ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

Mathematics

Grade: 6

ABSTRACT

In Grade 6, instructional time should focus on four critical areas:: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

BOE Approved:8/12/26

ESSEX FELLS PUBLIC SCHOOL

Grade 6 Mathematics

Unit of Study: *(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)*	**District and State Mandated Pre-Assessments Number System Ratios** ***September/October*** *(5 weeks)*	**Area and Surface Area Ratios and Rate Problems** ***October/November*** *(5 weeks)*	**Unit Rates and Percentages Dividing Fractions** ***November/December*** *(5 weeks)*
STAGE 1: Desired Results			
Established Goals: **Write out complete NJSLS:** *(Content Specific Standards Only. Only use standards that are applicable to the unit.)*	**6.NS.2** Fluently divide **multi-digit numbers** using the standard algorithm. **6.NS.3** Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. **6.NS.4** Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4 (9 + 2).* **NJSLS: 6.RP.1** Understand the concept of a ratio and use ratio language to describe a ratio	**6.RP.1** Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. **6.RP.2** Understand the concept of a unit rate *a/b* associated with a ratio *a:b* with b ≠ 0, and use rate language in the context of a ratio relationship. **6.RP.3** Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate	**6.NS.1** Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. **6.RP.2** Understand the concept of a unit rate *a/b* associated with a ratio *a:b* with b ≠ 0, and use rate language in the context of a ratio relationship. **6.RP.3** Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements,

	relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."* **6.RP.2** Understand the concept of a unit rate *a/b* associated with a ratio *a:b* with b ≠ 0, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."*[1] **6.RP.3** Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed.	plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?* c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. **6.G.1** Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving	find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?* c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

	For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	real-world and mathematical problems. **6.G.2.** Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l\ w\ h$ and $V = b\ h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. **6.G.3.** Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. **6.G.4.** Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	

Interdisciplinary Connections: **Write out complete NJSLS:** *(Must have at least one standard from one of these areas but may have more):* ● *ELA companion standards;* ● *Standards for Mathematical; Practice* ● *Science;* ● *Visual/Performing Arts) - Standard 1;* ● *Comprehensive Health & PE - Standard 2;* ● *Social Studies - Standard 6;* ● *World Languages - Standard 7;*	**<u>Personal Financial Literacy</u>:** *Event Planning* **(9.1.8.B.7)** ● create a budget for location, food, entertainment, invitations, and event promotion. They will take into consideration the variety in food options and locations to accommodate the guests. After creating the plan, the students will have to calculate the final budget for each ingredient of food, in addition to each line item of their budget. **<u>Science</u>:** *Engineering* **(MS-ESS3-3, MS-ETS1-1, MS-ETS1-2, MS-ETS1-3, MS-ETS1-4)** ● use one of the identified problems to improve the school. They will apply the engineering design process to research, plan, test, propose, and present a solution. The process will require the students to define the problem, identify criteria and	**<u>Personal Financial Literacy</u>:** *Event Planning* **(9.1.8.B.7)** ● Students will create a budget for location, food, entertainment, invitations, and event promotion. They will take into consideration the variety in food options and locations to accommodate the guests. After creating the plan, the students will have to calculate the final budget for each ingredient of food, in addition to each line item of their budget. **<u>Science</u>:** *Engineering* **(MS-ESS3-3, MS-ETS1-1, MS-ETS1-2, MS-ETS1-3, MS-ETS1-4)** ● Students will use one of the identified problems to improve the school. They will apply the engineering design process to research, plan, test, propose, and present a solution. The process will require the students to define the	**<u>Personal Financial Literacy</u>:** *Event Planning* **(9.1.8.B.7)** ● Students will create a budget for location, food, entertainment, invitations, and event promotion. They will take into consideration the variety in food options and locations to accommodate the guests. After creating the plan, the students will have to calculate the final budget for each ingredient of food, in addition to each line item of their budget. **<u>Science</u>:** *Engineering* **(MS-ESS3-3, MS-ETS1-1, MS-ETS1-2, MS-ETS1-3, MS-ETS1-4)** ● Students will use one of the identified problems to improve the school. They will apply the engineering design process to research, plan, test, propose, and present a solution. The process will require the students to define the

	constraints, brainstorm solutions, select a promising solution, develop a prototype, and redesign as necessary. **<u>Visual and Performing Arts</u>:** *Television Commercials* **(1.2.8.Pr4a)** ● write a 30 second commercial to advertise a product. The students will craft a commercial to sell integers to their classmates. They will create a marketable campaign to demonstrate how the integer is important and useful in the real world. **<u>Language Arts:</u>** *Vocabulary Volume (***NJSLSA.SL5.)** ● create a 3D rectangular or triangular prism. The students will accurately measure each side to create functional surface areas used to assemble the prism. Students will cover the interior and exterior of the box with information related to vocabulary words discussed in class.	problem, identify criteria and constraints, brainstorm solutions, select a promising solution, develop a prototype, and redesign as necessary. **<u>Visual and Performing Arts</u>:** *Television Commercials* **(1.2.8.Pr4a)** ● Students will write a 30 second commercial to advertise a product. The students will craft a commercial to sell integers to their classmates. They will create a marketable campaign to demonstrate how the integer is important and useful in the real world. **<u>Language Arts:</u>** *Vocabulary Volume (***NJSLSA.SL5.)** ● Students will create a 3D rectangular or triangular prism. The students will accurately measure each side to create functional surface areas used to assemble the prism. Students will cover the interior and exterior of the box with information related	problem, identify criteria and constraints, brainstorm solutions, select a promising solution, develop a prototype, and redesign as necessary. **<u>Visual and Performing Arts</u>:** *Television Commercials* **(1.2.8.Pr4a)** ● Students will write a 30 second commercial to advertise a product. The students will craft a commercial to sell integers to their classmates. They will create a marketable campaign to demonstrate how the integer is important and useful in the real world. **<u>Language Arts:</u>** *Vocabulary Volume (***NJSLSA.SL5.)** ● Students will create a 3D rectangular or triangular prism. The students will accurately measure each side to create functional surface areas used to assemble the prism. Students will cover the interior and exterior of the box with information related

		to vocabulary words discussed in class.	to vocabulary words discussed in class.
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: (*Must have at least one standard from:* ● *9.1 Personal Financial Literacy; or* ● *9.2 Career Awareness, Exploration, Preparation & Training; or* ● *9.4 Life Literacies & Key Skills)*	**Life Literacies & Key Skills** **The 9 Career Ready Practices** These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. **9.1 Personal Financial Literacy** This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. **9.2 Career Awareness, Exploration, Preparation and Training** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.	**Life Literacies & Key Skills** **The 9 Career Ready Practices** These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. **9.1 Personal Financial Literacy** This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. **9.2 Career Awareness, Exploration, Preparation and Training** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.	**Life Literacies & Key Skills** **The 9 Career Ready Practices** These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. **9.1 Personal Financial Literacy** This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. **9.2 Career Awareness, Exploration, Preparation and Training** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

	9.3 Career and Technical Education This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. **9.4 Life Literacies and Key Skills** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.	**9.3 Career and Technical Education** This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. **9.4 Life Literacies and Key Skills** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.	**9.3 Career and Technical Education** This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. **9.4 Life Literacies and Key Skills** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.
Integration of Computer Science and Design Thinking: Write out complete NJSLS: *(Must have at least one standard from:* ● *8.1 Computer Science; or* ● *8.2 Design Thinking)*	**Design Thinking:** **8.1.2.DA.1**: Collect and present data, including climate change data, in various visual formats. **8.1.2.DA.3**: Identify and describe patterns in data visualizations. **8.1.2.DA.4**: Make predictions based on data using charts or graphs. **8.1.2.AP.2**: Model the way programs store and manipulate data by using numbers or other symbols to represent information. **8.1.2.AP.4**: Break down a task into a sequence of steps. **8.2.2.ED.2**: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.	**Design Thinking:** **8.1.2.DA.1**: Collect and present data, including climate change data, in various visual formats. **8.1.2.DA.3**: Identify and describe patterns in data visualizations. **8.1.2.DA.4**: Make predictions based on data using charts or graphs. **8.1.2.AP.2**: Model the way programs store and manipulate data by using numbers or other symbols to represent information. **8.1.2.AP.4**: Break down a task into a sequence of steps. **8.2.2.ED.2**: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.	**Design Thinking:** **8.1.2.DA.1**: Collect and present data, including climate change data, in various visual formats. **8.1.2.DA.3**: Identify and describe patterns in data visualizations. **8.1.2.DA.4**: Make predictions based on data using charts or graphs. **8.1.2.AP.2**: Model the way programs store and manipulate data by using numbers or other symbols to represent information. **8.1.2.AP.4**: Break down a task into a sequence of steps. **8.2.2.ED.2**: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

21st Century Life and Careers: Career Education: Write out complete NJSLS: *(Only include if a CTE curriculum* ● *9.3 Career and Technical Education)*	**N/A**	**N/A**	**N/A**
Enduring Understandings: *(Follow UbD: What big ideas will students know?)*	● ratios compare two values. ● unit rates are *a/b* given that the ratio is *a:b*, such that $b \neq 0$. ● Students will know… ● ratio language (the ratio of *a:b* means that there is *a* of something for every *b* of a corresponding item). ● *a/b* is the same as *a:b* or *a to b.* ● how to relate a percent of a quantity to a rate per 100. ● the proper operations and procedures must be determined in order to solve problems. ● factors of a (whole) number are always less than or equal to the number itself. ● multiples of a (whole) number are always greater than or equal to the number itself.	● triangles and rectangles can be used to find areas of other polygons ● a 2-D net of a 3-D figure can be used to find the surface area of the figure ● surface area is related to "wrapping" or "covering" of a surface with square units, i.e. squares with side length of one unit ● volume is related to "filling" of space with cubic units, i.e. cubes with edges of one-unit length ● Students will know… ● that areas of triangles, including right triangles, and rectangles can be used to find areas of other polygons, when the other polygons are decomposed into triangles or composed into rectangles	● the size of a factor impacts the size of the answer with respect to the other factor. ● division by a rational number may result in a quotient whose value is bigger than, equal to, or smaller than the value of the dividend. ● Students will know… ● multiplication with fractions represents part of a part. ● division of a fraction by a proper fraction creates a larger answer. ● multiplication of a fraction by a proper fraction creates a smaller answer.

		• that the volume of a right rectangular prism is the number of unit cubes it contains (of the appropriate unit fraction edge length) • the total area of a net of a 3-D figure is the surface area of the figure	
Essential Questions: *(Follow UbD best practices in the creation of questions)*	1. Why does one need to compare numbers? 2. When does one need to use ratios to compare numbers? 3. How can one compare and contrast numbers? 4. Why would one need to find common factors and multiples? 5. In what situation would one want to use the distributive property to add two whole numbers? 6. What type(s) of problems require using multi-digit decimal operations?	1. Why does one need to compare numbers? 2. When does one need to use ratios to compare numbers? 3. How can one compare and contrast numbers?	1. What is represented by division of a fraction by a fraction? 2. What type of visual models can be used to represent division of fractions? 3. How are division and multiplication of a fraction by a fraction related?
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)
	• Unit assessments may include but not limited to tests, quizzes, and projects
	• Constructing spoken and written explanations
	• Response/Exit Tickets
	• Engaging in evidence-based discussion
	• Reflecting on their own understanding
	• Student Growth Assessments
	  ○ Beginning of Year Benchmark
	• MAP
	• Student Portfolios
	• Notebook assessments
	• Oral Presentations
	• Problem Based Learning projects
		• Unit assessments may include but not limited to tests, quizzes, and projects
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			• Oral Presentations
			• Problem Based Learning projects

STAGE 3: Learning Plan			
Learning Activities/Content: *(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:* • *Amistad Law* • *Holocaust Law* • *LGBTQ/Disabilities Law)*	**N.J.S.A 18A: 35-4.36a** **N.J.S.A. 18A:35-4.35-6** **DEI Activities:** • Collaborate with your peers to solve culturally responsive word problems. • Answer questions by using multiple and varying perspectives and sources.	**N.J.S.A 18A: 35-4.36a** **N.J.S.A. 18A:35-4.35-6** **DEI Activities:** • Collaborate with your peers to solve culturally responsive word problems. • Answer questions by using multiple and varying perspectives and sources.	**N.J.S.A 18A: 35-4.36a** **N.J.S.A. 18A:35-4.35-6** **DEI Activities:** • Collaborate with your peers to solve culturally responsive word problems. • Answer questions by using multiple and varying perspectives and sources.

	• Create real-world situations to help students connect diverse cultural experiences and become excited about math. • Connect students' language and cultural aspects of students' background to foster mathematical identity development.	• Create real-world situations to help students connect diverse cultural experiences and become excited about math. • Connect students' language and cultural aspects of students' background to foster mathematical identity development.	• Create real-world situations to help students connect diverse cultural experiences and become excited about math. • Connect students' language and cultural aspects of students' background to foster mathematical identity development.
Resources: *(Include names of texts and all online resources)*	• *Big Ideas Math Modeling Real Life*-textbook • · 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/ • New Jersey Center for Teaching and Learning https://www.njctl.org/ • Freckle • IXL Math • Study Island	• *Big Ideas Math Modeling Real Life*-textbook • 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/ • New Jersey Center for Teaching and Learning https://www.njctl.org/ • Freckle • IXL Math • Study Island	• *Big Ideas Math Modeling Real Life*-textbook • 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/ • New Jersey Center for Teaching and Learning https://www.njctl.org/ • Freckle • IXL Math • Study Island

Differentiation: *(What type of differentiated instruction will be used for each of the following subgroups:* *1. Special Education* *2. English Language Learners (ELLs)* *3. At Risk/BSI* *4. Gifted & Talented/Advanced 5. 504)*	**Special Education** ● Individualized Education Plans (IEPs) ● Exemplars of varied performance levels ● Multi-media presentations ● Manipulatives ● Scaffolded Lessons ● Guided note-taking ● Study guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Flexible small group instruction ● Use of alternate assessments ● Modelings **English Language Learners (ELLs)** ● Pair visual prompts with verbal presentations ● Provide repetition and practice ● Model skills/techniques to be mastered ● Extended time ● Assign a peer helper in the class setting ● Provide access to a computer ● Front load vocabulary ● Dictionaries ● Mnemonic devices ● Visual aids ● Provide notes to students as needed in native language	**Special Education** ● Individualized Education Plans (IEPs) ● Exemplars of varied performance levels ● Multi-media presentations ● Manipulatives ● Scaffolded Lessons ● Guided note-taking ● Study guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Flexible small group instruction ● Use of alternate assessments ● Modelings **English Language Learners (ELLs)** ● Pair visual prompts with verbal presentations ● Provide repetition and practice ● Model skills/techniques to be mastered ● Extended time ● Assign a peer helper in the class setting ● Provide access to a computer ● Front load vocabulary ● Dictionaries ● Mnemonic devices ● Visual aids ● Provide notes to students as needed in native language	**Special Education** ● Individualized Education Plans (IEPs) ● Exemplars of varied performance levels ● Multi-media presentations ● Manipulatives ● Scaffolded Lessons ● Guided note-taking ● Study guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Flexible small group instruction ● Use of alternate assessments ● Modelings **English Language Learners (ELLs)** ● Pair visual prompts with verbal presentations ● Provide repetition and practice ● Model skills/techniques to be mastered ● Extended time ● Assign a peer helper in the class setting ● Provide access to a computer ● Front load vocabulary ● Dictionaries ● Mnemonic devices ● Visual aids ● Provide notes to students as needed in native language

	• Cultural responsiveness • Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) • Group students with others of different learning levels and abilities. Non-verbal assessments **Students At-Risk (BSI)** • Interactive maps • Graphic organizers • Use of technology for class assignments and homework • Provide opportunities for students to discuss material verbally and also periods of quiet reflection. • Highlighted and/or repeated directions **Gifted and Talented (Advanced) Students:** • Allow students to pursue independent projects based on their individual interests • Provide enrichment activities that include more advanced material • Allow team-teaching opportunities and collaboration • Set individual goals	• Cultural responsiveness • Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) • Group students with others of different learning levels and abilities. Non-verbal assessments **Students At-Risk (BSI)** • Interactive maps • Graphic organizers • Use of technology for class assignments and homework • Provide opportunities for students to discuss material verbally and also periods of quiet reflection. • Highlighted and/or repeated directions **Gifted and Talented (Advanced) Students:** • Allow students to pursue independent projects based on their individual interests • Provide enrichment activities that include more advanced material • Allow team-teaching opportunities and collaboration • Set individual goals	• Cultural responsiveness • Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) • Group students with others of different learning levels and abilities. Non-verbal assessments **Students At-Risk (BSI)** • Interactive maps • Graphic organizers • Use of technology for class assignments and homework • Provide opportunities for students to discuss material verbally and also periods of quiet reflection. • Highlighted and/or repeated directions **Gifted and Talented (Advanced) Students:** • Allow students to pursue independent projects based on their individual interests • Provide enrichment activities that include more advanced material • Allow team-teaching opportunities and collaboration • Set individual goals

	• Conduct research and provide presentation of appropriate topics • Design surveys to generate and analyze data to be used in discussion. • Higher-level questioning techniques • Provide assessments at a higher level of thinking **504 Plans** • Preferential seating • Extended time on tests and assignments • Reduced homework or classwork • Verbal, visual, or technology aids • Modified textbooks or audio-video materials • Oral assessments • Highlighted and/or repeated directions	• Conduct research and provide presentation of appropriate topics • Design surveys to generate and analyze data to be used in discussion. • Higher-level questioning techniques • Provide assessments at a higher level of thinking **504 Plans** • Preferential seating • Extended time on tests and assignments • Reduced homework or classwork • Verbal, visual, or technology aids • Modified textbooks or audio-video materials • Oral assessments • Highlighted and/or repeated directions	• Conduct research and provide presentation of appropriate topics • Design surveys to generate and analyze data to be used in discussion. • Higher-level questioning techniques • Provide assessments at a higher level of thinking **504 Plans** • Preferential seating • Extended time on tests and assignments • Reduced homework or classwork • Verbal, visual, or technology aids • Modified textbooks or audio-video materials • Oral assessments • Highlighted and/or repeated directions

Unit of Study: *(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)*	**Algebraic Expressions Equations** ***January/February*** *(5 weeks)*	**Integers, Number Lines and the Coordinate Plane** ***March/April*** *(5 weeks)*	**Statistical Measures Data Displays** ***May/June*** *(5 weeks)*
STAGE 1: Desired Results			
Established Goals:	**6.EE.5** Understand solving an	**6.NS.C.6.a** Recognize opposite signs	**6.SP.A.1**Recognize a statistical

Write out complete NJSLS: *(Content Specific Standards Only. Only use standards that are applicable to the unit.)*	equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. **6.EE.6** Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. **6.EE.7** Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers. **6.EE.8** Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x <$ c have infinitely many solutions; represent solutions of such inequalities on number line diagrams. **6.EE.1** Write and evaluate numerical expressions involving whole-number exponents.	of numbers as indicating locations on opposite sides of 0 on the number line. Recognize that the opposite of the opposite of a number is the number itself. Understand that 0 is its own opposite. **6.NS.C.6.b** Understand signs of numbers in ordered pairs as indicating locations in the four quadrants of the coordinate plane. Recognize that points differing only by signs are reflections across one or both axes **6.NS.C.6.c** Find and position integers and other rational numbers on horizontal and vertical number lines. Plot pairs of integers and rational numbers on the coordinate plane. **6.NS.C.7.a** Interpret inequalities using a number line. **6.NS.C.7.b** Write and interpret statements comparing rational numbers in real-world situations. **6.NS.C.7.c**Understand absolute value as the distance from zero on a number line. **6.NS.C.8** Solve real-world and mathematical problems by graphing points in all four quadrants.	question as one that anticipates variability in the data and accounts for it in the answers. **6.SP.A.2** Understand that a data set collected to answer a statistical question has a distribution that can be described by: ● Center ● Spread ● Overall shape **6.SP.A.3** Recognize that: ● A measure of center summarizes a data set with a single number. ● A measure of variation describes how the data are spread out. Measures of Center ● Mean ● Median Measures of Variation ● Mean Absolute Deviation (MAD) ● Interquartile Range (IQR) **6.SP.B.4** Display numerical data using: ● Dot plots ● Histograms ● Box plots (box-and-whisker plots) Students will: ● Create data displays. ● Interpret graphs. ● Compare different graphical representations of the same

	6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers. **6.EE.3** Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.* **6.EE.4** Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.*		data. **6.SP.B.5.a** Reporting the number of observations. **6.SP.B.5.c** Calculating and interpreting: ● Mean ● Median ● Mean Absolute Deviation (MAD) ● Interquartile Range (IQR) **6.SP.B.5.d** Explain why different measures of center and variability are appropriate depending on: ● The shape of the data ● The context of the data
Interdisciplinary Connections: **Write out complete NJSLS:** *(Must have at least one standard from one of*	**ELA Companion** **Reading Informational Text (*RI.6.4 & RI.6.7*):** Students determine the	**ELA Companion** **Reading Informational Text (*RI.6.4 & RI.6.7*):** Students determine the	**ELA Companion** **Reading Informational Text (*RI.6.4 & RI.6.7*):** Students determine the

these areas but may have more): ● *ELA companion standards;* ● *Standards for Mathematical; Practice* ● *Science;* ● *Visual/Performing Arts) - Standard 1;* ● *Comprehensive Health & PE - Standard 2;* ● *Social Studies - Standard 6;* ● *World Languages - Standard 7;*	meaning of technical symbols, operations, and academic vocabulary (e.g., \(x, \frac{a}{b}, \%\)) used in math texts. They also interpret information presented visually, such as in data tables and coordinate planes. **Writing (*W.6.1 & W.6.2*):** Students use writing to explain their reasoning and construct viable arguments, such as proving why a specific algebraic equation (e.g., 3x = 12) provides a correct solution for a given variable. **Speaking and Listening (*SL.6.1*):** Students engage in collaborative math discussions, building on peers' ideas and justifying their own mathematical logic to critique the reasoning of others.	meaning of technical symbols, operations, and academic vocabulary (e.g., \(x, \frac{a}{b}, \%\)) used in math texts. They also interpret information presented visually, such as in data tables and coordinate planes. **Writing (*W.6.1 & W.6.2*):** Students use writing to explain their reasoning and construct viable arguments, such as proving why a specific algebraic equation (e.g., 3x = 12) provides a correct solution for a given variable. **Speaking and Listening (*SL.6.1*):** Students engage in collaborative math discussions, building on peers' ideas and justifying their own mathematical logic to critique the reasoning of others.	meaning of technical symbols, operations, and academic vocabulary (e.g., \(x, \frac{a}{b}, \%\)) used in math texts. They also interpret information presented visually, such as in data tables and coordinate planes. **Writing (*W.6.1 & W.6.2*):** Students use writing to explain their reasoning and construct viable arguments, such as proving why a specific algebraic equation (e.g., 3x = 12) provides a correct solution for a given variable. **Speaking and Listening (*SL.6.1*):** Students engage in collaborative math discussions, building on peers' ideas and justifying their own mathematical logic to critique the reasoning of others.
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: (*Must have at least one standard from:* ● *9.1 Personal Financial Literacy; or* ● *9.2 Career Awareness, Exploration, Preparation &*	**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.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive). **9.4.2.GCA.1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to	**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.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive). **9.4.2.GCA.1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to	**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.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive). **9.4.2.GCA.1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to

Training; or ● *9.4 Life Literacies & Key Skills)*	the cultures of other individuals.	the cultures of other individuals.	the cultures of other individuals.
Integration of Computer Science and Design Thinking: Write out complete NJSLS: *(Must have at least one standard from:* ● *8.1 Computer Science; or* ● *8.2 Design Thinking)*	**Design Thinking** **8.1.8.AP.1 –** Design and test algorithms to solve computational problems. **8.1.8.AP.2 –** Break complex problems into smaller parts to develop solutions. **8.2.8.ED.1 –** Apply creativity and innovation to solve authentic problems. **8.2.8.ED.2 –** Evaluate and improve solutions using evidence.	**Design Thinking** **8.1.8.AP.1 –** Design and test algorithms to solve computational problems. **8.1.8.AP.2 –** Break complex problems into smaller parts to develop solutions. **8.2.8.ED.1 –** Apply creativity and innovation to solve authentic problems. **8.2.8.ED.2 –** Evaluate and improve solutions using evidence.	**Design Thinking** **8.1.8.AP.1 –** Design and test algorithms to solve computational problems. **8.1.8.AP.2 –** Break complex problems into smaller parts to develop solutions. **8.2.8.ED.1 –** Apply creativity and innovation to solve authentic problems. **8.2.8.ED.2 –** Evaluate and improve solutions using evidence.
21st Century Life and Careers: Career Education: Write out complete NJSLS: *(Only include if a CTE curriculum* ● *9.3 Career and Technical Education)*	**N/A**	**N/A**	**N/A**
Enduring Understandings: *(Follow UbD: What big ideas will students know?)*	● Algebraic expressions have letters that stand for numbers and arithmetic expressions have only numbers and no letters. ● numbers can be substituted in place of letters in algebraic expressions	● Positive and negative numbers are used to represent quantities in real-world situations such as temperature, elevation, money, and game scores. ● The number line is a model for understanding and comparing rational numbers.	● Statistics help us collect, organize, analyze, and interpret data to answer meaningful questions. ● Statistical questions anticipate variability because data collected from groups are not all the same. ● Data can be represented in

	• algebraic expressions can be equivalent to each other • area, perimeter, or volume formulas are algebraic expressions • that verbal sentences or expressions can be written as algebraic expressions • the definition of sum, term, product, factor, quotient, coefficient. • how to identify two algebraic expressions that are equivalent . • to apply the conventional order of operations when no parentheses are given. • how to apply the distributive property. • write numerical expressions involving whole-number exponents. • evaluate numerical expressions involving whole-number exponents. • write expressions in which letters stand for numbers. • read expressions in which letters stand for numbers. • evaluate expressions in which letters stand for numbers.	A number's location determines its value, opposite, and distance from zero. • Opposite numbers have the same distance from zero but are located on opposite sides of zero. Zero is neither positive nor negative and is its own opposite. • Absolute value represents the distance a number is from zero, regardless of direction. • The coordinate plane is formed by two perpendicular number lines (the x-axis and y-axis) and is used to locate and describe points using ordered pairs. • The signs of an ordered pair determine the quadrant in which a point is located. • Coordinates can be used to represent and solve real-world problems, such as mapping locations, navigation, and interpreting data. • Mathematical models such as number lines, graphs, and coordinate planes help represent, analyze, and communicate mathematical relationships. • Numbers can represent quantities above and below zero. • Rational numbers can be	multiple ways, and different displays highlight different features of a data set. • Measures of center (mean and median) summarize a data set with a single value, while measures of variability (such as mean absolute deviation and interquartile range) describe how spread out the data are. • The shape, center, and spread of a distribution provide important information that helps us compare data sets and make informed decisions. • Patterns, clusters, gaps, and outliers in data can provide insights and help explain real-world situations. • Choosing an appropriate graph or statistical measure depends on the characteristics of the data and the question being investigated. • Data analysis is an important tool for solving problems and making evidence-based decisions in everyday life.

	● write expressions that record operations with numbers and with letters standing for numbers. ● identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. ● evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). ● apply the properties of operations to generate equivalent expressions. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which	ordered, compared, and graphed. ● Absolute value describes distance, not direction. ● Ordered pairs identify exact locations on a coordinate plane. ● Mathematical representations help solve real-world problems.	

	value is substituted into them).		
Essential Questions: *(Follow UbD best practices in the creation of questions)*	1. How are mathematical expressions in which letters stand for numbers useful in real life? 2. What is the purpose of identifying equivalent expressions? 3. What is the difference between an algebraic expression and an arithmetic expression? 4. What is the difference between an equation and an inequality? 5. What does it mean when a number does not satisfy an equation or inequality?	1. Why do we need positive and negative numbers to describe the world around us? 2. How does a number line help us compare, order, and understand integers and rational numbers? 3. What does the position of a number on a number line tell us about its value and relationship to other numbers? 4. Why is absolute value different from the value of a number? 5. How can opposite numbers help us describe situations involving gain and loss, elevation, temperature, or movement? 6. How does the coordinate plane help us locate, describe, and analyze positions? 7. What do the signs of an ordered pair tell us about its location on the coordinate plane? 8. How can coordinates be used to solve real-world problems and communicate	1. What makes a question a statistical question? 2. Why do different data sets have variability? 3. How can collecting and organizing data help us answer questions and solve problems? 4. How do different types of graphs help us understand and communicate data? 5. When is one data display more useful than another? 6. How do measures of center (mean and median) help us describe a data set? 7. Why is it important to consider the spread or variability of data, not just the average? 8. How can patterns, clusters, gaps, and outliers help us interpret data? 9. How do statistical measures help us compare two or more data sets? 10. How can data analysis help us make informed decisions in

		information? 9. How can mathematical models, such as number lines and coordinate planes, help us make sense of real-world situations? 10. How do patterns and relationships on the coordinate plane help us solve problems and make predictions?	everyday life?
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)
	• Unit assessments may include but not limited to tests, quizzes, and projects
	• Constructing spoken and written explanations
	• Response/Exit Tickets
	• Engaging in evidence-based discussion
	• Reflecting on their own understanding
	• Student Growth Assessments
	  ○ Beginning of Year Benchmark
	• MAP
	• Student Portfolios
	• Notebook assessments
		• Unit assessments may include but not limited to tests, quizzes, and projects
		• Constructing spoken and written explanations
		• Response/Exit Tickets
		• Engaging in evidence-based discussion
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		• MAP
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			• Student Growth Assessments
			  ○ End of Year Benchmark
			• MAP
			• Student Portfolios
			• Notebook assessments

	• Oral Presentations • Problem Based Learning projects	• Oral Presentations • Problem Based Learning projects	• Oral Presentations • Problem Based Learning projects
STAGE 3: Learning Plan			
Learning Activities/Content: *(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:* • *Amistad Law* • *Holocaust Law* • *LGBTQ/Disabilities Law)*	**N.J.S.A 18A: 35-4.36a** **N.J.S.A. 18A:35-4.35-6** Activities • Students plan a school event (dance, fundraiser, celebration, or club activity). They create variables, write algebraic expressions, calculate costs, and determine how many items can be purchased within a budget. • Students choose a real-life situation (sports, shopping, travel, savings, hobbies) and create an expression or equation to represent the relationship. They explain what each variable represents. • Students compare plans with different starting fees and monthly costs by creating tables, equations, and graphs. They determine which option is the best value.	**N.J.S.A 18A: 35-4.36a** **N.J.S.A. 18A:35-4.35-6** Activities • Place themselves at assigned integers. • Find opposite numbers. • Order integers from least to greatest. • Identify absolute values. • Explain their reasoning to classmates. • Sort cards • Positive and negative integers • Opposites • Absolute values • Greatest to least • Real-world examples (temperature, elevation, bank account balances) • Coordinate Plane treasure hunt • Plot ordered pairs in all four quadrants. • Connect points to reveal a hidden picture. • Write clues for classmates	**N.J.S.A 18A: 35-4.36a** **N.J.S.A. 18A:35-4.35-6** Activities • Students create a statistical question (e.g., "How many minutes do sixth graders read each night?"), collect data, and: • Organize the data. • Create a dot plot or histogram. • Calculate the mean and median. • Describe the spread and identify any outliers. • Present conclusions. • Students rotate through stations with different data displays: • Students conduct a survey of classmates or another grade level • Data table • Dot plot, histogram, or box plot

	DEI Activities ● Algebra Around Us: Real-World Variables Project DEI Connection: Students' experiences and backgrounds are valued.Activity: Students identify situations from their own lives that can be represented with variables: ● Cost of family meals ● Sports statistics ● Music streaming ● Transportation costs ● Gaming points ● Savings goals ● "A soccer team has x players and each player brings 2 water bottles." ● Expression: 2x **LGBTQ** **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	using coordinates. **DEI Activities** ● Students compare daily temperatures from cities on different continents (e.g., New York, Cairo, Tokyo, Sydney, and São Paulo). ● Students create a coordinate map of an inclusive community that includes places such as: ● School ● Library ● Park ● Recreation center ● Community garden ● Cultural center ● Hospital ● Students create a coordinate-plane design inspired by a geometric art form or cultural pattern, emphasizing symmetry and precise graphing. ● Plot points in all four quadrants. ● Identify reflections. ● Explain the mathematical patterns in their design.	● Mean and median ● Interpretation of results ● Written conclusion **DEI Activities** ● Community Data Investigation ● Global Weather Data Analysis: ● Sports Around the World: ● Reading Diversity Data Project ● Career Data Exploration: ● Student Voice Data Project: ● Collaborative Data Teams: ● Data Representation and Bias Discussion ● Culturally Relevant Data Analysis ● Multiple Perspectives Math Talks ● Equitable Decision-Making Project **LGBTQ** **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 and Genocide** **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.	**LGBTQ** **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 and Genocide** **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.	people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). **Holocaust and Genocide** **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.
Resources: *(Include names of texts and all online resources)*	• *Big Ideas Math Modeling Real Life*-textbook • Illustrative Mathematics https://www.illustrativemathematics.org/ • Khan Academy https://www.khanacademy.org/ • National Council of Teachers of Mathematics http://www.nctm.org/	• *Big Ideas Math Modeling Real Life*-textbook • Illustrative Mathematics https://www.illustrativemathematics.org/ • Khan Academy https://www.khanacademy.org/ • National Council of Teachers of Mathematics http://www.nctm.org/	• *Big Ideas Math Modeling Real Life*-textbook • 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/ • New Jersey Center for Teaching and Learning https://www.njctl.org/ • Freckle • IXL Math • Study Island	• National Library of Virtual Manipulatives http://nlvm.usu.edu/ • New Jersey Center for Teaching and Learning https://www.njctl.org/ • Freckle • IXL Math • Study Island	• National Library of Virtual Manipulatives http://nlvm.usu.edu/ • New Jersey Center for Teaching and Learning https://www.njctl.org/ • Freckle • IXL Math • Study Island
Differentiation: *(What type of differentiated instruction will be used for each of the following subgroups:* *1. Special Education* *2. English Language Learners (ELLs)* *3. At Risk/BSI* *4. Gifted & Talented/Advanced 5. 504)*	**Special Education** • Individualized Education Plans (IEPs) • Exemplars of varied performance levels • Multi-media presentations • Manipulatives • Scaffolded Lessons • Guided note-taking • Study guides • Modified homework • Differentiated pre-typed class notes and example problems • Flexible small group instruction • Use of alternate assessments • Modelings **English Language Learners (ELLs)** • Pair visual prompts with verbal presentations • Provide repetition and practice	**Special Education** • Individualized Education Plans (IEPs) • Exemplars of varied performance levels • Multi-media presentations • Manipulatives • Scaffolded Lessons • Guided note-taking • Study guides • Modified homework • Differentiated pre-typed class notes and example problems • Flexible small group instruction • Use of alternate assessments • Modelings **English Language Learners (ELLs)** • Pair visual prompts with verbal presentations • Provide repetition and practice	**Special Education** • Individualized Education Plans (IEPs) • Exemplars of varied performance levels • Multi-media presentations • Manipulatives • Scaffolded Lessons • Guided note-taking • Study guides • Modified homework • Differentiated pre-typed class notes and example problems • Flexible small group instruction • Use of alternate assessments • Modelings **English Language Learners (ELLs)** • Pair visual prompts with verbal presentations • Provide repetition and practice

	• Model skills/techniques to be mastered • Extended time • Assign a peer helper in the class setting • Provide access to a computer • Front load vocabulary • Dictionaries • Mnemonic devices • Visual aids • Provide notes to students as needed in native language • Cultural responsiveness • Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) • Group students with others of different learning levels and abilities. Non-verbal assessments **Students At-Risk (BSI)** • Interactive maps • Graphic organizers • Use of technology for class assignments and homework • Provide opportunities for students to discuss material verbally and also periods of quiet reflection. • Highlighted and/or repeated directions	• Model skills/techniques to be mastered • Extended time • Assign a peer helper in the class setting • Provide access to a computer • Front load vocabulary • Dictionaries • Mnemonic devices • Visual aids • Provide notes to students as needed in native language • Cultural responsiveness • Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) • Group students with others of different learning levels and abilities. Non-verbal assessments **Students At-Risk (BSI)** • Interactive maps • Graphic organizers • Use of technology for class assignments and homework • Provide opportunities for students to discuss material verbally and also periods of quiet reflection. • Highlighted and/or repeated directions	• Model skills/techniques to be mastered • Extended time • Assign a peer helper in the class setting • Provide access to a computer • Front load vocabulary • Dictionaries • Mnemonic devices • Visual aids • Provide notes to students as needed in native language • Cultural responsiveness • Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) • Group students with others of different learning levels and abilities. Non-verbal assessments **Students At-Risk (BSI)** • Interactive maps • Graphic organizers • Use of technology for class assignments and homework • Provide opportunities for students to discuss material verbally and also periods of quiet reflection. • Highlighted and/or repeated directions

	Gifted and Talented (Advanced) Students: ● Allow students to pursue independent projects based on their individual interests ● Provide enrichment activities that include more advanced material ● Allow team-teaching opportunities and collaboration ● Set individual goals ● Conduct research and provide presentation of appropriate topics ● Design surveys to generate and analyze data to be used in discussion. ● Higher-level questioning techniques ● Provide assessments at a higher level of thinking **504 Plans** ● Preferential seating ● Extended time on tests and assignments ● Reduced homework or classwork ● Verbal, visual, or technology aids ● Modified textbooks or audio-video materials ● Oral assessments	**Gifted and Talented (Advanced) Students:** ● Allow students to pursue independent projects based on their individual interests ● Provide enrichment activities that include more advanced material ● Allow team-teaching opportunities and collaboration ● Set individual goals ● Conduct research and provide presentation of appropriate topics ● Design surveys to generate and analyze data to be used in discussion. ● Higher-level questioning techniques ● Provide assessments at a higher level of thinking **504 Plans** ● Preferential seating ● Extended time on tests and assignments ● Reduced homework or classwork ● Verbal, visual, or technology aids ● Modified textbooks or audio-video materials ● Oral assessments	**Gifted and Talented (Advanced) Students:** ● Allow students to pursue independent projects based on their individual interests ● Provide enrichment activities that include more advanced material ● Allow team-teaching opportunities and collaboration ● Set individual goals ● Conduct research and provide presentation of appropriate topics ● Design surveys to generate and analyze data to be used in discussion. ● Higher-level questioning techniques ● Provide assessments at a higher level of thinking **504 Plans** ● Preferential seating ● Extended time on tests and assignments ● Reduced homework or classwork ● Verbal, visual, or technology aids ● Modified textbooks or audio-video materials ● Oral assessments

	• Highlighted and/or repeated directions	• Highlighted and/or repeated directions	• Highlighted and/or repeated directions