

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

Mathematics

Grade: K

ABSTRACT

In Grade K, instructional time should focus on four critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to numbers than to other topics.

BOE Approved: 8/12/26

ESSEX FELLS PUBLIC SCHOOL

Grade K Mathematics

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Counting and Cardinality <i>September/October</i> <i>(6 weeks)</i>	Counting and Cardinality <i>November</i> <i>(4 weeks)</i>	Counting and Cardinality <i>December</i> <i>(3 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: A. Know number names and the count sequence K.CC.A.1: Count to 100 by ones and by tens. K.CC.A.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1). K.CC.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	NJSLS: B. Count to tell the number of objects K.CC.B.4: Understand the relationship between numbers and quantities to 10; connect counting to cardinality. K.CC.B.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. K.CC.B.4b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. K.CC.B.4c: Understand that each successive number name refers to a quantity that is one larger.	NJSLS: C. Compare numbers K.CC.C.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies K.CC.C.7: Compare two numbers between 1 and 10 presented as written numerals.

		K.CC.B.5: Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	
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 Companion RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g.who, what, where, when, why, why). RI.K.1. With prompting and support, ask and answer questions about key details in a text. RI.K.2. With prompting and support, identify the main topic and retell key details of a text. RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text. W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. SL.K.1. Participate in collaborative conversations with diverse partners	ELA Companion RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g.who, what, where, when, why, why). RI.K.1. With prompting and support, ask and answer questions about key details in a text. RI.K.2. With prompting and support, identify the main topic and retell key details of a text. RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text. W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. SL.K.1. Participate in collaborative conversations with diverse partners	ELA Companion RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g.who, what, where, when, why, why). RI.K.1. With prompting and support, ask and answer questions about key details in a text. RI.K.2. With prompting and support, identify the main topic and retell key details of a text. RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text. W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. SL.K.1. Participate in collaborative conversations with diverse partners

	about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. Science: K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. Science: K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. Science: K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
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)	Life Literacies & Key Skills 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals	Life Literacies & Key Skills 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals	Life Literacies & Key Skills 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
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)	Design Thinking 8.1.2.AP .4: Break down a task into a sequence of steps. 8.1.2.DA.2: Collect and present data, including climate change data, in various visual formats.	Design Thinking 8.1.2.AP .4: Break down a task into a sequence of steps. 8.1.2.DA.2: Collect and present data, including climate change data, in various visual formats.	Design Thinking 8.1.2.AP .4: Break down a task into a sequence of steps. 8.1.2.DA.2: Collect and present data, including climate change data, in various visual formats.

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	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	- Count to 100 by ones. - Count to 100 by tens. - Count forward beginning from a given number within the known sequence. - Write numbers from 0-20. - Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	- Count objects while saying the number names in the standard order. - State the total number of objects in a group. - Count as many as 20 things arranged in a line, a rectangular array, or a circle, when asked “how many...?”. - count as many as 10 things in a scattered configuration, when asked “how many...?”. - count out the correct number of objects when given a number from 1-20.	- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. - Compare two numbers between 1 and 10 presented as written numerals.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	- Why do we need to count? - How do we count?	How do we count?	How can we compare two numbers?
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 ● Learning Centers ● Quizzes ● Student Participation ● Teacher Observations ● Textbook/Workbook Activities ● Turn and talk with peers ● Student demonstrations using manipulatives ● Exit Tickets (drawing, counting, or quick response) ● Whiteboard responses ● Questioning and math discussions Summative Assessments ● Unit Assessments (may include but not limited to: Tests, Quizzes, Google Forms, etc.) Alternative Assessments ● Projects ● Student portfolios ● Student interviews and conferences ● Oral responses ● Drawing and explaining mathematical thinking ● Center performance tasks	Formative Assessments ● Learning Centers ● Quizzes ● Student Participation ● Teacher Observations ● Textbook/Workbook Activities ● Turn and talk with peers ● Student demonstrations using manipulatives ● Exit Tickets (drawing, counting, or quick response) ● Whiteboard responses ● Questioning and math discussions Summative Assessments ● Unit Assessments (may include but not limited to: Tests, Quizzes, Google Forms, etc.) Alternative Assessments ● Projects ● Student portfolios ● Student interviews and conferences ● Oral responses ● Drawing and explaining mathematical thinking ● Center performance tasks	Formative Assessments ● Learning Centers ● Quizzes ● Student Participation ● Teacher Observations ● Textbook/Workbook Activities ● Turn and talk with peers ● Student demonstrations using manipulatives ● Exit Tickets (drawing, counting, or quick response) ● Whiteboard responses ● Questioning and math discussions Summative Assessments ● Unit Assessments (may include but not limited to: Tests, Quizzes, Google Forms, etc.) Alternative Assessments ● Projects ● Student portfolios ● Student interviews and conferences ● Oral responses ● Drawing and explaining mathematical thinking ● Center performance tasks
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	• Student self-assessment (thumbs up/down, smiley-face scale) Benchmark Assessments • Student Growth Assessments • IXL test • Aims Web	• Student self-assessment (thumbs up/down, smiley-face scale) Benchmark Assessments • Student Growth Assessments • IXL test • Aims Web	• Student self-assessment (thumbs up/down, smiley-face scale) Benchmark Assessments • Student Growth Assessments • IXL test • Aims Web
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>	Learning Activities/Content: • Count to 100 by ones and tens during daily routines. • Practice counting forward from a given number using number lines and hundred charts. • Participate in counting songs, chants, and movement activities. • Use manipulatives to represent numbers 0–20. • Match numerals to sets of objects. • Practice writing numbers 0–20 using various materials (whiteboards, sand trays, paper). • Complete "Count, Build, and Write" activities. • Play counting and numeral recognition games.	Learning Activities/Content: • Count objects using one-to-one correspondence. • Use manipulatives to count and build sets to 20. • Practice counting during daily routines and math centers. • Count objects arranged in lines, circles, arrays, and scattered groups. • Use ten frames to develop cardinality. • Count out a given number of objects. • Play "How Many?" counting games. • Count and compare sets to identify quantities. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings	Learning Activities/Content: • Compare two groups of objects using matching and counting strategies. • Use manipulatives to identify greater than, less than, and equal groups. • Compare quantities during math centers and small-group activities. • Sort and compare sets of objects. • Use number cards to compare numerals 1–10. • Play games that involve identifying greater than, less than, or equal quantities. • Use ten frames and number lines to compare numbers. • Discuss and explain comparison strategies with peers.

	DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 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). • Collaborate with your peers to solve culturally responsive word problems • Answer questions by using multiple and varying perspectives and sources • Use culturally relevant counting books, songs, and materials. • Provide visual supports, number lines, and hundred charts. • Allow students to demonstrate understanding through oral, written, and hands-on activities.	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). • Collaborate with your peers to solve culturally responsive word problems • Answer questions by using multiple and varying perspectives and sources • Use culturally diverse and familiar counting materials. • Provide visual supports, manipulatives, and hands-on activities. • Allow multiple ways to demonstrate understanding (oral, written, hands-on). • Differentiate by adjusting the number of objects and level of support. • Use flexible grouping and peer collaboration.	DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 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). • Collaborate with your peers to solve culturally responsive word problems • Answer questions by using multiple and varying perspectives and sources • Use culturally relevant and familiar objects for comparison activities. • Provide visual supports, manipulatives, and hands-on learning experiences. • Allow students to demonstrate understanding through oral, written, and hands-on responses.
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	• Differentiate by adjusting counting ranges and levels of support. • Use flexible grouping and collaborative learning opportunities. • Connect counting activities to students' everyday experiences and backgrounds. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. • Students will participate in mathematical activities that incorporate diverse names, cultures, and real-world contexts while recognizing the contributions of African Americans and other diverse individuals to society. Through collaborative problem-solving, students will	• Encourage connections to students' experiences and backgrounds. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. • Students will participate in mathematical activities that incorporate diverse names, cultures, and real-world contexts while recognizing the contributions of African Americans and other diverse individuals to society. Through collaborative problem-solving, students will develop respect, fairness, and appreciation for the experiences and perspectives of others. Holocaust Law (N.J.S.A. 18A:35-28)	• Differentiate by varying the quantity of objects and level of support. • Use flexible grouping and collaborative learning opportunities. • Connect comparison activities to students' everyday experiences. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. • Students will participate in mathematical activities that incorporate diverse names, cultures, and real-world contexts while recognizing the contributions of African Americans and other diverse individuals to society. Through collaborative problem-solving, students will
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	develop respect, fairness, and appreciation for the experiences and perspectives of others. Holocaust Law (N.J.S.A. 18A:35-28) 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. Through age-appropriate collaborative learning experiences, students will develop kindness, empathy, cooperation, and respect for others. Mathematical activities will encourage fairness, sharing, responsible decision-making, and the understanding that every individual deserves to be treated with dignity and respect.	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. Through age-appropriate collaborative learning experiences, students will develop kindness, empathy, cooperation, and respect for others. Mathematical activities will encourage fairness, sharing, responsible decision-making, and the understanding that every individual deserves to be treated with dignity and respect.	develop respect, fairness, and appreciation for the experiences and perspectives of others. Holocaust Law (N.J.S.A. 18A:35-28) 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. Through age-appropriate collaborative learning experiences, students will develop kindness, empathy, cooperation, and respect for others. Mathematical activities will encourage fairness, sharing, responsible decision-making, and the understanding that every individual deserves to be treated with dignity and respect.
Resources: <i>(Include names of texts and all online resources)</i>	Resources: HMH Into Math Copyright 2020 by Houghton Mifflin	Resources: HMH Into Math Copyright 2020 by Houghton Mifflin	Resources: HMH Into Math Copyright 2020 by Houghton Mifflin

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	https://www.smores.com/17jq-math-literature	https://www.smores.com/17jq-math-literature	https://www.smores.com/17jq-math-literature
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>	Special Education • Individualized Education Plans (IEPs) • Accommodations and modifications as outlined in the IEP • Frequent checks for understanding • Multi-sensory learning experiences • Visual supports, graphic organizers, and manipulatives • Tasks broken down into small, manageable steps • Repetition and additional practice opportunities • Exemplars of varied performance levels • Multi-media presentations • Consultation with CST • Scaffolded Lessons • Guided note-taking • Study Guides • Modified homework • Differentiated pre-typed class notes and example problems • Use of the inclusion teacher to re-instruct in flexible small groups for the struggling	Special Education • Individualized Education Plans (IEPs) • Accommodations and modifications as outlined in the IEP • Frequent checks for understanding • Multi-sensory learning experiences • Visual supports, graphic organizers, and manipulatives • Tasks broken down into small, manageable steps • Repetition and additional practice opportunities • Exemplars of varied performance levels • Multi-media presentations • Consultation with CST • Scaffolded Lessons • Guided note-taking • Study Guides • Modified homework • Differentiated pre-typed class notes and example problems • Use of the inclusion teacher to re-instruct in flexible small groups for the struggling	Special Education • Individualized Education Plans (IEPs) • Accommodations and modifications as outlined in the IEP • Frequent checks for understanding • Multi-sensory learning experiences • Visual supports, graphic organizers, and manipulatives • Tasks broken down into small, manageable steps • Repetition and additional practice opportunities • Exemplars of varied performance levels • Multi-media presentations • Consultation with CST • Scaffolded Lessons • Guided note-taking • Study Guides • Modified homework • Differentiated pre-typed class notes and example problems • Use of the inclusion teacher to re-instruct in flexible small groups for the struggling

	learner ● Use of alternate assessments English Language Learners (ELLs) ● Paired visual prompts with verbal presentations ● Provide repetition and practice ● Model skills/techniques to be mastered ● Mnemonic devices ● Give extended time to complete class work ● Assign a peer helper in the class setting ● Provide access to a computer ● Introduce and highlight key vocabulary before lesson ● Cultural responsiveness ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Provide Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Students At-Risk (BSI) ● Small group instruction ● One-on-one teacher support ● Frequent check-ins and progress monitoring	learner ● Use of alternate assessments English Language Learners (ELLs) ● Paired visual prompts with verbal presentations ● Provide repetition and practice ● Model skills/techniques to be mastered ● Mnemonic devices ● Give extended time to complete class work ● Assign a peer helper in the class setting ● Provide access to a computer ● Introduce and highlight key vocabulary before lesson ● Cultural responsiveness ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Provide Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Students At-Risk (BSI) ● Small group instruction ● One-on-one teacher support	learner ● Use of alternate assessments English Language Learners (ELLs) ● Paired visual prompts with verbal presentations ● Provide repetition and practice ● Model skills/techniques to be mastered ● Mnemonic devices ● Give extended time to complete class work ● Assign a peer helper in the class setting ● Provide access to a computer ● Introduce and highlight key vocabulary before lesson ● Cultural responsiveness ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Provide Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Students At-Risk (BSI) ● Small group instruction ● One-on-one teacher support
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	● Visual aids and hands-on learning activities ● Repetition and additional practice opportunities ● Scaffolded instruction with step-by-step guidance ● Extended time to complete tasks ● Positive reinforcement and encouragement ● Flexible grouping based on student needs ● Targeted interventions ● Clear directions with modeling and examples ● Family communication and home-school support Gifted and Talented (Advanced) Students: ● Project Based Learning ● Multimedia presentations ● Set individual goals ● Open-ended responses ● Curriculum compacting ● Tiered assignments ● Independent or Choice-Based Learning Activities ● Higher-Level Thinking and Problem-Solving Tasks ● Leadership Opportunities ● Enrichment Centers	● Frequent check-ins and progress monitoring ● Visual aids and hands-on learning activities ● Repetition and additional practice opportunities ● Scaffolded instruction with step-by-step guidance ● Extended time to complete tasks ● Positive reinforcement and encouragement ● Flexible grouping based on student needs ● Targeted interventions ● Clear directions with modeling and examples ● Family communication and home-school support Gifted and Talented (Advanced) Students: ● Project Based Learning ● Multimedia presentations ● Set individual goals ● Open-ended responses ● Curriculum compacting ● Tiered assignments ● Independent or Choice-Based Learning Activities ● Higher-Level Thinking and Problem-Solving Tasks	● Frequent check-ins and progress monitoring ● Visual aids and hands-on learning activities ● Repetition and additional practice opportunities ● Scaffolded instruction with step-by-step guidance ● Extended time to complete tasks ● Positive reinforcement and encouragement ● Flexible grouping based on student needs ● Targeted interventions ● Clear directions with modeling and examples ● Family communication and home-school support Gifted and Talented (Advanced) Students: ● Project Based Learning ● Multimedia presentations ● Set individual goals ● Open-ended responses ● Curriculum compacting ● Tiered assignments ● Independent or Choice-Based Learning Activities ● Higher-Level Thinking and Problem-Solving Tasks
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	• Research and Inquiry Projects • Creative Thinking Activities 504 Plans • Preferential seating • Extended time • Reduced homework • Verbal, visual, and technology • Oral Assessment • Frequent breaks as needed	• Leadership Opportunities • Enrichment Centers • Research and Inquiry Projects • Creative Thinking Activities 504 Plans • Preferential seating • Extended time • Reduced homework • Verbal, visual, and technology • Oral Assessment • Frequent breaks as needed	• Leadership Opportunities • Enrichment Centers • Research and Inquiry Projects • Creative Thinking Activities 504 Plans • Preferential seating • Extended time • Reduced homework • Verbal, visual, and technology • Oral Assessment • Frequent breaks as needed
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Unit of Study: (<i>Pacing Guide/Scope & Sequence - Specify time frame by days or weeks</i>)	Operations and Algebraic Thinking <i>January</i> (4 weeks)	Numbers and Operation in Base 10 <i>February</i> (4 weeks)	Measurement and Data <i>March</i> (4 weeks)
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: A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. K.OA.A.1 Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out	NJSLS: A. Work with numbers 11-19 to gain foundations for place value K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 +$	NJSLS: A. Describe and compare measurable attributes K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

	situations, verbal explanations, expressions, or equations. K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. K.OA.A.5 Demonstrate fluency for addition and subtraction within 5.	8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>
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 Companion RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g.who, what, where, when, why, why). RI.K.1. With prompting and support, ask and answer questions about key details in a text. RI.K.2. With prompting and support, identify the main topic and retell key details of a text. RI.K.3. With prompting and support,	ELA Companion RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g.who, what, where, when, why, why). RI.K.1. With prompting and support, ask and answer questions about key details in a text. RI.K.2. With prompting and support, identify the main topic and retell key details of a text. RI.K.3. With prompting and support,	ELA Companion RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g.who, what, where, when, why, why). RI.K.1. With prompting and support, ask and answer questions about key details in a text. RI.K.2. With prompting and support, identify the main topic and retell key details of a text. RI.K.3. With prompting and support,

	describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text. W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. Science: K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text. W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. Science: K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text. W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. Science: K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
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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)	Life Literacies & Key Skills 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals	Life Literacies & Key Skills 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals	Life Literacies & Key Skills 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
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)	Design Thinking 8.1.2.AP .4: Break down a task into a sequence of steps. 8.1.2.DA.2: Collect and present data, including climate change data, in various visual formats.	Design Thinking 8.1.2.AP .4: Break down a task into a sequence of steps. 8.1.2.DA.2: Collect and present data, including climate change data, in various visual formats.	Design Thinking 8.1.2.AP .4: Break down a task into a sequence of steps. 8.1.2.DA.2: Collect and present data, including climate change data, in various visual formats.
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 students know?)</i>	● Represent addition and subtraction with objects, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. ● solve addition and subtraction word problems. ● add and subtract within 10. ● decompose numbers less than or equal to 10 into pairs in more than	● Compose and decompose numbers from 11-19 into ten ones and some further ones, by using objects or drawings. ● record compositions and decompositions with drawings or equations.	● Describe measurable attributes of objects, such as length or weight. ● Describe several measurable attributes of a single object. ● directly compare two objects with a measurable attribute in common to determine which has “more of”/”less of” the attribute, e.g. heights of two children. ● describe the difference between two objects with the common

	one way by using objects or drawings. ● record decompositions of numbers by a drawing or equation ($5 = 4 + 1$). ● find the number that makes 10 when added to a given number, for any number 1-9, by using objects or drawings and record the answer with a drawing or an equation. ● fluently add and subtract within 5.		attribute that was compared, one child is taller/shorter than the other child.
Essential Questions: (Follow UbD best practices in the creation of questions)	1. Why do we need to add and subtract? 2. What happens when we put groups together or add to a group? 3. What happens when we take apart groups or take away from a group?	1. Why do we compose and decompose numbers?	1. Why do we need to measure objects? 2. What attributes are measurable? 3. How do we compare objects?
STAGE 2: Evidence			
Assessment & Evidence: (By what criteria will performances of understanding be judged? Include: 1. Formative, 2. Summative, 3. Alternative - Performance/Project) 4. Benchmark)	Formative Assessments ● Learning Centers ● Quizzes ● Student Participation ● Teacher Observations ● Textbook/Workbook Activities ● Turn and talk with peers ● Student demonstrations using manipulatives	Formative Assessments ● Learning Centers ● Quizzes ● Student Participation ● Teacher Observations ● Textbook/Workbook Activities ● Turn and talk with peers ● Student demonstrations using manipulatives	Formative Assessments ● Learning Centers ● Quizzes ● Student Participation ● Teacher Observations ● Textbook/Workbook Activities ● Turn and talk with peers ● Student demonstrations using manipulatives

	- Exit Tickets (drawing, counting, or quick response) - Whiteboard responses - Questioning and math discussions Summative Assessments - Unit Assessments (may include but not limited to: Tests, Quizzes, Google Forms, etc.) Alternative Assessments - Projects - Student portfolios - Student interviews and conferences - Oral responses - Drawing and explaining mathematical thinking - Center performance tasks - Student self-assessment (thumbs up/down, smiley-face scale) Benchmark Assessments - Student Growth Assessments - IXL test - Aims Web	- Exit Tickets (drawing, counting, or quick response) - Whiteboard responses - Questioning and math discussions Summative Assessments - Unit Assessments (may include but not limited to: Tests, Quizzes, Google Forms, etc.) Alternative Assessments - Projects - Student portfolios - Student interviews and conferences - Oral responses - Drawing and explaining mathematical thinking - Center performance tasks - Student self-assessment (thumbs up/down, smiley-face scale) Benchmark Assessments - Student Growth Assessments - IXL test - Aims Web	- Exit Tickets (drawing, counting, or quick response) - Whiteboard responses - Questioning and math discussions Summative Assessments - Unit Assessments (may include but not limited to: Tests, Quizzes, Google Forms, etc.) Alternative Assessments - Projects - Student portfolios - Student interviews and conferences - Oral responses - Drawing and explaining mathematical thinking - Center performance tasks - Student self-assessment (thumbs up/down, smiley-face scale) Benchmark Assessments - Student Growth Assessments - IXL test - Aims Web
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do?)</i>	Learning Activities/Content:	Learning Activities/Content:	Learning Activities/Content:

<i>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>	• Use manipulatives, fingers, drawings, and ten frames to model addition and subtraction. • Act out addition and subtraction story problems. • Solve word problems using objects, pictures, and equations. • Decompose numbers to 10 using counters, cubes, and drawings. • Explore number combinations that make 10. • Practice addition and subtraction facts within 5 through games and centers. • Use math talks to explain problem-solving strategies. • Complete hands-on activities that involve joining, separating, and comparing sets. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 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,	• Use ten frames, linking cubes, and counters to compose and decompose numbers 11–19. • Build numbers with a group of ten and additional ones. • Represent numbers 11–19 using drawings, objects, and equations. • Practice breaking apart numbers into ten ones and some more ones. • Use place value mats to model teen numbers. • Participate in hands-on games that reinforce composing and decomposing teen numbers. • Count and compare sets to identify groups of ten and extra ones. • Complete "Build It, Draw It, Write It" activities for numbers 11–19. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 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,	• Explore and describe objects by length, height, weight, and size. • Compare two objects using terms such as longer/shorter, taller/shorter, and heavier/lighter. • Measure objects using nonstandard units (cubes, paper clips, connecting links). • Sort objects by measurable attributes. • Participate in hands-on investigations comparing classroom objects. • Use math vocabulary to describe and compare attributes. • Complete partner activities that involve comparing and discussing objects. • Record observations through drawings and discussion. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 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,
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	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). • Collaborate with your peers to solve culturally responsive word problems • Answer questions by using multiple and varying perspectives and sources • Use culturally relevant stories, pictures, and real-world examples in word problems. • Provide visual supports, manipulatives, and hands-on learning experiences. • Allow students to demonstrate understanding through oral, written, and hands-on responses. • Differentiate by adjusting numbers, complexity, and levels of support. • Use flexible grouping and collaborative learning opportunities. • Connect addition and subtraction concepts to	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). • Collaborate with your peers to solve culturally responsive word problems • Answer questions by using multiple and varying perspectives and sources • Use culturally relevant and familiar objects for counting and modeling numbers. • Provide visual supports, manipulatives, and hands-on learning experiences. • Allow students to demonstrate understanding through oral, written, and hands-on responses. • Differentiate by adjusting the level of support and complexity of tasks. • Use flexible grouping and collaborative learning opportunities. • Connect place value concepts to students' everyday experiences and backgrounds.	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). • Collaborate with your peers to solve culturally responsive word problems • Answer questions by using multiple and varying perspectives and sources • Use culturally relevant and familiar objects for measurement activities. • Provide visual supports, manipulatives, and hands-on learning experiences. • Allow students to demonstrate understanding through oral, written, and hands-on responses. • Differentiate by adjusting the complexity of comparisons and level of support. • Use flexible grouping and collaborative learning opportunities. • Connect measurement concepts to students' everyday experiences and backgrounds.
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	students' everyday experiences and backgrounds. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. Students will participate in mathematical activities that incorporate diverse names, cultures, and real-world contexts while recognizing the contributions of African Americans and other diverse individuals to society. Through collaborative problem-solving, students will develop respect, fairness, and appreciation for the experiences and perspectives of others. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have	Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. Students will participate in mathematical activities that incorporate diverse names, cultures, and real-world contexts while recognizing the contributions of African Americans and other diverse individuals to society. Through collaborative problem-solving, students will develop respect, fairness, and appreciation for the experiences and perspectives of others. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the	Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. Students will participate in mathematical activities that incorporate diverse names, cultures, and real-world contexts while recognizing the contributions of African Americans and other diverse individuals to society. Through collaborative problem-solving, students will develop respect, fairness, and appreciation for the experiences and perspectives of others. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the
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	demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. Through age-appropriate collaborative learning experiences, students will develop kindness, empathy, cooperation, and respect for others. Mathematical activities will encourage fairness, sharing, responsible decision-making, and the understanding that every individual deserves to be treated with dignity and respect.	characteristics that have made them good examples. Through age-appropriate collaborative learning experiences, students will develop kindness, empathy, cooperation, and respect for others. Mathematical activities will encourage fairness, sharing, responsible decision-making, and the understanding that every individual deserves to be treated with dignity and respect.	characteristics that have made them good examples. Through age-appropriate collaborative learning experiences, students will develop kindness, empathy, cooperation, and respect for others. Mathematical activities will encourage fairness, sharing, responsible decision-making, and the understanding that every individual deserves to be treated with dignity and respect.
Resources: <i>(Include names of texts and all online resources)</i>	Resources: - HMH Into Math Copyright 2020 by Houghton Mifflin Harcourt Publishing Company - Connected Ed https://connected.mcgraw-hill.com/connected/login.do - Illustrative Mathematics https://www.illustrativemathematics.org/ - Khan Academy https://www.khanacademy.org/	Resources: - HMH Into Math Copyright 2020 by Houghton Mifflin Harcourt Publishing Company - Connected Ed https://connected.mcgraw-hill.com/connected/login.do - Illustrative Mathematics https://www.illustrativemathematics.org/ - Khan Academy https://www.khanacademy.org/	Resources: - HMH Into Math Copyright 2020 by Houghton Mifflin Harcourt Publishing Company - Connected Ed https://connected.mcgraw-hill.com/connected/login.do - 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/ • NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide - o https://www.nj.gov/education/holocaust/curriculum/materials/holocaust.shtml Other Connections: Literature: www.thekindergartensmorgasboard.com/2020/04/math-read-alouds.html https://www.smores.com/17jqyq-math-literature	• 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/ • NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide - o https://www.nj.gov/education/holocaust/curriculum/materials/holocaust.shtml Other Connections: Literature: www.thekindergartensmorgasboard.com/2020/04/math-read-alouds.html https://www.smores.com/17jqyq-math-literature	• 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/ • NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide - o https://www.nj.gov/education/holocaust/curriculum/materials/holocaust.shtml Other Connections: Literature: www.thekindergartensmorgasboard.com/2020/04/math-read-alouds.html https://www.smores.com/17jqyq-math-literature
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. Special Education 2. English Language Learners (ELLs)	Special Education • Individualized Education Plans (IEPs)	Special Education • Individualized Education Plans (IEPs)	Special Education • Individualized Education Plans (IEPs)

3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced 5. 504)</i>	● Accommodations and modifications as outlined in the IEP ● Frequent checks for understanding ● Multi-sensory learning experiences ● Visual supports, graphic organizers, and manipulatives ● Tasks broken down into small, manageable steps ● Repetition and additional practice opportunities ● Exemplars of varied performance levels ● Multi-media presentations ● Consultation with CST ● Scaffolded Lessons ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner Use of alternate assessments English Language Learners (ELLs) ● Paired visual prompts with verbal presentations ● Provide repetition and practice ● Model skills/techniques to be	● Accommodations and modifications as outlined in the IEP ● Frequent checks for understanding ● Multi-sensory learning experiences ● Visual supports, graphic organizers, and manipulatives ● Tasks broken down into small, manageable steps ● Repetition and additional practice opportunities ● Exemplars of varied performance levels ● Multi-media presentations ● Consultation with CST ● Scaffolded Lessons ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Use of alternate assessments English Language Learners (ELLs) ● Paired visual prompts with verbal presentations ● Provide repetition and practice ● Model skills/techniques to be	● Accommodations and modifications as outlined in the IEP ● Frequent checks for understanding ● Multi-sensory learning experiences ● Visual supports, graphic organizers, and manipulatives ● Tasks broken down into small, manageable steps ● Repetition and additional practice opportunities ● Exemplars of varied performance levels ● Multi-media presentations ● Consultation with CST ● Scaffolded Lessons ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Use of alternate assessments English Language Learners (ELLs) ● Paired visual prompts with verbal presentations ● Provide repetition and practice ● Model skills/techniques to be
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	mastered ● Mnemonic devices ● Give extended time to complete class work ● Assign a peer helper in the class setting ● Provide access to a computer ● Introduce and highlight key vocabulary before lesson ● Cultural responsiveness ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Provide Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Students At-Risk (BSI) ● Small group instruction ● One-on-one teacher support ● Frequent check-ins and progress monitoring ● Visual aids and hands-on learning activities ● Repetition and additional practice opportunities ● Scaffolded instruction with step-by-step guidance	mastered ● Mnemonic devices ● Give extended time to complete class work ● Assign a peer helper in the class setting ● Provide access to a computer ● Introduce and highlight key vocabulary before lesson ● Cultural responsiveness ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Provide Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Students At-Risk (BSI) ● Small group instruction ● One-on-one teacher support ● Frequent check-ins and progress monitoring ● Visual aids and hands-on learning activities ● Repetition and additional practice opportunities ● Scaffolded instruction with step-by-step guidance	mastered ● Mnemonic devices ● Give extended time to complete class work ● Assign a peer helper in the class setting ● Provide access to a computer ● Introduce and highlight key vocabulary before lesson ● Cultural responsiveness ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Provide Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Students At-Risk (BSI) ● Small group instruction ● One-on-one teacher support ● Frequent check-ins and progress monitoring ● Visual aids and hands-on learning activities ● Repetition and additional practice opportunities ● Scaffolded instruction with step-by-step guidance
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	• Extended time to complete tasks • Positive reinforcement and encouragement • Flexible grouping based on student needs • Targeted interventions • Clear directions with modeling and examples • Family communication and home-school support Gifted and Talented (Advanced) Students: • Project Based Learning • Multimedia presentations • Set individual goals • Open-ended responses • Curriculum compacting • Tiered assignments • Independent or Choice-Based Learning Activities • Higher-Level Thinking and Problem-Solving Tasks • Leadership Opportunities • Enrichment Centers • Research and Inquiry Projects • Creative Thinking Activities 504 Plans • Preferential seating • Extended time	• Extended time to complete tasks • Positive reinforcement and encouragement • Flexible grouping based on student needs • Targeted interventions • Clear directions with modeling and examples • Family communication and home-school support Gifted and Talented (Advanced) Students: • Project Based Learning • Multimedia presentations • Set individual goals • Open-ended responses • Curriculum compacting • Tiered assignments • Independent or Choice-Based Learning Activities • Higher-Level Thinking and Problem-Solving Tasks • Leadership Opportunities • Enrichment Centers • Research and Inquiry Projects • Creative Thinking Activities 504 Plans • Preferential seating • Extended time	• Extended time to complete tasks • Positive reinforcement and encouragement • Flexible grouping based on student needs • Targeted interventions • Clear directions with modeling and examples • Family communication and home-school support Gifted and Talented (Advanced) Students: • Project Based Learning • Multimedia presentations • Set individual goals • Open-ended responses • Curriculum compacting • Tiered assignments • Independent or Choice-Based Learning Activities • Higher-Level Thinking and Problem-Solving Tasks • Leadership Opportunities • Enrichment Centers • Research and Inquiry Projects • Creative Thinking Activities 504 Plans • Preferential seating • Extended time
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	● Reduced homework ● Verbal, visual, and technology ● Oral Assessment ● Frequent breaks as needed	● Reduced homework ● Verbal, visual, and technology ● Oral Assessment ● Frequent breaks as needed	● Reduced homework ● Verbal, visual, and technology ● Oral Assessment ● Frequent breaks as needed
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Unit of Study: (<i>Pacing Guide/Scope & Sequence - Specify time frame by days or weeks</i>)	Topic Data Literacy <i>April</i> <i>(4 weeks)</i>	Topic Geometry <i>May</i> <i>(4 weeks)</i>	Topic Geometry June <i>(3 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: Classify objects and count the number of objects in categories K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. <i>Limit category counts to be less than or equal to 10.</i>	NJSLS: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, spheres). K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i> K.G.A.2 Correctly name shapes regardless of their orientations or overall size. K.G.A.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	NJSLS: Analyze, compare, create, and compose shapes. K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length). K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. K.G.B.6 Compose simple shapes to form larger shapes. <i>For example,</i>

			<i>“Can you join these two triangles with full sides touching to make a rectangle?”</i>
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 Companion RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g.who, what, where, when, why, why). RI.K.1. With prompting and support, ask and answer questions about key details in a text. RI.K.2. With prompting and support, identify the main topic and retell key details of a text. RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text. W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	ELA Companion RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g.who, what, where, when, why, why). RI.K.1. With prompting and support, ask and answer questions about key details in a text. RI.K.2. With prompting and support, identify the main topic and retell key details of a text. RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text. W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	ELA Companion RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g.who, what, where, when, why, why). RI.K.1. With prompting and support, ask and answer questions about key details in a text. RI.K.2. With prompting and support, identify the main topic and retell key details of a text. RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text. W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

	Science: K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	Science: K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	Science: K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
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)	Life Literacies & Key Skills 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.	Life Literacies & Key Skills 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals	Life Literacies & Key Skills 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
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)	Design Thinking 8.1.2.AP .4: Break down a task into a sequence of steps. 8.1.2.DA.2: Collect and present data, including climate change data, in various visual formats.	Design Thinking 8.1.2.AP .4: Break down a task into a sequence of steps. 8.1.2.DA.2: Collect and present data, including climate change data, in various visual formats.	Design Thinking 8.1.2.AP .4: Break down a task into a sequence of steps. 8.1.2.DA.2: Collect and present data, including climate change data, in various visual formats.
21st Century Life and Careers: Career Education: Write out complete NJSLs: <i>(Only include if a</i>	N/A	N/A	N/A

CTE curriculum ● 9.3 Career and Technical Education)			
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	- Classify objects into given categories. - Count the number of objects in a category (counts less than or equal to 10). - Sort the categories by count.	- Describe objects in the environment using names of shapes. - Describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i>.	- Analyze two- and three-dimensional shapes, using informal language. - Compare two- and three-dimensional shapes, using informal language. - Model shapes in the world by building shapes from components and drawing shapes.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	- Why do we need to classify objects? - How does sorting help us to count?	- What characteristics of a shape help us to name it? - How does knowing the name of shapes help us? - Why do we need to know the positions of shapes?	- Why do we need to identify shapes? - Why would we compose shapes?
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> - Formative, - Summative, - Alternative - Performance/Project) - Benchmark)	Formative Assessments - Learning Centers - Quizzes - Student Participation - Teacher Observations - Textbook/Workbook Activities - Turn and talk with peers - Student demonstrations using manipulatives	Formative Assessments - Learning Centers - Quizzes - Student Participation - Teacher Observations - Textbook/Workbook Activities - Turn and talk with peers - Student demonstrations using manipulatives	Formative Assessments - Learning Centers - Quizzes - Student Participation - Teacher Observations - Textbook/Workbook Activities - Turn and talk with peers - Student demonstrations using manipulatives

	- Exit Tickets (drawing, counting, or quick response) - Whiteboard responses - Questioning and math discussions Summative Assessments - Unit Assessments (may include but not limited to: Tests, Quizzes, Google Forms, etc.) Alternative Assessments - Projects - Student portfolios - Student interviews and conferences - Oral responses - Drawing and explaining mathematical thinking - Center performance tasks - Student self-assessment (thumbs up/down, smiley-face scale) Benchmark Assessments - Student Growth Assessments - IXL test - Aims Web	- Exit Tickets (drawing, counting, or quick response) - Whiteboard responses - Questioning and math discussions Summative Assessments - Unit Assessments (may include but not limited to: Tests, Quizzes, Google Forms, etc.) Alternative Assessments - Projects - Student portfolios - Student interviews and conferences - Oral responses - Drawing and explaining mathematical thinking - Center performance tasks - Student self-assessment (thumbs up/down, smiley-face scale) Benchmark Assessments - Student Growth Assessments - IXL test - Aims Web	- Exit Tickets (drawing, counting, or quick response) - Whiteboard responses - Questioning and math discussions Summative Assessments - Unit Assessments (may include but not limited to: Tests, Quizzes, Google Forms, etc.) Alternative Assessments - Projects - Student portfolios - Student interviews and conferences - Oral responses - Drawing and explaining mathematical thinking - Center performance tasks - Student self-assessment (thumbs up/down, smiley-face scale) Benchmark Assessments - Student Growth Assessments - IXL test - Aims Web
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do?)</i>	Learning Activities/Content:	Learning Activities/Content:	Learning Activities/Content:

<i>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>	• Sort objects into categories by color, shape, size, or other attributes. • Count the number of objects in each category. • Compare categories to determine which has more, fewer, or the same number of objects. • Create and sort collections using classroom materials and manipulatives. • Use picture graphs and sorting mats to organize data. • Participate in hands-on sorting and counting centers. • Discuss and explain sorting rules and results. • Record category counts using drawings, tally marks, or numerals. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 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	• Identify and name two-dimensional and three-dimensional shapes. • Sort shapes by attributes and characteristics. • Explore shapes in the classroom and environment. • Use positional words (above, below, beside, in front of, behind, next to) to describe object locations. • Build and create shapes using manipulatives and pattern blocks. • Compare shapes regardless of size or orientation. • Participate in shape hunts and shape-matching activities. • Draw, trace, and classify shapes. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 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	• Compare 2D and 3D shapes using informal language (sides, corners, curves). • Sort and classify shapes by attributes such as number of sides, corners, and size. • Explore similarities and differences between shapes through hands-on investigations. • Build shapes using sticks, clay, pattern blocks, and other manipulatives. • Draw and label shapes found in the environment. • Combine simple shapes to create larger shapes and new designs. • Complete puzzles and tangram-style activities. • Participate in “build it” challenges using geometric materials. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 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,
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	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). • Collaborate with your peers to solve culturally responsive word problems • Answer questions by using multiple and varying perspectives and sources. • Use culturally relevant and familiar objects for sorting and classifying activities. • Provide visual supports, manipulatives, and hands-on learning experiences. • Allow students to demonstrate understanding through oral, written, and hands-on responses. • Differentiate by adjusting the number of categories and level of support. • Use flexible grouping and collaborative learning opportunities. • Connect sorting and counting activities to students' everyday experiences and backgrounds.	people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). • Collaborate with your peers to solve culturally responsive word problems • Answer questions by using multiple and varying perspectives and sources • Use culturally relevant and familiar objects to explore shapes. • Provide visual supports, manipulatives, and hands-on learning experiences. • Allow students to demonstrate understanding through oral, written, and hands-on responses. • Differentiate by adjusting the complexity of tasks and level of support. • Use flexible grouping and collaborative learning opportunities. • Connect geometry concepts to students' everyday experiences and environments.	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). • Collaborate with your peers to solve culturally responsive word problems • Answer questions by using multiple and varying perspectives and sources. • Use culturally relevant and familiar objects to explore and model shapes. • Provide visual supports, models, and hands-on materials. • Allow students to demonstrate understanding through oral, written, and hands-on responses. • Differentiate by adjusting task complexity and providing scaffolded support. • Use flexible grouping and collaborative learning opportunities. • Connect shape concepts to students' real-world
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	Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. Students will participate in mathematical activities that incorporate diverse names, cultures, and real-world contexts while recognizing the contributions of African Americans and other diverse individuals to society. Through collaborative problem-solving, students will develop respect, fairness, and appreciation for the experiences and perspectives of others. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the	Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. Students will participate in mathematical activities that incorporate diverse names, cultures, and real-world contexts while recognizing the contributions of African Americans and other diverse individuals to society. Through collaborative problem-solving, students will develop respect, fairness, and appreciation for the experiences and perspectives of others. Holocaust Law (N.J.S.A. 18A:35-28) 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	environments and experiences. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. Students will participate in mathematical activities that incorporate diverse names, cultures, and real-world contexts while recognizing the contributions of African Americans and other diverse individuals to society. Through collaborative problem-solving, students will develop respect, fairness, and appreciation for the experiences and perspectives of others. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have
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	characteristics that have made them good examples. Through age-appropriate collaborative learning experiences, students will develop kindness, empathy, cooperation, and respect for others. Mathematical activities will encourage fairness, sharing, responsible decision-making, and the understanding that every individual deserves to be treated with dignity and respect.	good examples. Through age-appropriate collaborative learning experiences, students will develop kindness, empathy, cooperation, and respect for others. Mathematical activities will encourage fairness, sharing, responsible decision-making, and the understanding that every individual deserves to be treated with dignity and respect.	demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. Through age-appropriate collaborative learning experiences, students will develop kindness, empathy, cooperation, and respect for others. Mathematical activities will encourage fairness, sharing, responsible decision-making, and the understanding that every individual deserves to be treated with dignity and respect. f
Resources: <i>(Include names of texts and all online resources)</i>	Resources: - HMH Into Math Copyright 2020 by Houghton Mifflin Harcourt Publishing Company - Connected Ed https://connected.mcgraw-hill.com/connected/login.do - Illustrative Mathematics https://www.illustrativemathematics.org/ - Khan Academy https://www.khanacademy.org/	Resources: - HMH Into Math Copyright 2020 by Houghton Mifflin Harcourt Publishing Company - Connected Ed https://connected.mcgraw-hill.com/connected/login.do - Illustrative Mathematics https://www.illustrativemathematics.org/ - Khan Academy https://www.khanacademy.org/	Resources: - HMH Into Math Copyright 2020 by Houghton Mifflin Harcourt Publishing Company - Connected Ed https://connected.mcgraw-hill.com/connected/login.do - 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/ • NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide - o https://www.nj.gov/education/holocaust/curriculum/materials/holocaust.shtml Other Connections: Literature: www.thekindergartensmorgasboard.com/2020/04/math-read-alouds.html https://www.smores.com/17jqy-math-literature	• 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/ • NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide - o https://www.nj.gov/education/holocaust/curriculum/materials/holocaust.shtml Other Connections: Literature: www.thekindergartensmorgasboard.com/2020/04/math-read-alouds.html https://www.smores.com/17jqy-math-literature	• 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/ • NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide - o https://www.nj.gov/education/holocaust/curriculum/materials/holocaust.shtml Other Connections: Literature: www.thekindergartensmorgasboard.com/2020/04/math-read-alouds.html https://www.smores.com/17jqy-math-literature
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. Special Education 2. English Language Learners (ELLs) 3. At Risk/BSI	Special Education • Individualized Education Plans (IEPs)	Special Education • Individualized Education Plans (IEPs)	Special Education • Individualized Education Plans (IEPs)

4. Gifted & Talented/Advanced 5. 504)	● Accommodations and modifications as outlined in the IEP ● Frequent checks for understanding ● Multi-sensory learning experiences ● Visual supports, graphic organizers, and manipulatives ● Tasks broken down into small, manageable steps ● Repetition and additional practice opportunities ● Exemplars of varied performance levels ● Multi-media presentations ● Consultation with CST ● Scaffolded Lessons ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Use of alternate assessments English Language Learners (ELLs) ● Paired visual prompts with verbal presentations ● Provide repetition and practice ● Model skills/techniques to be	● Accommodations and modifications as outlined in the IEP ● Frequent checks for understanding ● Multi-sensory learning experiences ● Visual supports, graphic organizers, and manipulatives ● Tasks broken down into small, manageable steps ● Repetition and additional practice opportunities ● Exemplars of varied performance levels ● Multi-media presentations ● Consultation with CST ● Scaffolded Lessons ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Use of alternate assessments English Language Learners (ELLs) ● Paired visual prompts with verbal presentations ● Provide repetition and practice ● Model skills/techniques to be	● Accommodations and modifications as outlined in the IEP ● Frequent checks for understanding ● Multi-sensory learning experiences ● Visual supports, graphic organizers, and manipulatives ● Tasks broken down into small, manageable steps ● Repetition and additional practice opportunities ● Exemplars of varied performance levels ● Multi-media presentations ● Consultation with CST ● Scaffolded Lessons ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Use of alternate assessments English Language Learners (ELLs) ● Paired visual prompts with verbal presentations ● Provide repetition and practice ● Model skills/techniques to be
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	mastered ● Mnemonic devices ● Give extended time to complete class work ● Assign a peer helper in the class setting ● Provide access to a computer ● Introduce and highlight key vocabulary before lesson ● Cultural responsiveness ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Provide Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Students At-Risk (BSI) ● Small group instruction ● One-on-one teacher support ● Frequent check-ins and progress monitoring ● Visual aids and hands-on learning activities ● Repetition and additional practice opportunities ● Scaffolded instruction with step-by-step guidance	mastered ● Mnemonic devices ● Give extended time to complete class work ● Assign a peer helper in the class setting ● Provide access to a computer ● Introduce and highlight key vocabulary before lesson ● Cultural responsiveness ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Provide Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Students At-Risk (BSI) ● Small group instruction ● One-on-one teacher support ● Frequent check-ins and progress monitoring ● Visual aids and hands-on learning activities ● Repetition and additional practice opportunities ● Scaffolded instruction with step-by-step guidance	mastered ● Mnemonic devices ● Give extended time to complete class work ● Assign a peer helper in the class setting ● Provide access to a computer ● Introduce and highlight key vocabulary before lesson ● Cultural responsiveness ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Provide Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Students At-Risk (BSI) ● Small group instruction ● One-on-one teacher support ● Frequent check-ins and progress monitoring ● Visual aids and hands-on learning activities ● Repetition and additional practice opportunities ● Scaffolded instruction with step-by-step guidance
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	• Extended time to complete tasks • Positive reinforcement and encouragement • Flexible grouping based on student needs • Targeted interventions • Clear directions with modeling and examples • Family communication and home-school support Gifted and Talented (Advanced) Students: • Project Based Learning • Multimedia presentations • Set individual goals • Open-ended responses • Curriculum compacting • Tiered assignments • Independent or Choice-Based Learning Activities • Higher-Level Thinking and Problem-Solving Tasks • Leadership Opportunities • Enrichment Centers • Research and Inquiry Projects • Creative Thinking Activities 504 Plans • Preferential seating • Extended time	• Extended time to complete tasks • Positive reinforcement and encouragement • Flexible grouping based on student needs • Targeted interventions • Clear directions with modeling and examples • Family communication and home-school support Gifted and Talented (Advanced) Students: • Project Based Learning • Multimedia presentations • Set individual goals • Open-ended responses • Curriculum compacting • Tiered assignments • Independent or Choice-Based Learning Activities • Higher-Level Thinking and Problem-Solving Tasks • Leadership Opportunities • Enrichment Centers • Research and Inquiry Projects • Creative Thinking Activities 504 Plans • Preferential seating • Extended time	• Extended time to complete tasks • Positive reinforcement and encouragement • Flexible grouping based on student needs • Targeted interventions • Clear directions with modeling and examples • Family communication and home-school support Gifted and Talented (Advanced) Students: • Project Based Learning • Multimedia presentations • Set individual goals • Open-ended responses • Curriculum compacting • Tiered assignments • Independent or Choice-Based Learning Activities • Higher-Level Thinking and Problem-Solving Tasks • Leadership Opportunities • Enrichment Centers • Research and Inquiry Projects • Creative Thinking Activities 504 Plans • Preferential seating • Extended time
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	● Reduced homework ● Verbal, visual, and technology ● Oral Assessment ● Frequent breaks as needed	● Reduced homework ● Verbal, visual, and technology ● Oral Assessment ● Frequent breaks as needed	● Reduced homework ● Verbal, visual, and technology ● Oral Assessment ● Frequent breaks as needed
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