BELVIDERE CLUSTER CURRICULUM MAP - Updated July 2019

SUBJECT: Math GRADE: Algebra I

PACING>	UNIT #1	UNIT #2	UNIT #3	UNIT #4
	3 Weeks	4 Weeks	3 Weeks	4 Weeks
TODIO (TUEME AND	(SEPTEMBER)	(SEPTEMBER/OCTOBER)	(OCTOBER/NOVEMBER)	(NOVEMBER/DECEMBER)
TOPIC/THEME AND OBJECTIVES	Numbers, Operations, and Expressions/Reasoning with Equations Interpret the structure of expressions, create equations that describe numbers or relationships. Use properties of rational and irrational numbers. Classify numbers in the real number system. Identify and combine like terms. Evaluate an expression for given values. Put terms in order by the degree of a variable.	Graphing Linear Equations Create equations that describe numbers or relationships. Represent and solve equations and inequalities graphically. Summarize, represent, and interpret data on two categorical and quantitative variables. Graph a line using intercepts. Graph horizontal and vertical lines. Calculate the slope of a line when given a graph, or two points. Describe how slope relates to horizontal and vertical lines. Write and graph the equation of a line using point-slope form. Write and graph the equation of a line using slope-intercept form. Determine if a proportional relationship exists between sets of points. Write and graph the equation of a line that has a proportional relationship. Write the equation of a line based on the given information. Solve problems using the equation of a line. Determine whether or not a scatter plot has a linear relationship. Draw the line of best fit to model the data in a scatter plot that has a linear relationship and use the line of best fit to solve problems.	Systems of Equations Create equations that describe numbers or relationships. Solve systems of equations and inequalities graphically Graph systems of linear equations to find a solution. Solve a system of equations by using substitution and elimination. Translate real world problem into a system.	Solving and Graphing Linear Inequalities/Solving Absolute Value Equations & Inequalities Create equations that describe numbers or relationships. Solve equations and inequalities in one variable. Represent and solve equations and inequalities graphically. Able to write an inequality. Solve one-step inequalities. Solve two-step and multiple step inequalities. Graph a single inequality on a number line. Solve compound inequalities and graph them on a number line. Explain the difference between disjunctions and conjunctions. Graph a linear inequality that contains two variables in a coordinate plane. Solve and graph a system of linear inequalities by graphing them in a coordinate plane. Create equations that describe numbers or relationships. Understand solving equations as a process of reasoning and explain the reasoning. Solve absolute value equations. Solve absolute value inequalities. Write an absolute value equation or inequality to model real-world problems.
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	 What are the basic skills needed for Algebra I? What are irrational numbers? What are like terms and how to combine them. Using substitution to evaluate an expression for a value. How do we represent 	 What is meant by the slope of a line, and how can knowing a line's slope help to graph a line and find parallel and perpendicular lines? Slope (rate of change) How to graph a line. Know the different forms the 	 How can real world situations be modeled by systems? How can solutions be found to a system? The point at which lines intersect is the solution to the system with those lines. 	 How can related values that are not equivalent be represented? How do we solve for a variable in an inequality? How do we graph a linear inequality in the coordinate plane? How do we solve a system of

	unknown quantities? How can the value of an unknown variable be found? How to solve an equation in one variable. How can an equation be solved for a variable in the equation.
CTANDADDC	
STANDARDS	A.SSE.A.1
STANDARDS	A.SSE.A.1 Interpret expressions that represent a quantity in terms of its context.
STANDARDS	Interpret expressions that represent a quantity in

N.Q.A.1

displays.

A.CED.A.1

A.CED.A.4

Use units as a way to

understand problems and to

guide the solution of multi-

step problems; Choose and

interpret units consistently

interpret the scale and the

inequalities in one variable

problems. Include equations

arising from linear functions

and quadratic functions, and

origin in graphs and data

Create equations and

and use them to solve

simple rational and

exponential functions.

Rearrange formulas to

in formulas; Choose and

line.

Scatter plot

Line of Best Fit

Create equations in two or more variables to represent relationships between quantities; Graph equations on coordinate axes with labels and scales.

equation a line can take

Horizontal and Vertical lines

• How to write the equation of a

line given characteristics of the

Intercepts of a line

Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). [Focus on linear equations.]

Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

S.ID.B.6

Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

S.ID.B.6a. Fit a function to the data (including the use given functions or choose a quadratic, and exponential

A.CED.A.2

Create equations in two or more variables to represent relationships between quantities: Graph equations on coordinate axes with labels and scales.

A.REI.C.5

Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

A.REI.C.6

Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

A.REI.D.11

Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x)= q(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*

linear inequalities?

- The vocabulary associated with inequalities.
- Steps used to solve inequalities.
- The difference between and & or statements.
- How do we represent unknown auantities?
- How can the value of an unknown variable be found?
- How to solve an absolute value equation in one variable.
- How to solve an absolute value inequality in one variable.

A.CED.A.2

Create equations in two or more variables to represent relationships between quantities; Graph equations on coordinate axes with labels and scales.

A.CED.A.3

Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.

A.REI.B.3

Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

A.REI.D.12

Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

A.CED.A.1

Create equations and inequalities in one variable and use them to solve problems.

A.CED.A.2

A.REI.D.10

F.IF.C.7

of technology); use functions fitted to data to solve problems in the context of the data. Use function suggested by the context. Emphasize linear, models.

	highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R. A.REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. A.REI.A.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. F.BF.A.1 Write a function that describes a relationship between two quantities.	S.ID.B.6c. Fit a linear function for a scatter plot that suggests a linear association. S.ID.C.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	[Focus on linear equations.]	Include equations arising from linear functions and quadratic functions, and simple rational and exponential functions. A.CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. A.REI.A.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. A.REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
INSTRUCTIONAL PROCEDURES	Whole Group Individual Small Groups	Whole Group Individual Small Groups	Whole Group Individual Small Groups	Whole Group Individual Small Groups
INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS	Materials Leveled Texts	Materials Leveled Texts	Materials Leveled Texts	Materials Leveled Texts

ASSESSMENTS	Formative	Formative	Formative	<u>Formative</u>
	Summative			Summative
	Benchmark	<u>Summative</u>	<u>Summative</u>	Benchmark
		Benchmark	Benchmark	
	<u>Alternative</u>			<u>Alternative</u>
		<u>Alternative</u>	<u>Alternative</u>	
ACCOMMODATIONS	Special Education	Special Education	Special Education	Special Education
(select all the	Printed copy of board	 Printed copy of board 	 Printed copy of board 	Printed copy of board work/notes
apply, add more as	work/notes provided Additional time for skill	work/notes provided	work/notes provided	provided Additional time for skill mastery
necessary, delete	mastery	Additional time for skill	- Additional time for skill	Assistive technology
those that do not	Assistive technology	mastery	mastery	Behavior management plan
apply)	Behavior management plan	 Assistive technology 	 Assistive technology 	Center-Based Instruction
	Center-Based Instruction	- Behavior management	- Behavior management	Check work frequently for
	 Check work frequently for understanding 	plan	plan	understanding Computer or electronic device
	Computer or electronic device	- Center-Based Instruction	- Center-Based Instruction	utilization
	utilization	- Check work frequently for	- Check work frequently	Extended time on tests/ quizzes
	Extended time on tests/	understanding	for understanding	Have student repeat directions
	quizzes		- Computer or electronic	to check for understanding
	 Have student repeat directions to check for 	- Computer or electronic		Highlighted text visual presentation
	understanding	device utilization	device utilization	Modified assignment format
	Highlighted text visual	 Extended time on tests/ 	 Extended time on tests/ 	Modified test content
	presentation	quizzes	quizzes	Modified test format
	 Modified assignment format 	- Have student repeat	 Have student repeat 	Modified test length
	Modified test content	directions to check for	directions to check for	Multiple test sessions
	Modified test format Modified test length	<u>understanding</u>	<u>understanding</u>	Multi-sensory presentation Preferential seating
	Multiple test sessions	 Highlighted text visual 	 Highlighted text visual 	Preview of content, concepts,
	Multi-sensory presentation	presentation	presentation	and vocabulary
	Preferential seating	 Modified assignment 	- Modified assignment	Reduced/shortened reading
	Preview of content, concepts,	format	format	<mark>assignments</mark>
	and vocabulary	 Modified test content 	- Modified test content	Reduced/shortened written
	Reduced/shortened reading	- Modified test format	- Modified test format	assignments
	assignments Reduced/shortened written	- Modified test length	- Modified test length	 Secure attention before giving instruction/directions
	assignments	- Multiple test sessions		Shortened assignments
	Secure attention before	· · · · · · · · · · · · · · · · · · ·	- Multiple test sessions	Student working with an
	giving instruction/directions	- Multi-sensory	- Multi-sensory	assigned partner
	Shortened assignments	presentation	presentation	Teacher initiated weekly
	 Student working with an assigned partner 	- Preferential seating	- Preferential seating	assignment sheet Use open book, study guides,
	Teacher initiated weekly	- Preview of content,	- Preview of content,	test prototypes
	assignment sheet	concepts, and vocabulary	concepts, and vocabulary	Choice of books or activities
	Use open book, study guides,	- Reduced/shortened	- Reduced/shortened	Cubing activities
	test prototypes	reading assignments	reading assignments	Exploration by interest
	Choice of books or activities	 Reduced/shortened 	 Reduced/shortened 	Flexible grouping
	Cubing activities Exploration by interest	written assignments	written assignments	Goal setting with students Jigsaw
	Flexible grouping	 Secure attention before 	- Secure attention before	Mini workshops to re-teach or
	Goal setting with students	giving	giving	extend skills Open-ended
	- Jigsaw	instruction/directions	instruction/directions	activities .
	 Mini workshops to re-teach or 	or action, an ections	ocraccion, an ecciono	Think-Pair-Share

extend skills Open-ended activities Think-Pair-Share Reading buddies Varied journal prompts Varied supplemental materials

ELL

Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's **learning** Allowing students to correct errors (looking for understanding) Allowing the use of note cards or open-book during testing Decreasing the amount of work presented or required Having peers take notes or providing a copy of the teacher's notes Modifying tests to reflect selected objectives Providing study guides Reducing or omitting lengthy outside reading assignments Reducing the number of answer choices on a multiple choice test Tutoring by peers Using computer word processing spell check and grammar check features Using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines,

Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet Use open book, study quides, test prototypes Choice of books or activities Cubing activities Exploration by interest Flexible grouping Goal setting with students **Jigsaw** Mini workshops to reteach or extend skills Open-ended activities Think-Pair-Share Reading buddies Varied journal prompts Varied supplemental

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Allowing students to select from

Gifted and Talented

Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Guided Reading Independent research and

materials

Gifted and Talented

Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Guided Reading Independent research and projects Interest groups Learning contracts Leveled rubrics Literature circles Multiple intelligence options Multiple texts Personal agendas Project-based learning Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments Tiered products Varying organizers for instructions

504 Printed copy of board work/notes provided Additional time for skill masterv Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/ <u>auizzes</u> Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading assignments Reduced/shortened written

select from given choices

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or providing a copy of the teacher's notes

Marking students' correct and acceptable work, not the mistakes

Modifying tests to reflect selected objectives Providing study quides

Reducing or omitting lengthy Outside reading assignments

Reducing the number of answer choices on a multiple choice test Tutoring by peers

Using authentic assessments with real-life problem-solving

Using true/false, matching, or fill in the

blank tests in lieu of essay tests

using videos, illustrations, pictures,

and drawings to explain or clarify

select from given choices

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Cubing activities

Exploration by interest

<u>assignments</u> Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Seacher initiated weekly assignment sheet Use open book, study guides, test prototypes Choice of books or activities Cubing activities Exploration by interest Flexible grouping Goal setting with students Jigsaw Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Reading buddies Varied journal prompts Varied supplemental materials

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Gifted and Talented

Alternative formative and summative assessments Choice boards Games and tournaments **Group investigations** Guided Reading Independent research and projects Interest groups Learning contracts Leveled rubrics Literature circles Multiple intelligence options Multiple texts Personal agendas Project-based learning Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments Tiered products Varying organizers for

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Choice of books or activities
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Varying organizers for

instructions

504

Flexible grouping
Goal setting with students
Jigsaw
Mini workshops to re-teach or
extend skills Open-ended
activities
Think-Pair-Share
Reading buddies
Varied journal prompts
Varied supplemental materials

	Printed copy of board	- Printed copy of board	
	work/notes provided	work/notes provided	
	Additional time for skill	- Additional time for skill	
	mastery	mastery	
	Assistive technology	- Assistive technology	
	Behavior management	- Behavior management	
-	plan	plan	
	Center-Based Instruction	- Center-Based Instruction	
	Check work frequently for	- Check work frequently	
<u></u>	understanding	for understanding	
	Computer or electronic	- Computer or electronic	
	device utilization	device utilization	
	Extended time on tests/	- Extended time on tests/	
-	quizzes	quizzes	
	Have student repeat	- Have student repeat	
	directions to check for	directions to check for	
	understanding	understanding	
	Highlighted text visual	- Highlighted text visual	
	presentation	presentation	
	Modified assignment	- Modified assignment	
	format	format	
	Modified test content	- Modified test content	
	Modified test format	- Modified test format	
	Modified test length	- Modified test length	
	Multiple test sessions	- Multiple test sessions	
	Multi-sensory	- Multi-sensory	
<u></u>	presentation	presentation	
	Preferential seating	- Preferential seating	
	Preview of content,	Preview of content,	
	concepts, and vocabulary	concepts, and vocabulary	
	Reduced/shortened	Reduced/shortened	
-	reading assignments	reading assignments	
	Reduced/shortened	Reduced/shortened	
-	written assignments	written assignments	
	Secure attention before	Secure attention before	
-	giving	giving	
	instruction/directions	instruction/directions	
	Shortened assignments	- Shortened assignments	
	Student working with an	Student working with an	
<u></u>	assigned partner	assigned partner	
	Seacher initiated weekly	- Seacher initiated weekly	
-	assignment sheet	assignment sheet	
	Use open book, study	- Use open book, study	
-	guides, test prototypes	guides, test prototypes	
	Choice of books or	- Choice of books or	
-	activities	activities	
	activities	uctivities	

	1	Code in a castinities	Cooking a settinities	
		- Cubing activities	- Cubing activities	
		 Exploration by interest 	 Exploration by interest 	
		- Flexible grouping	- Flexible grouping	
		 Goal setting with 	 Goal setting with 	
		students students	<mark>students</mark>	
		- <mark>Jigsaw</mark>	- <mark>Jigsaw</mark>	
		- Mini workshops to re-	- Mini workshops to re-	
		teach or extend skills	teach or extend skills	
		Open-ended activities	Open-ended activities	
		- Think-Pair-Share	- Think-Pair-Share	
		The state of the s	_	
		Reading buddies	- Reading buddies	
		 Varied journal prompts 	 Varied journal prompts 	
		 Varied supplemental 	 Varied supplemental 	
		materials	materials	
INTERDISCIPLINARY	Interdisciplinary	Interdisciplinary	Interdisciplinary	Interdisciplinary Connections
CONNECTIONS	Connections	Connections (select all	Connections (select all	(select all the apply, add more
	(select all the apply, add more as necessary, delete	the apply, add more as	the apply, add more as	as necessary, delete those that do not apply)
21ST CENTURY	those that do not apply)	necessary, delete those	necessary, delete those	English Language Arts
SKILLS/THEMES	English Language Arts	that do not apply)	that do not apply)	Mathematics
(P21.ORG)	- Mathematics	- English Language Arts	- English Language Arts	Science and Scientific Inquiry
	Science and Scientific Inquiry	- Mathematics	- Mathematics	(Next Generation)
TECHNOLOGY	(Next Generation)	- Science and Scientific	- Science and Scientific	Social Studies, including
INTEGRATION	 Social Studies, including American History, World 			American History, World History, Geography, Government and
	History, Geography,	Inquiry (Next Generation)	Inquiry (Next	Civics, and Economics
CAREER	Government and Civics, and	- Social Studies, including	Generation)	Technology
EDUCATION	Economics	American History, World	 Social Studies, including 	Visual and Performing Arts
(NJDOE CTE	- Technology	History, Geography,	American History, World	· World languages
~	Visual and Performing Arts	Government and Civics,	History, Geography,	21.1.0
Clusters)	· World languages	and Economics	Government and Civics,	21st Century Skills/ Themes (select all the
	21st Century Skills/	- Technology	and Economics	apply, add more as
	Themes (select all	 Visual and Performing 	- Technology	necessary, delete those
	the apply, add more	Arts	 Visual and Performing 	that do not apply)
	as necessary, delete	- World languages	Arts	Global Awareness
	those that do not	Trona languages	- World languages	Financial, Economic, Business
	apply) Global Awareness	21st Century Skills/	World languages	and Entrepreneurial Literacy Civic Literacy
	Financial, Economic, Business	Themes (select all	21st Century Skills/	Health Literacy
	and Entrepreneurial Literacy		Themes (select all	Environmental Literacy
	Civic Literacy	the apply, add	-	Creativity and Innovation
	Health Literacy	more as	the apply, add	Critical Thinking
	Environmental Literacy	necessary, delete	more as	Problem Solving
	Creativity and Innovation Critical Thinking	those that do not	necessary, delete	Communication Collaboration
	Problem Solving	apply)	those that do not	Information Literacy
	Communication	- Global Awareness	apply)	Media Literacy
	Collaboration	 Financial, Economic, 	- Global Awareness	· ICT (Information,
	Information Literacy	Business and	- Financial, Economic,	Communication and Technology)
	Media Literacy	Entrepreneurial Literacy	Business and	<u>Literacy</u>
	ICT (Information,	- Civic Literacy	Entrepreneurial Literacy	Technology Integration
	Communication and Technology) Literacy	- Health Literacy	- Civic Literacy	rechnology integration
	Lectifology / Effective		C. Vio Little day	Career Education (select all the
		I	l	

	necessary, delete those that do not apply)	- Communication	- Problem Solving	Arts, A/V Technology &
	Agriculture, Food & Natural	- Collaboration	- Communication	Communications
	Resources	- Information Literacy	- Collaboration	Business Management &
	Architecture & Construction Arts, A/V Technology &	- Media Literacy	- Information Literacy	Administration Education & Training
	Communications	- ICT (Information,	- Media Literacy	Finance
	Business Management &	Communication and	- ICT (Information,	Government & Public
	Administration	Technology) Literacy	Communication and	Administration
	Education & Training Finance	recimiology) Liceracy	Technology) Literacy	Health Science Hospitality & Tourism
	Government & Public	Technology Integration	Teermology) Literacy	Human Services
	Administration	reciniology integration	Technology Integration	Information Technology
	Health Science	Career Education (select		Law, Public Safety, Corrections &
	Hospitality & Tourism Human Services	all the apply, add more	Career Education (select	Security Manufacturing
	Information Technology	as necessary, delete	all the apply, add more	Marketing
	Law, Public Safety,	those that do not apply)	as necessary, delete	Science, Technology,
	Corrections & Security Manufacturing	- Agriculture, Food &	those that do not apply)	Engineering & Mathematics (STEM)
	Marketing	Natural Resources	- Agriculture, Food &	Transportation, Distribution &
	Science, Technology,	- Architecture &	Natural Resources	Logistics
	Engineering & Mathematics	Construction	- Architecture &	
	(STEM) Transportation, Distribution &	 Arts, A/V Technology & 	Construction	
	Logistics	Communications	 Arts, A/V Technology & 	
	9.2	- Business Management &	Communications	
		Administration	- Business Management &	
		 Education & Training 	Administration	
		- Finance	 Education & Training 	
		- Government & Public	- Finance	
		Administration Administration Administration	- Government & Public	
		- Health Science	Administration	
		 Hospitality & Tourism 	- Health Science	
		- Human Services	 Hospitality & Tourism 	
		 Information Technology 	- Human Services	
		- Law, Public Safety,	 Information Technology 	
		Corrections & Security	- Law, Public Safety,	
		- Manufacturing	Corrections & Security	
		- Marketing	- <mark>Manufacturing</mark>	
		 Science, Technology, 	- Marketing	
		Engineering &	- Science, Technology,	
		Mathematics (STEM)	Engineering &	
		- Transportation,	Mathematics (STEM)	
		Distribution & Logistics	- Transportation,	
			Distribution & Logistics	
PACING>	UNIT #5	UNIT #6	UNIT #7	UNIT #8
	5 Weeks	6 Weeks	4 Weeks	5 Weeks

	(JANUARY/FEBRUARY)	(FEBRUARY/MARCH)	(APRIL)	(MAY/JUNE)
TOPIC/THEME AND OBJECTIVES	Relationships Between Quantities/Functions Reason quantitatively and use units to solve problems. Convert a unit of measurement to different unit. Convert rate of measurement to different rates. Pick the appropriate type of unit for a desired measurement. Construct a system of linear equations to model a given situation containing the same unit of measurement. Pick the appropriate level of accuracy for a given situation. Understand the concept of a function and the function notation. Interpret functions that arise in applications in terms of the context. Define a function and identify its domain and range. Evaluate functions. Write recursive and explicit formulas. Compare the rate of change of multiple representations of functions. Write a linear function after a given transformation. Determine the transformation (s) that occur between 2 linear functions.	Exponential Functions/Polynomials Interpret functions that arise in terms of the context. Analyze functions using different representations Construct and compare linear, quadratic, and exponential models and solve problems. Interpret expressions for functions in terms of the situation they model. Identify exponential relationships from a table, a graph, and an equation. Calculate growth rates and factors. Identify exponential decay. Simplify expressions using rules of exponents. Interpret the structure of expressions. Describe and identify monomials, polynomials, and degrees. Add and subtract polynomials. Multiply a polynomial by a monomial. Multiply two polynomials. Recognize and factor monomials out of a polynomial. Factor trinomials. Factor a polynomial with 4 terms using the grouping method.	Quadratics Interpret the structure of expressions Write expressions in equivalent forms to solve problems Understand the relationship between zeros and factors of polynomials. Interpret functions as they arise in applications in terms of context. Analyze functions using different representations. Identify the parts of quadratics. Calculate the axis of symmetry and vertex of a quadratic function when it is in standard form. Find the zeros of a quadratic function by graphing it in a coordinate plane. Solve quadratic equations using the zero product property. Solve quadratic equations and polynomials by factoring. Solve quadratic equations using square roots. Solve quadratic equations by completing the square. Identify the nature of the roots of a quadratic using the discriminant. Solve quadratic equations using the quadratic formula. Solve polynomial equations using the quadratic formula. Solve polynomial equations using methods for solving quadratic equations.	Non-Linear Functions/Data & Statistical Analysis Interpret functions that arise in applications in terms of the context. Build a function that models a relationship between two quantities. Construct and compare linear, quadratic, and exponential models and solve problems. Interpret expressions for functions in terms of the situation they model. Identify the key features of a parabola. Graph a parabola when the equation is in standard form. Graph a quadratic function using intercept form. Graph a quadratic function using vertex form Solve application problems by writing a quadratic function in its desired form. Calculate the roots of a quadratic equation when it is in vertex form. Determine the transformations of a parabola from its parent function. Determine the equation of a new function after its parent function went through a transformation. Graphically analyze the behavior of non-linear functionss. Compare key features of linear, quadratic, and exponential functions. Summarize, represent, and interpret data on a single count or measurement variable. Summarize, represent, and interpret data on two categorical and quantitative variables. Calculate the mean, mode, and median from a set of data. Calculate the lower extreme, upper extreme, lower quartile, and upper quartile from a set of data. Calculate the lower extreme, upper extreme, lower quartile, and upper quartile from a set of data. Display data using frequency tables, histograms, stem-and-leaf plots, box-and-whisker plots, and frequency tables. Choose a data display.

				Explain why a graph is misleading.
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	 How can you convert and estimate different units to solve real world problems? Convert one unit of measure. Convert multiple units of measure. Picking the appropriate type of unit for measurement. Picking the appropriate level of accuracy. How do you use a formula to identify the terms of a sequence? What are the multiple ways a function can be represented? How do you write a linear function after a given transformation? The definition of a function. The difference between the domain and range. Know how to evaluate functions. How to generate explicit and recursive formulas. Know how to find the rate of change. 	 How do exponential functions differ from linear functions? The difference between growth rate and a growth factor. Know what exponential decay is. How can factoring help to simplify a polynomial? To add or subtract polynomials, only like terms can be combined. To multiply polynomials, each term of the terms of one polynomial is multiplied to each term of the second polynomial. Factoring is another way of rewriting a polynomial. 	 How can factoring help to solve an equation? In what ways can the zeros of a quadratic be found and can this help us find when an object is in free-fall? The characteristics and properties of a graph of a quadratic (parabola) What it means to solve a quadratic. If the product of two factors is zero, one of the factors is zero. The quadratic formula and the discriminant. 	 What are the key features of a quadratic equation? How do you graph a quadratic function in standard form, vertex form, and intercept form? The parts of a parabola. Know how to graph a quadratic function. How to determine and write the transformations of a parabola. How to compare features of functions. How can we represent a set of data in a way that tells a story? Average is the center of the data and can be found with mean, median, and mode. The way data is displayed can either support or refute a point.
STANDARDS	N.Q.A.1 Use units as a way to understand problems and to guide the solution of multistep problems; Choose and interpret units consistently in formulas; Choose and interpret the scale and the origin in graphs and data displays. N.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. N.Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table	F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. *[Focus on exponential functions] F.IF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the	A.SSE.A.1 Interpret expressions that represent a quantity in terms of its context. A.SSE.A.2 Use the structure of an expression to identify ways to rewrite it. A.SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. A.REI.B.4 Solve quadratic equations in one variable. A.APR.B.3	F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. *[Focus on exponential functions] F.IF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n)

or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

F.IF.A.1

Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).

F.IF.A.2

Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

F.IF.A.3

Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for $n \ge 1$.

F.IF.B.5

Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function

F.IF.C.9

Compare properties of two

function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function

F.IF.B.6

Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

F.IF.C.7

Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

F.IF.C.8

Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

F.IF.C.9

Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

*[Limit to linear and exponential]

F.BF.A.1

Write a function that describes a relationship between two quantities.

F.LE.A.1

Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

F.IF.B.4

For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. **Key features include:** intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. *[Focus on exponential functions1

F.IF.B.6

Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

F.IF.C.7

Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

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Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

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F.BF.A.1. Write a function that describes a relationship between two quantities.

1a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

F.BF.B.3

Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and

functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

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F.BF.A.1. Write a function that describes a relationship between two quantities.

1a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

F.BF.B.3

f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

Identify the effect on the

graph of replacing f(x) by

Distinguish between situations that can be modeled with linear functions and with exponential functions.

F.LE.A.3

Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

A.SSE.A.2

Use the structure of an expression to identify ways to rewrite it.

A.SSE.B.3

Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

A.APR.A.1

Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

F.LE.A.3

Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

F.LE.B.5

Interpret the parameters in a linear or exponential function in terms of a context.

S.ID.A.1

Represent data with plots on the real number line (dot plots, histograms, and box plots).

S.ID.A.2

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

S.ID.A.3

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

S.ID.B.5

Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

INSTRUCTIONAL	Whole Group	Whole Group	Whole Group	Whole Group
PROCEDURES	Whole Group	whole droup	Whole Group	whole Group
	<u>Individual</u>	<u>Individual</u>	<u>Individual</u>	<u>Individual</u>
	Small Groups	Small Groups	Small Groups	Small Groups
INSTRUCTIONAL AND	<u>Materials</u>	<u>Materials</u>	<u>Materials</u>	<u>Materials</u>
SUPPLEMENTAL	Leveled Texts	Leveled Texts	Leveled Texts	Leveled Texts
MATERIALS/				
LEVELED TEXTS				
ASSESSMENTS	<u>Formative</u>	Formative	Formative	Formative
	Summative	Summative	Summative	Summative
	Summative	Summative	Sullillative	Summative
	Benchmark	Benchmark	Benchmark	Benchmark
	Alternative	Alternative	Alternative	Alternative
ACCOMMODATIONS	Special Education	Special Education	Special Education	Special Education
(select all the	- Printed copy of board	Printed copy of board	- Printed copy of board	- Printed copy of board
apply, add more as	work/notes provided	work/notes provided	work/notes provided	work/notes provided
necessary, delete	- Additional time for skill	- Additional time for skill	 Additional time for skill 	- Additional time for skill
those that do not	mastery	<mark>mastery</mark>	mastery	mastery
apply)	 Assistive technology 	 Assistive technology 	 Assistive technology 	 Assistive technology
	Behavior management	- Behavior management	- Behavior management	- Behavior management
	plan	plan	plan	plan
	- Center-Based	- Center-Based Instruction	- Center-Based Instruction	- Center-Based Instruction
	Instruction - Check work frequently	 Check work frequently for understanding 	 Check work frequently for understanding 	 Check work frequently for understanding
	for understanding	- Computer or electronic	- Computer or electronic	- Computer or electronic
	- Computer or electronic	device utilization	device utilization	device utilization
	device utilization	- Extended time on tests/	- Extended time on tests/	- Extended time on tests/
	 Extended time on tests/ 	quizzes	guizzes	quizzes
	quizzes	- Have student repeat	 Have student repeat 	 Have student repeat
	 Have student repeat 	directions to check for	directions to check for	directions to check for
	directions to check for	<mark>understanding</mark>	<mark>understanding</mark>	<mark>understanding</mark>
	understanding	- Highlighted text visual	- Highlighted text visual	- Highlighted text visual
	- Highlighted text visual	presentation	presentation	presentation
	presentation Modified assignment	- Modified assignment	 Modified assignment 	 Modified assignment format
	 Modified assignment format 	format - Modified test content	format - Modified test content	- Modified test content
	- Modified test content	- Modified test format	- Modified test format	- Modified test content
	- Modified test format	- Modified test length	- Modified test length	- Modified test length
	- Modified test length	- Multiple test sessions	- Multiple test sessions	- Multiple test sessions
	- Multiple test sessions	- Multi-sensory	- Multi-sensory	- Multi-sensory presentation

-	Multi-sensory
	presentation
-	Preferential seating
-	Preview of content,
	concepts, and
	vocabulary
-	Reduced/shortened
	reading assignments
-	Reduced/shortened
	written assignments
-	Secure attention before
	giving
	instruction/directions
-	Shortened assignments
-	Student working with
	an assigned partner
-	Teacher initiated
	weekly assignment
	sheet
	Use open book, study
	quides, test prototypes
-	Choice of books or
	activities
-	Cubing activities
-	Exploration by interest
-	Flexible grouping
-	Goal setting with
	students
-	Jigsaw
-	Mini workshops to re-
	teach or extend skills
	Open-ended activities
-	Think-Pair-Share
-	Reading buddies
F	Varied journal prompts
-	Varied supplemental
	<mark>materials </mark>
E	<u>LL</u>
-	Allowing students to
	correct errors (looking
	for understanding)
-	Teaching key aspects of
	<mark>a topic Eliminate</mark>
	nonessential

information Using

presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading assignments Reduced/shortened written assignments Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet Use open book, study quides, test prototypes Choice of books or activities **Cubing activities Exploration by interest** Flexible grouping Goal setting with students **Jigsaw** Mini workshops to reteach or extend skills Open-ended activities Think-Pair-Share Reading buddies Varied journal prompts Varied supplemental materials

ELL

Allowing students to correct errors (looking for understanding)
Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify

presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading assignments Reduced/shortened written assignments Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet Use open book, study quides, test prototypes Choice of books or activities Cubing activities **Exploration by interest** Flexible grouping Goal setting with students **Jigsaw** Mini workshops to reteach or extend skills Open-ended activities Think-Pair-Share Reading buddies Varied journal prompts Varied supplemental

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Allowing students to correct errors (looking for understanding)
Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify allowing products (projects, timelines, demonstrations, models,

	videos, illustrations,
	pictures, and drawings
	to explain or clarify
-	allowing products
	(projects, timelines,
	demonstrations,
	models, drawings,
	dioramas, poster
	boards, charts, graphs,
	slideshows, videos,
	etc.) to demonstrate
	student's learning
-	Allowing students to
	correct errors (looking
	for understanding)
-	Allowing the use of note
	cards or open-book
	during testing
-	Decreasing the amount
	<mark>of work presented or</mark>
	<mark>required</mark>
-	Having peers take
	notes or providing a
	copy of the teacher's
	<mark>notes</mark>
-	Modifying tests to
	reflect selected
	<u>objectives</u>
-	Providing study guides
-	Reducing or omitting
	lengthy outside reading
	<mark>assignments</mark>
-	Reducing the number of
	answer choices on a
	multiple choice test
F	Tutoring by peers
F	Using computer word
	processing spell check
	and grammar check
	features
F	Using true/false,
	matching, or fill in the
	blank tests in lieu of
	essay tests
1	

At Risk

allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's **learning** Allowing students to correct errors (looking for understanding) Allowing the use of note cards or open-book during testing Decreasing the amount of work presented or reauired Having peers take notes or providing a copy of the teacher's notes Modifying tests to reflect selected objectives Providing study guides Reducing or omitting lengthy outside reading assignments Reducing the number of answer choices on a multiple choice test Tutoring by peers Using computer word processing spell check and grammar check features Using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Allowing students to correct errors (looking for understanding)
Teaching key aspects of a topic Eliminate

allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's **learning** Allowing students to correct errors (looking for understanding) Allowing the use of note cards or open-book during testing Decreasing the amount of work presented or <u>reauired</u> Having peers take notes or providing a copy of the teacher's notes Modifying tests to reflect selected objectives Providing study guides Reducing or omitting lengthy outside reading assignments Reducing the number of answer choices on a multiple choice test Tutoring by peers Using computer word processing spell check and grammar check features Using true/false, matching, or fill in the

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essay tests

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topic Eliminate

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drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's **learning** Allowing students to correct errors (looking for understanding) Allowing the use of note cards or open-book during testina Decreasing the amount of work presented or required Having peers take notes or providing a copy of the teacher's notes Modifying tests to reflect selected objectives Providing study guides Reducing or omitting lengthy outside reading <u>assignments</u> Reducing the number of answer choices on a multiple choice test Tutoring by peers Using computer word processing spell check and grammar check features Using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

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Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models,

- Allowing students to	nonessential information	nonessential information	drawings, dioramas,
correct errors (looking	allowing products	allowing products	poster boards, charts,
for understanding)	(projects, timelines,	(projects, timelines,	graphs, slideshows,
- Teaching key aspects of	demonstrations, models,	demonstrations, models,	videos, etc.) to
a topic Eliminate	drawings, dioramas,	drawings, dioramas,	demonstrate student's
nonessential	poster boards, charts,	poster boards, charts,	learning
information allowing	graphs, slideshows,	graphs, slideshows,	Allowing students to select
products (projects,	videos, etc.) to	videos, etc.) to	from given choices .
timelines,	demonstrate student's	demonstrate student's	Allowing the use of note
demonstrations,	learning	learning	cards or open-book during
models, drawings,	- Allowing students to	- Allowing students to	testing
dioramas, poster	select from given choices	select from given choices	Collaborating (general
boards, charts, graphs,	given enoices	Sciece from given enoices	education teacher and
slideshows, videos,	 Allowing the use of note 	- Allowing the use of note	specialist) to modify
etc.) to demonstrate	cards or open-book	cards or open-book	vocabulary, omit or
student's learning	during testing	during testing	modify items to reflect
- Allowing students to	- Collaborating (general	- Collaborating (general	objectives for the student,
select from given	education teacher and	education teacher and	eliminate sections of the
choices.	specialist) to modify	specialist) to modify	test, and determine how
- Allowing the use of note	vocabulary, omit or	vocabulary, omit or	the grade will be
cards or open-book	modify items to reflect	modify items to reflect	determined prior to giving
during testing	objectives for the	objectives for the	the test
- Collaborating (general	student, eliminate	student, eliminate	decreasing the amount of
education teacher and	sections of the test, and	sections of the test, and	work presented or
specialist) to modify	determine how the grade	determine how the grade	required.
vocabulary, omit or	will be determined prior	will be determined prior	Having peers take notes
modify items to reflect	to giving the test	to giving the test	or providing a copy of the
objectives for the	 decreasing the amount of 	 decreasing the amount of 	teacher's notes
student, eliminate	work presented or	work presented or	Marking students' correct
sections of the test, and	required .	<mark>required .</mark>	and acceptable work, not
determine how the	 Having peers take notes 	 Having peers take notes 	the mistakes
grade will be	or providing a copy of the	or providing a copy of the	Modifying tests to reflect
determined prior to	teacher's notes	teacher's notes	selected objectives
giving the test	 Marking students' correct 	- Marking students' correct -	Providing study guides
 decreasing the amount 	and acceptable work, not	and acceptable work, not	Reducing or omitting
of work presented or	the mistakes	the mistakes	lengthy Outside reading
required.	 Modifying tests to reflect 	- Modifying tests to reflect	assignments
- Having peers take	selected objectives	selected objectives	Reducing the number of
notes or providing a	Providing study guides	- Providing study guides	answer choices on a
copy of the teacher's	- Reducing or omitting	- Reducing or omitting	multiple choice test
notes Marking students'	lengthy Outside reading assignments	lengthy Outside reading	Tutoring by peers
- Marking students'		assignments -	Using authentic assessments with real-life
correct and acceptable	 Reducing the number of answer choices on a 	- Reducing the number of answer choices on a	problem-solving
work, not the mistakes Modifying tests to	multiple choice test	multiple choice test	Using true/false,
reflect selected	· · · · · · · · · · · · · · · · · · ·	Tutoring by peers	matching, or fill in the
renect selected	- Tutoring by peers	ratoring by peers	matching, or fill in the

	objectives objectives
-	Providing study guides
-	Reducing or omitting
	lengthy Outside reading
	<u>assignments</u>
_	Reducing the number of
	answer choices on a
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	assessments with real-
	life problem-solving
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	matching, or fill in the
	blank tests in lieu of
	essay tests
-	using videos,
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	and drawings to explain
	<mark>or clarify</mark>
-	Choice of books or
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F	Mini workshops to re-
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	materials
	materiais
G	ifted and Talented
	Alternative formative
	and summative
	assessments
_	Choice boards
	Choice boards

Games and

tournaments

Guided Reading

Group investigations

Using authentic assessments with real-life problem-solving Using true/false, matching, or fill in the blank tests in lieu of essay tests using videos, illustrations, pictures, and drawings to explain or clarify Choice of books or activities Cubing activities **Exploration by interest** Flexible grouping Goal setting with students **Jigsaw** Mini workshops to reteach or extend skills Open-ended activities Think-Pair-Share Reading buddies Varied journal prompts Varied supplemental materials

Gifted and Talented

Alternative formative and

summative assessments Choice boards Games and tournaments **Group investigations** Guided Reading Independent research and projects Interest groups Learning contracts Leveled rubrics Literature circles Multiple intelligence options Multiple texts Personal agendas

Project-based learning

Using authentic assessments with reallife problem-solving Using true/false, matching, or fill in the blank tests in lieu of essay tests using videos, illustrations, pictures, and drawings to explain or clarify Choice of books or activities Cubing activities Exploration by interest Flexible grouping Goal setting with students **Jigsaw** Mini workshops to reteach or extend skills Open-ended activities Think-Pair-Share Reading buddies Varied journal prompts Varied supplemental materials

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Gifted and Talented Alternative formative and summative assessments Choice boards Games and tournaments Group investigations **Guided Reading** Independent research and projects Interest groups Learning contracts Leveled rubrics Literature circles Multiple intelligence options Multiple texts Personal agendas Project-based learning Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments

Tiered products

instructions

Varying organizers for

- Independent research	- Problem-based learning	- Problem-based learning	
and projects Interest	- Stations/centers	- Stations/centers	
groups	- Think-Tac-Toes	- Think-Tac-Toes	504
Learning contracts	- Tiered	- Tiered	 Printed copy of board
- Leveled rubrics	activities/assignments	activities/assignments	work/notes provided
 Literature circles 	- Tiered products	- Tiered products	Additional time for skill
- Multiple intelligence	 Varying organizers for 	 Varying organizers for 	mastery
options	instructions	instructions	 Assistive technology
- Multiple texts			- Behavior management
- Personal agendas			plan
 Project-based learning 	504	504	 Center-Based Instruction
 Problem-based learning 	 Printed copy of board 	 Printed copy of board 	 Check work frequently for
- Stations/centers	work/notes provided	work/notes provided	understanding
- Think-Tac-Toes	- Additional time for skill	 Additional time for skill 	 Computer or electronic
- Tiered	mastery	mastery	device utilization
activities/assignments	- Assistive technology	 Assistive technology 	 Extended time on tests/
 Tiered products 	- Behavior management	- Behavior management	quizzes
 Varying organizers for 	plan	plan	- Have student repeat
instructions	- Center-Based Instruction	- Center-Based Instruction	directions to check for
	 Check work frequently for 	 Check work frequently 	understanding
	understanding	for understanding	- Highlighted text visual
504	- Computer or electronic	 Computer or electronic 	presentation
 Printed copy of board 	device utilization	device utilization	 Modified assignment
work/notes provided	 Extended time on tests/ 	 Extended time on tests/ 	format
- Additional time for skill	quizzes	guizzes	 Modified test content
mastery	- Have student repeat	- Have student repeat	 Modified test format
 Assistive technology 	directions to check for	directions to check for	 Modified test length
- Behavior management	<mark>understanding</mark>	understanding	 Multiple test sessions
plan	- Highlighted text visual	 Highlighted text visual 	 Multi-sensory presentation
- Center-Based	presentation	presentation	 Preferential seating
<u>Instruction</u>	 Modified assignment 	 Modified assignment 	 Preview of content,
 Check work frequently 	<mark>format</mark>	format	concepts, and vocabulary
for understanding	 Modified test content 	 Modified test content 	- Reduced/shortened
 Computer or electronic 	 Modified test format 	 Modified test format 	reading assignments
device utilization	 Modified test length 	 Modified test length 	 Reduced/shortened
 Extended time on tests/ 	 Multiple test sessions 	 Multiple test sessions 	written assignments
<mark>quizzes</mark>	- Multi-sensory	- Multi-sensory	 Secure attention before
 Have student repeat 	presentation	presentation	giving
directions to check for	- Preferential seating	 Preferential seating 	instruction/directions
<u>understanding</u>	 Preview of content, 	 Preview of content, 	 Shortened assignments
 Highlighted text visual 	concepts, and vocabulary	concepts, and vocabulary	 Student working with an
presentation prese	- Reduced/shortened	- Reduced/shortened	assigned partner
 Modified assignment 	reading assignments	reading assignments	 Seacher initiated weekly
<mark>format</mark>	- Reduced/shortened	 Reduced/shortened 	assignment sheet
	written assignments	written assignments	 Use open book, study
 Modified test content Modified test format 	Secure attention before	- Secure attention before	quides, test prototypes

	- Modified test length	giving	giving	- Choice of books or
	- Multiple test sessions	instruction/directions	instruction/directions	activities
	- Multi-sensory	- Shortened assignments	- Shortened assignments	- Cubing activities
	presentation	- Student working with an	- Student working with an	- Exploration by interest
	- Preferential seating	assigned partner	assigned partner	- Flexible grouping
	Preview of content,	- Seacher initiated weekly	- Seacher initiated weekly	- Goal setting with students
	concepts, and	assignment sheet	assignment sheet	- Jigsaw
	vocabulary	- Use open book, study	- Use open book, study	- Mini workshops to re-
	- Reduced/shortened	guides, test prototypes	guides, test prototypes	teach or extend skills
	reading assignments	- Choice of books or	- Choice of books or	Open-ended activities
	- Reduced/shortened	activities	activities	- Think-Pair-Share
	written assignments	- Cubing activities	- Cubing activities	- Reading buddies
	Secure attention before	- Exploration by interest	- Exploration by interest	 Varied journal prompts
	giving	- Flexible grouping	- Flexible grouping	- Varied supplemental
	instruction/directions	Goal setting with	- Goal setting with	materials
	Shortened assignments	students	students	deditato
	Student working with	- Jigsaw	- Jigsaw	
	an assigned partner	- Mini workshops to re-	- Mini workshops to re-	
	Seacher initiated	teach or extend skills	teach or extend skills	
	weekly assignment	Open-ended activities	Open-ended activities	
	sheet	- Think-Pair-Share	- Think-Pair-Share	
	- Use open book, study	- Reading buddies	- Reading buddies	
	guides, test prototypes	 Varied journal prompts 	 Varied journal prompts 	
	Choice of books or	- Varied supplemental	- Varied supplemental	
	activities	materials	materials	
	- Cubing activities	indecinals	indestrate	
	Exploration by interest			
	- Flexible grouping			
	Goal setting with			
	students			
	- Jigsaw			
	- Mini workshops to re-			
	teach or extend skills			
	Open-ended activities			
	Think-Pair-Share			
	Reading buddies			
	 Varied journal prompts 			
	 Varied supplemental 			
	materials			
INSTRUCTIONAL	Materials	Materials	Materials	Materials
AND				
SUPPLEMENTAL	Leveled Texts	Leveled Texts	Leveled Texts	Leveled Texts
MATERIALS/				
LEVELED TEXTS				
INTERDISCIPLINARY	Interdisciplinary	Interdisciplinary	Interdisciplinary	Interdisciplinary
CONNECTIONS				
	Connections (select all	Connections (select all	Connections (select all	Connections (select all

21ST CENTURY SKILLS/THEMES (P21.ORG)

TECHNOLOGY INTEGRATION

CAREER EDUCATION (NJDOE CTE Clusters)

the apply, add more as necessary, delete those that do not apply)

English Language Arts Mathematics

Science and Scientific Inquiry (Next Generation)

Social Studies,

including American History, World History, Geography,

Government and Civics, and Economics

Technology

Visual and Performing Arts

World languages

21st Century Skills/

Themes (select all the apply, add more as necessary, delete those that do not apply)

Global Awareness Financial, Economic,

Business and

Entrepreneurial Literacy

Civic Literacy

Health Literacy

Environmental Literacy

Creativity and **Innovation**

Critical Thinking

Problem Solving

Communication

Collaboration

Information Literacy

Media Literacy

ICT (Information, Communication and Technology) Literacy

the apply, add more as necessary, delete those that do not apply)

English Language Arts Mathematics

Science and Scientific

Inquiry (Next Generation) Social Studies, including American History, World History, Geography,

Government and Civics, and Economics

Technology

Visual and Performing Arts

World languages

21st Century Skills/

Themes (select all the apply, add more as necessary, delete those that do not apply)

Global Awareness Financial, Economic,

Business and

Entrepreneurial Literacy

Civic Literacy Health Literacy

Environmental Literacy

Creativity and Innovation Critical Thinking

Problem Solving

Communication Collaboration

Information Literacy

Media Literacy

ICT (Information, Communication and Technology) Literacy

Technology Integration

Career Education (select all the apply, add more

the apply, add more as necessary, delete those that do not apply)

English Language Arts Mathematics

Science and Scientific

Inquiry (Next Generation)

Social Studies, including American History, World History, Geography, Government and Civics, and Economics

Technology Visual and Performing **Arts**

World languages

21st Century Skills/

Themes (select all the apply, add more as necessary, delete those that do not apply)

Global Awareness Financial, Economic, **Business and**

Entrepreneurial Literacy

Civic Literacy Health Literacy

Environmental Literacy

Creativity and Innovation Critical Thinking

Problem Solvina

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Information Literacy

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Technology

Visual and Performing Arts World languages

21st Century Skills/ Themes (select all

the apply, add more as

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Financial, Economic,

Business and Entrepreneurial Literacy

Civic Literacy Health Literacy

Environmental Literacy

Creativity and Innovation

Critical Thinking Problem Solving

Communication Collaboration

Information Literacy

Media Literacy ICT (Information,

Communication and

Technology) Literacy

Technology Integration

Career Education (select all the apply, add more as necessary, delete

Technology Integration Career Education (select all the apply, add more as necessary, delete those that do not apply) Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications **Business Management** & Administration **Education & Training Finance** Government & Public Administration **Health Science Hospitality & Tourism Human Services** Information Technology Law, Public Safety, Corrections & Security Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics

as necessary, delete all the apply, add more those that do not apply) as necessary, delete Agriculture, Food & those that do not apply) Natural Resources Agriculture, Food & Architecture & Natural Resources Construction Architecture & Arts, A/V Technology & Construction Arts, A/V Technology & Communications **Business Management &** Communications **Business Management &** Administration **Education & Training** Administration **Finance** Education & Training Government & Public Finance Administration Government & Public Administration **Health Science** Hospitality & Tourism **Health Science Human Services** Hospitality & Tourism Information Technology **Human Services** Law, Public Safety, Information Technology Corrections & Security Law, Public Safety, Corrections & Security Manufacturing Marketing Manufacturing Science, Technology, Marketing **Engineering &** Science, Technology, Mathematics (STEM) **Engineering &** Transportation, Mathematics (STEM) **Distribution & Logistics** Transportation, **Distribution & Logistics**

those that do not apply) Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications Business Management & **Administration Education & Training Finance** Government & Public Administration Health Science Hospitality & Tourism **Human Services** Information Technology Law, Public Safety, Corrections & Security Manufacturing Marketing Science, Technology, **Engineering &** Mathematics (STEM) Transportation, **Distribution & Logistics**