number lines, unit cubes). ● Present one concept at a time with frequent review. 504 Plans ● Provide clear, step-by-step directions. ● Pre-teach key vocabulary. ● Chunk multi-step problems. ● Provide guided notes and anchor charts. ● Check for understanding frequently. ● Highlight important information. ● Use visual models, color coding, and graphic organizers. ● Provide digital copies of notes. ● Read directions aloud when appropriate. ● Reduce unnecessary repetition after mastery is demonstrated. ● Break lengthy assignments into smaller tasks. ● Provide checklists for multi-step assignments. ● Extended time.	● Visual vocabulary cards. ● Use concrete -representational-abstract (CRA) instruction. ● Provide manipulatives (base-ten blocks, fraction strips, number lines, unit cubes). ● Present one concept at a time with frequent review. 504 Plans ● Provide clear, step-by-step directions. ● Pre-teach key vocabulary. ● Chunk multi-step problems. ● Provide guided notes and anchor charts. ● Check for understanding frequently. ● Highlight important information. ● Use visual models, color coding, and graphic organizers. ● Provide digital copies of notes. ● Read directions aloud when appropriate. ● Reduce unnecessary repetition after mastery is demonstrated. ● Break lengthy assignments into smaller tasks. ● Provide checklists for	● Visual vocabulary cards. ● Use concrete -representational-abstract (CRA) instruction. ● Provide manipulatives (base-ten blocks, fraction strips, number lines, unit cubes). ● Present one concept at a time with frequent review. 504 Plans ● Provide clear, step-by-step directions. ● Pre-teach key vocabulary. ● Chunk multi-step problems. ● Provide guided notes and anchor charts. ● Check for understanding frequently. ● Highlight important information. ● Use visual models, color coding, and graphic organizers. ● Provide digital copies of notes. ● Read directions aloud when appropriate. ● Reduce unnecessary repetition after mastery is demonstrated. ● Break lengthy assignments into smaller tasks. ● Provide checklists for
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	• Small-group or separate testing location. • Frequent breaks. • Directions clarified or repeated. • Graphic organizers. • Assignment checklists. • Color-coded materials. • Frequent reminders and prompts. • Planner checks	• multi-step assignments. • Extended time. • Small-group or separate testing location. • Frequent breaks. • Directions clarified or repeated. • Graphic organizers. • Assignment checklists. • Color-coded materials. • Frequent reminders and prompts. • Planner checks	• multi-step assignments. • Extended time. • Small-group or separate testing location. • Frequent breaks. • Directions clarified or repeated. • Graphic organizers. • Assignment checklists. • Color-coded materials. • Frequent reminders and prompts. • Planner checks
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Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Divide Fractions and Convert Customary Units <i>February/March</i> <i>(6 weeks)</i>	Add and Subtract Decimals <i>March/April</i> <i>(4 weeks)</i>	Multiply Decimals <i>April/May</i> <i>(5 weeks)</i>
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	NJSLS: 5.NF. B.3: Interpret a fraction as division of the numerator by the denominator (i.e., $a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. 5.NF.B.7.A: Interpret division of a unit fraction by a non-zero whole	NJSLS: 5.NBT.A.1: Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. 5.NBT.A.3.A: Read and write decimals to thousandths using base-ten numerals, number names, and expanded form. 5.NBT.A.3.B: Compare two decimals	NJSLS: 5.NBT.A.2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. 5.NBT.B.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings

	number, and compute such quotients. 5.NF.B.7.C: Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. 5.NF.B.7.B: Interpret division of a whole number by a unit fraction, and compute such quotients. 5.M.A.1: Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. 5.D.L.B.5: Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots.	to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. 5.NBT.A.4: Use place value understanding to round decimals to any place. 5.NBT.5.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
Interdisciplinary Connections: Write out complete NJSLS: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	ELA NJSLS ELA-Literacy RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. NJSLS ELA-Literacy SL.5.1 Engage effectively in collaborative discussions, building on others' ideas and expressing their own clearly.	ELA NJSLS ELA-Literacy RI.5.3: Explain the relationships among ideas, concepts, or events using specific information from a text. NJSLS ELA-Literacy RI.5.7: Draw on information from multiple sources to answer questions or solve problems efficiently. NJSLS ELA-Literacy SL.5.4: Report on a topic or text, sequencing ideas logically and using appropriate	ELA NJSLS ELA-Literacy RI.5.3: Explain the relationships or interactions between ideas, concepts, or events using specific information from a text. NJSLS ELA-Literacy SL.5.1: Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly.

	Science 5-PS1-3: Make observations and measurements to identify materials based on their properties. 3-5-ETS1-3: Plan and carry out fair tests in which variables are controlled and data are collected.	facts and details. Science 3-5-ETS1: Define a simple design problem that reflects a need or want. 3-5-ETS1-3: Plan and carry out fair tests where variables are controlled and data are collected.	Science 3-5-ETS1-2: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints. 5-PS1-3: Make observations and measurements to identify materials based on their properties.
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLs: <i>(Must have at least one standard from:</i> 9.1 Personal Financial Literacy; or 9.2 Career Awareness, Exploration, Preparation & Training; or 9.4 Life Literacies & Key Skills)	9.4.5.CT.2: Evaluate different solutions to problems using critical thinking. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to solve authentic problems. 9.4.5.IML.8: Evaluate information from multiple sources to answer questions and solve problems.	9.4.5.CT.2: Evaluate different solutions using critical thinking. 9.4.5.IML.5: Use information from multiple sources to solve problems. 9.4.5.CT.4: Apply critical-thinking strategies to solve authentic problems.	9.4.5.CT.2: Evaluate different solutions to a problem using critical thinking and reasoning. 9.4.5.IML.8: Evaluate information from multiple sources to answer questions and solve problems.
Integration of Computer Science and Design Thinking: Write out complete NJSLs: <i>(Must have at least one standard from:</i> 8.1 Computer Science; or 8.2 Design Thinking)	8.1.5.DA.1: Collect, organize, and represent data for analysis. 8.1.5.CS.1: Model and solve problems using computational thinking.	8.1.5.DA.1: Collect, organize, and represent data to make it useful. 8.1.5.AP.1: Compare and refine algorithms to solve computational problems. 8.1.5.DA.2: Collect, organize, and visualize data to identify patterns.	8.1.5.AP.1: Compare and refine multiple algorithms for the same task and determine which is most appropriate. 8.1.5.DA.2: Collect, organize, and visualize data to identify patterns and support decision-making.
21st Century Life and Careers: Career Education: Write out complete NJSLs: <i>(Only include if a CTE curriculum</i> 9.3 Career and Technical Education)	N/A	N/A	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will</i>	Fractions can represent	Place value relationships	Place value patterns explain

students know?)	division and solve real-world problems. - Visual models and equations help explain mathematical thinking. - Measurement conversions support problem solving. - Data displays help organize, interpret, and analyze information. - Mathematical reasoning helps justify solutions.	extend to whole numbers and decimals. - Decimals can be read, written, compared, and rounded using place value. - Place value understanding supports accurate computation with decimals. - Mathematical models and strategies help explain reasoning. - Decimal operations are used to solve real-world problems.	how multiplying and dividing by powers of 10 changes numbers. - Understanding place value supports accurate decimal operations. - Models, strategies, and properties of operations help explain mathematical reasoning. - Decimals are used to solve real-world problems.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	- How can fractions represent division? - How do models help solve problems? - How do we solve real-world problems with fractions? - Why are measurement conversions useful? - What can data displays tell us? - How do we know our answers are reasonable?	- How does place value help us understand numbers? - How are decimals represented and compared? - When is rounding useful? - How does place value support decimal operations? - How do models and strategies help explain mathematical thinking? - How are decimals used to solve real-world problems?	- How do powers of 10 affect whole numbers and decimals? - How does place value help us compute with decimals? - How do models and strategies support mathematical reasoning? - How are decimal operations used to solve real-world problems?
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. Formative, 2. Summative, 3. Alternative - Performance/Project) 4. Benchmark)	Formative Assessments - Teacher observation during instruction - Exit tickets - Warm-up/problem of the day - Think-Pair-Share discussions	Formative Assessments - Teacher observation during instruction - Exit tickets - Warm-up/problem of the day - Think-Pair-Share discussions	Formative Assessments - Teacher observation during instruction - Exit tickets - Warm-up/problem of the day - Think-Pair-Share discussions

	• Whiteboard responses • Math journals explaining reasoning • Student conferences • Quick checks/quizzes • Digital checks (Google Forms, Kahoot!, Quizizz, Nearpod) • Error analysis tasks Summative Assessments • End-of-unit test (multiple choice, short answer, and open response) • Performance-based assessment requiring application of multiple standards • Real-world problem-solving task • Project demonstrating mathematical understanding (e.g., designing a room, calculating volume, solving fraction scenarios) • Standards-based assessment with rubric Alternative Assessments • Student-created math presentation or video explanation • Digital slideshow or infographic explaining a concept	• Whiteboard responses • Math journals explaining reasoning • Student conferences • Quick checks/quizzes • Digital checks (Google Forms, Kahoot!, Quizizz, Nearpod) • Error analysis tasks Summative Assessments • End-of-unit test (multiple choice, short answer, and open response) • Performance-based assessment requiring application of multiple standards • Real-world problem-solving task • Project demonstrating mathematical understanding (e.g., designing a room, calculating volume, solving fraction scenarios) • Standards-based assessment with rubric Alternative Assessments • Student-created math presentation or video explanation • Digital slideshow or infographic explaining a concept	• Whiteboard responses • Math journals explaining reasoning • Student conferences • Quick checks/quizzes • Digital checks (Google Forms, Kahoot!, Quizizz, Nearpod) • Error analysis tasks Summative Assessments • End-of-unit test (multiple choice, short answer, and open response) • Performance-based assessment requiring application of multiple standards • Real-world problem-solving task • Project demonstrating mathematical understanding (e.g., designing a room, calculating volume, solving fraction scenarios) • Standards-based assessment with rubric Alternative Assessments • Student-created math presentation or video explanation • Digital slideshow or infographic explaining a concept
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	● Create and solve original word problems ● Math portfolio of completed work and reflections ● Hands-on performance task using manipulatives ● Choice board or learning menu ● Peer teaching or small-group lesson ● Interactive notebook demonstrating understanding ● STEM/design challenge involving measurement or volume ● Oral explanation or teacher interview demonstrating mathematical reasoning Benchmark Assessments ● District common mathematics assessment ● Unit benchmark assessment ● Performance task aligned to unit standards ● NJSLA-style constructed response items ● Standards-based progress monitoring assessment	● Create and solve original word problems ● Math portfolio of completed work and reflections ● Hands-on performance task using manipulatives ● Choice board or learning menu ● Peer teaching or small-group lesson ● Interactive notebook demonstrating understanding ● STEM/design challenge involving measurement or volume ● Oral explanation or teacher interview demonstrating mathematical reasoning Benchmark Assessments ● District common mathematics assessment ● Unit benchmark assessment ● Performance task aligned to unit standards ● NJSLA-style constructed response items ● Standards-based progress monitoring assessment	● Create and solve original word problems ● Math portfolio of completed work and reflections ● Hands-on performance task using manipulatives ● Choice board or learning menu ● Peer teaching or small-group lesson ● Interactive notebook demonstrating understanding ● STEM/design challenge involving measurement or volume ● Oral explanation or teacher interview demonstrating mathematical reasoning Benchmark Assessments ● District common mathematics assessment ● Unit benchmark assessment ● Performance task aligned to unit standards ● NJSLA-style constructed response items ● Standards-based progress monitoring assessment
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include</i>	DEI ● Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a)	DEI ● Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a)	DEI ● Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a)

<i>content that adheres to NJ Administrative Code and Statutes:</i> • <i>Amistad Law</i> • <i>Holocaust Law</i> • <i>LGBTQ/Disabilities Law</i>	• 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. Amistad • 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). Diversity and Inclusion • 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). • 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Holocaust Law	• 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. Amistad • 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). Diversity and Inclusion • 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). • 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Holocaust Law	• 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. Amistad • 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). Diversity and Inclusion • 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). • 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Holocaust Law
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	● 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. ● Solve real-world word problems using culturally diverse names, settings, and experiences. ● Use collaborative learning groups with assigned roles to promote equitable participation. ● Provide multiple ways to demonstrate understanding (models, drawings, verbal explanations, manipulatives, and written work). ● Connect fraction and measurement problems to foods, traditions, and celebrations from different cultures. ● Incorporate math examples related to community events, sports, travel, and everyday life. ● Use visual supports, manipulatives, and technology to ensure accessibility for all learners. ● Encourage mathematical	● 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. ● Solve real-world word problems using culturally diverse names, settings, and experiences. ● Use collaborative learning groups with assigned roles to promote equitable participation. ● Provide multiple ways to demonstrate understanding (models, drawings, verbal explanations, manipulatives, and written work). ● Connect fraction and measurement problems to foods, traditions, and celebrations from different cultures. ● Incorporate math examples related to community events, sports, travel, and everyday life. ● Use visual supports, manipulatives, and technology to ensure accessibility for all learners. ● Encourage mathematical	● 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. ● Solve real-world word problems using culturally diverse names, settings, and experiences. ● Use collaborative learning groups with assigned roles to promote equitable participation. ● Provide multiple ways to demonstrate understanding (models, drawings, verbal explanations, manipulatives, and written work). ● Connect fraction and measurement problems to foods, traditions, and celebrations from different cultures. ● Incorporate math examples related to community events, sports, travel, and everyday life. ● Use visual supports, manipulatives, and technology to ensure accessibility for all learners. ● Encourage mathematical
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	discourse by valuing multiple problem-solving strategies and perspectives. ● Provide opportunities for peer tutoring and cooperative problem solving. ● Offer choice in problem-solving tasks and performance-based activities. ● Use universally designed learning materials that support diverse learning needs and language backgrounds. ● Incorporate real-world data from diverse communities when creating and interpreting line plots. ● Promote a classroom culture where mistakes are viewed as opportunities for learning and growth.	discourse by valuing multiple problem-solving strategies and perspectives. ● Provide opportunities for peer tutoring and cooperative problem solving. ● Offer choice in problem-solving tasks and performance-based activities. ● Use universally designed learning materials that support diverse learning needs and language backgrounds. ● Incorporate real-world data from diverse communities when creating and interpreting line plots. ● Promote a classroom culture where mistakes are viewed as opportunities for learning and growth.	discourse by valuing multiple problem-solving strategies and perspectives. ● Provide opportunities for peer tutoring and cooperative problem solving. ● Offer choice in problem-solving tasks and performance-based activities. ● Use universally designed learning materials that support diverse learning needs and language backgrounds. ● Incorporate real-world data from diverse communities when creating and interpreting line plots. ● Promote a classroom culture where mistakes are viewed as opportunities for learning and growth.
Resources: <i>(Include names of texts and all online resources)</i>	● HMH Into Math Copyright 2020 by Houghton Mifflin Harcourt Publishing Company ● Illustrative Mathematics https://www.illustrativemathematics.org/ ● Khan Academy https://www.khanacademy.org/ ● National Council of Teachers of Mathematics http://www.nctm.org/	● HMH Into Math Copyright 2020 by Houghton Mifflin Harcourt Publishing Company ● Illustrative Mathematics https://www.illustrativemathematics.org/ ● Khan Academy https://www.khanacademy.org/ ● National Council of Teachers of Mathematics http://www.nctm.org/	● HMH Into Math Copyright 2020 by Houghton Mifflin Harcourt Publishing Company ● Illustrative Mathematics https://www.illustrativemathematics.org/ ● Khan Academy https://www.khanacademy.org/ ● National Council of Teachers of Mathematics http://www.nctm.org/

	• National Library of Virtual Manipulatives http://nlvm.usu.edu/ • NCTM Illuminations Resources for Teaching Math http://illuminations.nctm.org/ • Freckle • Generation Genius • BrainPop	• National Library of Virtual Manipulatives http://nlvm.usu.edu/ • NCTM Illuminations Resources for Teaching Math http://illuminations.nctm.org/ • Freckle • Generation Genius • BrainPop	• National Library of Virtual Manipulatives http://nlvm.usu.edu/ • NCTM Illuminations Resources for Teaching Math http://illuminations.nctm.org/ • Freckle • Generation Genius • BrainPop
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced 5. 504)</i>	Special Education • Provide explicit, systematic instruction with modeling ("I Do, We Do, You Do"). • Use scaffolded lessons with repeated practice. • Teach prerequisite skills as needed. • Provide additional teacher-led small-group instruction. • Provide manipulatives (base-ten blocks, fraction strips, number lines, unit cubes). • Present one concept at a time with frequent review. • Modify the number or complexity of problems when appropriate based on the IEP. • Provide partially completed examples. • Allow alternate ways to demonstrate understanding. English Language Learners (ELLs) • Pre-teach academic	Special Education • Provide explicit, systematic instruction with modeling ("I Do, We Do, You Do"). • Use scaffolded lessons with repeated practice. • Teach prerequisite skills as needed. • Provide additional teacher-led small-group instruction. • Provide manipulatives (base-ten blocks, fraction strips, number lines, unit cubes). • Present one concept at a time with frequent review. • Modify the number or complexity of problems when appropriate based on the IEP. • Provide partially completed examples. • Allow alternate ways to demonstrate understanding. English Language Learners (ELLs) • Pre-teach academic	Special Education • Provide explicit, systematic instruction with modeling ("I Do, We Do, You Do"). • Use scaffolded lessons with repeated practice. • Teach prerequisite skills as needed. • Provide additional teacher-led small-group instruction. • Provide manipulatives (base-ten blocks, fraction strips, number lines, unit cubes). • Present one concept at a time with frequent review. • Modify the number or complexity of problems when appropriate based on the IEP. • Provide partially completed examples. • Allow alternate ways to demonstrate understanding. English Language Learners (ELLs) • Pre-teach academic

	- vocabulary with visuals. • Use sentence frames for explaining mathematical reasoning. • Pair students strategically for collaborative learning. • Provide bilingual glossaries or translated supports when available. • Encourage use of drawings, models, and manipulatives to communicate understanding. Gifted and Talented (Advanced) Students: • Multi-step, real-world performance tasks. • Open-ended mathematical investigations. • STEM and engineering design challenges. • Multiple-solution and error analysis tasks. • Student-created word problems and mathematical models. • Leadership opportunities (peer tutoring, explaining strategies). • Extension activities involving higher-level reasoning, patterns, or mathematical proofs.	- vocabulary with visuals. • Use sentence frames for explaining mathematical reasoning. • Pair students strategically for collaborative learning. • Provide bilingual glossaries or translated supports when available. • Encourage use of drawings, models, and manipulatives to communicate understanding. Gifted and Talented (Advanced) Students: • Multi-step, real-world performance tasks. • Open-ended mathematical investigations. • STEM and engineering design challenges. • Multiple-solution and error analysis tasks. • Student-created word problems and mathematical models. • Leadership opportunities (peer tutoring, explaining strategies). • Extension activities involving higher-level reasoning, patterns, or mathematical proofs.	- vocabulary with visuals. • Use sentence frames for explaining mathematical reasoning. • Pair students strategically for collaborative learning. • Provide bilingual glossaries or translated supports when available. • Encourage use of drawings, models, and manipulatives to communicate understanding. Gifted and Talented (Advanced) Students: • Multi-step, real-world performance tasks. • Open-ended mathematical investigations. • STEM and engineering design challenges. • Multiple-solution and error analysis tasks. • Student-created word problems and mathematical models. • Leadership opportunities (peer tutoring, explaining strategies). • Extension activities involving higher-level reasoning, patterns, or mathematical proofs.
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	Students At-Risk (BSI) ● Self-monitoring checklists. ● Behavior supports outlined in the IEP or BIP. ● Sensory supports as appropriate. ● Frequent opportunities for movement and regulation ● Sentence starters and academic language supports. ● Visual vocabulary cards. ● Use concrete -representational-abstract (CRA) instruction. ● Provide manipulatives (base-ten blocks, fraction strips, number lines, unit cubes). ● Present one concept at a time with frequent review. 504 Plans ● Provide clear, step-by-step directions. ● Pre-teach key vocabulary. ● Chunk multi-step problems. ● Provide guided notes and anchor charts. ● Check for understanding frequently. ● Highlight important information.	Students At-Risk (BSI) ● Self-monitoring checklists. ● Behavior supports outlined in the IEP or BIP. ● Sensory supports as appropriate. ● Frequent opportunities for movement and regulation ● Sentence starters and academic language supports. ● Visual vocabulary cards. ● Use concrete -representational-abstract (CRA) instruction. ● Provide manipulatives (base-ten blocks, fraction strips, number lines, unit cubes). ● Present one concept at a time with frequent review. 504 Plans ● Provide clear, step-by-step directions. ● Pre-teach key vocabulary. ● Chunk multi-step problems. ● Provide guided notes and anchor charts. ● Check for understanding frequently. ● Highlight important information.	Students At-Risk (BSI) ● Self-monitoring checklists. ● Behavior supports outlined in the IEP or BIP. ● Sensory supports as appropriate. ● Frequent opportunities for movement and regulation ● Sentence starters and academic language supports. ● Visual vocabulary cards. ● Use concrete -representational-abstract (CRA) instruction. ● Provide manipulatives (base-ten blocks, fraction strips, number lines, unit cubes). ● Present one concept at a time with frequent review. 504 Plans ● Provide clear, step-by-step directions. ● Pre-teach key vocabulary. ● Chunk multi-step problems. ● Provide guided notes and anchor charts. ● Check for understanding frequently. ● Highlight important information.
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	● Use visual models, color coding, and graphic organizers. ● Provide digital copies of notes. ● Read directions aloud when appropriate. ● Reduce unnecessary repetition after mastery is demonstrated. ● Break lengthy assignments into smaller tasks. ● Provide checklists for multi-step assignments. ● Extended time. ● Small-group or separate testing location. ● Frequent breaks. ● Directions clarified or repeated. ● Graphic organizers. ● Assignment checklists. ● Color-coded materials. ● Frequent reminders and prompts. ● Planner checks	● Use visual models, color coding, and graphic organizers. ● Provide digital copies of notes. ● Read directions aloud when appropriate. ● Reduce unnecessary repetition after mastery is demonstrated. ● Break lengthy assignments into smaller tasks. ● Provide checklists for multi-step assignments. ● Extended time. ● Small-group or separate testing location. ● Frequent breaks. ● Directions clarified or repeated. ● Graphic organizers. ● Assignment checklists. ● Color-coded materials. ● Frequent reminders and prompts. ● Planner checks	● Use visual models, color coding, and graphic organizers. ● Provide digital copies of notes. ● Read directions aloud when appropriate. ● Reduce unnecessary repetition after mastery is demonstrated. ● Break lengthy assignments into smaller tasks. ● Provide checklists for multi-step assignments. ● Extended time. ● Small-group or separate testing location. ● Frequent breaks. ● Directions clarified or repeated. ● Graphic organizers. ● Assignment checklists. ● Color-coded materials. ● Frequent reminders and prompts. ● Planner checks
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Unit of Study: *(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)*

Topic: Divide Decimals and Convert Metric Units
May/June
(5 weeks)

Topic: Graphs, Patterns and Geometry
June
(3 weeks)

STAGE 1: Desired Results

Established Goals:

Write out complete NJSLS: *(Content Specific Standards Only. Only use standards that are applicable to the unit.)*

NJSLS:

5.NBT.A.2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

5.NBT.B.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

5.M.A.1: Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

NJSLS:

5.G.A.1: Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

5.G.A.2: Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

5.AO.B.3: Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

		5.G.B.3: Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. 5.G.B.4: Classify two-dimensional figures in a hierarchy based on properties.
Interdisciplinary Connections: Write out complete NJSLS: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	ELA NJSLS ELA-Literacy RI.5.3: Explain the relationships or interactions among ideas, concepts, or events using specific information from a text. NJSLS ELA-Literacy SL.5.1: Engage effectively in collaborative discussions, building on others' ideas and expressing ideas clearly. NJSLS ELA-Literacy RI.5.7: Draw on information from multiple print or digital sources to locate an answer to a question or solve a problem efficiently. PE 2.2.5.MSC.4 – Differentiate the use of offensive, defensive, and cooperative strategies in individual and team activities. 2.2.5.MSC.5 – Apply movement concepts and strategies in a variety of physical activities. 2.2.5.PF.1 – Participate in moderate to vigorous physical activity while monitoring personal fitness.	ELA NJSLS ELA-Literacy RI.5.7: Draw on information from multiple print or digital sources to locate an answer to a question or solve a problem efficiently. NJSLS ELA-Literacy RI.5.3: Explain relationships among ideas, concepts, or events using specific information from a text. NJSLS ELA-Literacy SL.5.1: Engage effectively in collaborative discussions with diverse partners. Science STEELS 3-5-ETS1-3: Plan and carry out fair tests in which variables are controlled and data are collected. STEELS 3-5-ETS1-1: Define a simple design problem reflecting a need or want. STEELS 3-5-ETS1-2: Generate and compare multiple possible solutions to a problem. PE 2.2.5.PF.2: Use fitness data to monitor and improve personal fitness.

	Science 3-5-ETS1-2: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints. 5-PS1-3: Make observations and measurements to identify materials based on their properties. 3-5-ETS1-3: Plan and carry out fair tests in which variables are controlled and data are collected.	2.2.5.MSC.2: Apply movement concepts related to space, pathways, levels, force, and time to improve movement performance. 2.2.5.MSC.5: Apply movement concepts and strategies in a variety of physical activities. Social Studies 6.1.5.GeoPP.1 – Use various types of geographic representations and geospatial technologies to identify and describe significant places and regions and determine the impact of their physical and human characteristics. 6.1.5.GeoHE.1 – Use maps and geographic tools to explain how human activities are influenced by the environment.
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLs: <i>(Must have at least one standard from:</i> • 9.1 Personal Financial Literacy; or • 9.2 Career Awareness, Exploration, Preparation & Training; or • 9.4 Life Literacies & Key Skills)	9.4.5.CT.2: Evaluate different solutions using critical thinking and reasoning. 9.4.5.IML.8: Evaluate information from multiple sources to answer questions and solve problems. 9.4.5.CT.4: Apply critical-thinking and problem-solving strategies to solve authentic problems.	9.4.5.CT.1: Explain how critical thinking and problem-solving support decision-making. 9.4.5.CT.2: Evaluate different solutions using critical thinking. 9.4.5.CT.4: Apply critical-thinking strategies to solve authentic problems. 9.4.5.IML.5: Use information from multiple sources to solve problems.
Integration of Computer Science and Design Thinking: Write out complete NJSLs: <i>(Must have at least one standard from:</i> • 8.1 Computer Science; or • 8.2 Design Thinking)	8.1.5.AP.1: Compare and refine multiple algorithms to solve computational problems. 8.1.5.DA.2: Collect, organize, and visualize data to identify patterns and support decision-making.	8.1.5.AP.1: Compare and refine algorithms used to solve computational problems. 8.1.5.DA.2: Organize and visualize data to identify patterns. 8.1.5.DA.1: Collect, organize, and

	8.1.5.DA.1: Collect, organize, and represent data for analysis.	represent data for analysis. Computer Science & Design Thinking 8.1.5.DA.2: Collect, organize, visualize, and analyze data to identify patterns.
21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> ● <i>9.3 Career and Technical Education)</i>	N/A	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	● Place value patterns explain how numbers change when multiplied or divided by powers of 10. ● Decimal operations build on place value and properties of operations. ● Measurement conversions help solve real-world problems. ● Mathematical models, strategies, and reasoning support accurate solutions. ● Mathematics is used to analyze and solve everyday problems.	● Coordinate grids help represent and solve real-world problems. ● Patterns and relationships can be identified, represented, and analyzed. ● Two-dimensional figures can be classified by their attributes and properties. ● Geometric reasoning helps describe, compare, and organize shapes. ● Mathematical models and graphs help communicate information clearly.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. How do powers of 10 affect numbers? 2. How does place value help us compute with decimals? 3. Why are measurement conversions important? 4. How do models and strategies	1. How can coordinates help us locate and describe points? 2. How do patterns help us solve problems? 3. How can geometric figures be classified? 4. Why are the properties of

	help explain mathematical thinking? 5. How can mathematics help solve real-world problems?	shapes important? 5. How do graphs and models help us communicate mathematical ideas?
STAGE 2: Evidence		
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. <i>Formative,</i> 2. <i>Summative,</i> 3. <i>Alternative - Performance/Project)</i> 4. <i>Benchmark)</i>	Formative Assessments • Teacher observation during instruction • Exit tickets • Warm-up/problem of the day • Think-Pair-Share discussions • Whiteboard responses • Math journals explaining reasoning • Student conferences • Quick checks/quizzes • Digital checks (Google Forms, Kahoot!, Quizizz, Nearpod) • Error analysis tasks Summative Assessments • End-of-unit test (multiple choice, short answer, and open response) • Performance-based assessment requiring application of multiple standards • Real-world problem-solving task • Project demonstrating mathematical understanding (e.g., designing a room,	Formative Assessments • Teacher observation during instruction • Exit tickets • Warm-up/problem of the day • Think-Pair-Share discussions • Whiteboard responses • Math journals explaining reasoning • Student conferences • Quick checks/quizzes • Digital checks (Google Forms, Kahoot!, Quizizz, Nearpod) • Error analysis tasks Summative Assessments • End-of-unit test (multiple choice, short answer, and open response) • Performance-based assessment requiring application of multiple standards • Real-world problem-solving task • Project demonstrating mathematical understanding (e.g., designing a room,

	calculating volume, solving fraction scenarios) ● Standards-based assessment with rubric Alternative Assessments ● Student-created math presentation or video explanation ● Digital slideshow or infographic explaining a concept ● Create and solve original word problems ● Math portfolio of completed work and reflections ● Hands-on performance task using manipulatives ● Choice board or learning menu ● Peer teaching or small-group lesson ● Interactive notebook demonstrating understanding ● STEM/design challenge involving measurement or volume ● Oral explanation or teacher interview demonstrating mathematical reasoning Benchmark Assessments ● District common mathematics assessment ● Unit benchmark assessment	calculating volume, solving fraction scenarios) ● Standards-based assessment with rubric Alternative Assessments ● Student-created math presentation or video explanation ● Digital slideshow or infographic explaining a concept ● Create and solve original word problems ● Math portfolio of completed work and reflections ● Hands-on performance task using manipulatives ● Choice board or learning menu ● Peer teaching or small-group lesson ● Interactive notebook demonstrating understanding ● STEM/design challenge involving measurement or volume ● Oral explanation or teacher interview demonstrating mathematical reasoning Benchmark Assessments ● District common mathematics assessment ● Unit benchmark assessment
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	● Performance task aligned to unit standards ● NJSLA-style constructed response items ● Standards-based progress monitoring assessment	● Performance task aligned to unit standards ● NJSLA-style constructed response items ● Standards-based progress monitoring assessment
STAGE 3: Learning Plan		
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> ● <i>Amistad Law</i> ● <i>Holocaust Law</i> ● <i>LGBTQ/Disabilities Law)</i>	DEI ● Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a) ● 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. Amistad ● 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). Diversity and Inclusion ● 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness,	DEI ● Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a) ● 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. Amistad ● 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). Diversity and Inclusion ● 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness,

	hopelessness, anxiety). ● 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Holocaust Law ● 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. ● Use culturally diverse names, contexts, and real-world scenarios in word problems. ● Incorporate measurement activities featuring foods, recipes, traditions, and celebrations from different cultures. ● Provide multiple ways for students to demonstrate understanding (models, drawings, manipulatives, verbal explanations, written work, and digital tools).	hopelessness, anxiety). ● 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Holocaust Law ● 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. ● Plot and interpret points on coordinate grids using real-world maps and classroom scenarios. ● Create and graph numerical patterns using tables, ordered pairs, and coordinate planes. ● Classify and sort two-dimensional figures based on their attributes using manipulatives and graphic organizers. ● Compare and justify classifications of geometric
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	● Use heterogeneous cooperative learning groups with rotating roles to ensure equitable participation. ● Provide visual supports, sentence stems, manipulatives, and technology to support multilingual learners and students with diverse learning needs. ● Offer student choice in problem-solving tasks and project topics to reflect individual interests and backgrounds. ● Use authentic data from diverse communities, sports, weather, or environmental studies for analysis. ● Encourage students to share and compare different problem-solving strategies while valuing multiple approaches. ● Promote a growth mindset by celebrating perseverance, productive struggle, and learning from mistakes. ● Apply Universal Design for Learning (UDL) principles by providing multiple means of engagement, representation, and expression.	figures through partner and small-group discussions. ● Explore geometry in architecture, artwork, nature, and community landmarks. ● Use digital graphing tools and interactive geometry software to investigate coordinates and shape properties. ● Complete problem-solving tasks involving coordinate grids, maps, and geometric reasoning. ● Participate in math centers focused on graphing, pattern recognition, and shape classification. ● Create coordinate plane pictures or designs by plotting ordered pairs. ● Collect and graph classroom data to identify patterns and make predictions. ● Use maps and coordinate grids featuring local, national, and global landmarks from diverse cultures and communities. ● Explore geometric patterns and designs found in cultural art, architecture, quilting, mosaics, and textiles from around the world. ● Incorporate culturally relevant names, locations, and real-world contexts into
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		graphing and geometry problems. ● Provide multiple ways for students to demonstrate understanding (drawings, manipulatives, verbal explanations, digital tools, written responses, and movement activities). ● Use heterogeneous cooperative learning groups with rotating roles to encourage equitable participation and collaboration. ● Provide visual supports, vocabulary cards, sentence stems, and manipulatives for multilingual learners and students with diverse learning needs. ● Offer student choice in coordinate graphing projects, allowing students to create designs or maps that reflect their interests, cultures, or communities. ● Encourage students to explain and compare multiple strategies for graphing, classifying figures, and identifying patterns, emphasizing that there are multiple valid approaches. ● Connect geometry to students' lived experiences by
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		examining shapes and spatial relationships found in their homes, neighborhoods, schools, and cultural traditions. ● Apply Universal Design for Learning (UDL) by providing multiple means of engagement, representation, and expression to ensure all students can access and demonstrate learning.
Resources: <i>(Include names of texts and all online resources)</i>	● HMH Into Math Copyright 2020 by Houghton Mifflin Harcourt Publishing Company ● Illustrative Mathematics https://www.illustrativemathematics.org/ ● Khan Academy https://www.khanacademy.org/ ● National Council of Teachers of Mathematics http://www.nctm.org/ ● National Library of Virtual Manipulatives http://nlvm.usu.edu/ ● NCTM Illuminations Resources for Teaching Math http://illuminations.nctm.org/ ● Freckle ● Generation Genius ● BrainPop	● HMH Into Math Copyright 2020 by Houghton Mifflin Harcourt Publishing Company ● Illustrative Mathematics https://www.illustrativemathematics.org/ ● Khan Academy https://www.khanacademy.org/ ● National Council of Teachers of Mathematics http://www.nctm.org/ ● National Library of Virtual Manipulatives http://nlvm.usu.edu/ ● NCTM Illuminations Resources for Teaching Math http://illuminations.nctm.org/ ● Freckle ● Generation Genius ● BrainPop

Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced 5. 504)</i>	Special Education ● Provide explicit, systematic instruction with modeling ("I Do, We Do, You Do"). ● Use scaffolded lessons with repeated practice. ● Teach prerequisite skills as needed. ● Provide additional teacher-led small-group instruction. ● Provide manipulatives (base-ten blocks, fraction strips, number lines, unit cubes). ● Present one concept at a time with frequent review. ● Modify the number or complexity of problems when appropriate based on the IEP. ● Provide partially completed examples. ● Allow alternate ways to demonstrate understanding. English Language Learners (ELLs) ● Pre-teach academic vocabulary with visuals. ● Use sentence frames for explaining mathematical reasoning. ● Pair students strategically for collaborative learning. ● Provide bilingual glossaries or translated supports when available.	Special Education ● Provide explicit, systematic instruction with modeling ("I Do, We Do, You Do"). ● Use scaffolded lessons with repeated practice. ● Teach prerequisite skills as needed. ● Provide additional teacher-led small-group instruction. ● Provide manipulatives (base-ten blocks, fraction strips, number lines, unit cubes). ● Present one concept at a time with frequent review. ● Modify the number or complexity of problems when appropriate based on the IEP. ● Provide partially completed examples. ● Allow alternate ways to demonstrate understanding. English Language Learners (ELLs) ● Pre-teach academic vocabulary with visuals. ● Use sentence frames for explaining mathematical reasoning. ● Pair students strategically for collaborative learning. ● Provide bilingual glossaries or translated supports when available.
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	● Encourage use of drawings, models, and manipulatives to communicate understanding. Gifted and Talented (Advanced) Students: ● Multi-step, real-world performance tasks. ● Open-ended mathematical investigations. ● STEM and engineering design challenges. ● Multiple-solution and error analysis tasks. ● Student-created word problems and mathematical models. ● Leadership opportunities (peer tutoring, explaining strategies). ● Extension activities involving higher-level reasoning, patterns, or mathematical proofs. Students At-Risk (BSI) ● Self-monitoring checklists. ● Behavior supports outlined in the IEP or BIP. ● Sensory supports as appropriate. ● Frequent opportunities for movement and regulation	● Encourage use of drawings, models, and manipulatives to communicate understanding. Gifted and Talented (Advanced) Students: ● Multi-step, real-world performance tasks. ● Open-ended mathematical investigations. ● STEM and engineering design challenges. ● Multiple-solution and error analysis tasks. ● Student-created word problems and mathematical models. ● Leadership opportunities (peer tutoring, explaining strategies). ● Extension activities involving higher-level reasoning, patterns, or mathematical proofs. Students At-Risk (BSI) ● Self-monitoring checklists. ● Behavior supports outlined in the IEP or BIP. ● Sensory supports as appropriate. ● Frequent opportunities for movement and regulation
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	● Sentence starters and academic language supports. ● Visual vocabulary cards. ● Use concrete -representational-abstract (CRA) instruction. ● Provide manipulatives (base-ten blocks, fraction strips, number lines, unit cubes). ● Present one concept at a time with frequent review. 504 Plans ● Provide clear, step-by-step directions. ● Pre-teach key vocabulary. ● Chunk multi-step problems. ● Provide guided notes and anchor charts. ● Check for understanding frequently. ● Highlight important information. ● Use visual models, color coding, and graphic organizers. ● Provide digital copies of notes. ● Read directions aloud when appropriate. ● Reduce unnecessary repetition after mastery is demonstrated.	● Sentence starters and academic language supports. ● Visual vocabulary cards. ● Use concrete -representational-abstract (CRA) instruction. ● Provide manipulatives (base-ten blocks, fraction strips, number lines, unit cubes). ● Present one concept at a time with frequent review. 504 Plans ● Provide clear, step-by-step directions. ● Pre-teach key vocabulary. ● Chunk multi-step problems. ● Provide guided notes and anchor charts. ● Check for understanding frequently. ● Highlight important information. ● Use visual models, color coding, and graphic organizers. ● Provide digital copies of notes. ● Read directions aloud when appropriate. ● Reduce unnecessary repetition after mastery is demonstrated.
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	● Break lengthy assignments into smaller tasks. ● Provide checklists for multi-step assignments. ● Extended time. ● Small-group or separate testing location. ● Frequent breaks. ● Directions clarified or repeated. ● Graphic organizers. ● Assignment checklists. ● Color-coded materials. ● Frequent reminders and prompts. ● Planner checks	● Break lengthy assignments into smaller tasks. ● Provide checklists for multi-step assignments. ● Extended time. ● Small-group or separate testing location. ● Frequent breaks. ● Directions clarified or repeated. ● Graphic organizers. ● Assignment checklists. ● Color-coded materials. ● Frequent reminders and prompts. ● Planner checks
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