BELVIDERE CLUSTER CURRICULUM MAP - Updated July 2019

SUBJECT: Math GRADE: Grade 3

PACING>	IINIT #1	IINTT #2	IINIT #3	IINTT #4
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TOPIC/THEME AND OBJECTIVES	UNIT #1 5 Weeks (SEPTEMBER/OCTOBER) Place Value Understand place value and properties of operations to perform multi digit arithmetic Solve problems involving Determine the place value of digits in a number within the 1,000's place. Read, write, compare and order numbers within the 1,000's place. Add and subtract within the 1,000's place. Solve two step word problems using the four operations. Write and solve simple number sentences. Estimate and round numbers (using mental math when appropriate) within the 1,000's place. Identify and apply patterns within numbers to solve number problems.	UNIT #2 6 Weeks (OCTOBER/NOVEMBER) Multiplication Represent and solve problems involving multiplication and division Solve problems involving measurement and estimation of intervals of time, liquid volumes and masses of objects Use arrays, number groupings and picture models to understand multiplication properties. Solve and write simple multiplication stories using equal groups. Use a multiplication fact table and fact families to learn and memorize multiplication facts to 9. Write and solve simple number sentences and word problems involving multiplication. Apply multiplication facts to finding the area of rectangles.	UNIT #3 5 Weeks (DECEMBER/JANUARY) Division Represent and solve problems involving multiplication and division Understand properties of multiplication and the relationship between multiplication and division Multiple and divide within 100 Use arrays, number groupings and picture models to understand division properties. Solve and write simple division stories using equal groups. Use a division fact table and fact families to learn and memorize multiplication and division facts up to and including 9 as a factor/divisor. Write and solve simple word problems and write number sentences that involve multiplication and division.	UNIT #4 3 Weeks (JANUARY/FEBRUARY) Time, Volume, Mass Solve problems using measurement and estimations of intervals of time, liquid volumes, and masses of objects Read, write, and tell time on analog and digital clocks to the nearest hour, half hour and quarter hour. Students will divide models to make equal shares Read write and tell time on analog and digital clocks to the nearest 5 minute and nearest minute. Decide when to use A.M. and P.M. with time. Use a number line or an analog clock to find elapsed time. Estimate and measure capacity in customary units. Change a measure of
				capacity in customary units from larger to smaller units or from smaller units. Estimate and measure weight in ounces and pounds. Change measures of weight in customary units from larger units to smaller units or from smaller units. Estimate and measure capacity and mass in metric units.

ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS

- How does estimation and rounding help you work with large numbers?
- What strategies and algorithms can you use to help you add and subtract large numbers?
- How would you use an equation to solve a word problem?
- How do number patterns and skip counting help you to solve number problems?
- Estimation and Rounding are two ways you can use to understand the value of a number.
- Strategies and algorithms are used when adding and subtracting numbers.
- When solving word problems in math, equations help organize your information.
- It's important to look for and find patterns in numbers.

- How does skip counting and number patterns relate to multiplication?
- How can arrays, grouping numbers and picture models help to understand multiplication problems?
- How can a multiplication fact table help you to learn and memorize multiplication facts to 9?
- What are some strategies you can use to help solve multistep multiplication word problems?
- How does finding the area of a rectangle relate to multiplication?
- Skip counting and number patterns help you to understand and memorize multiplication facts.
- Arrays, grouping numbers and picture models are a visual tool in understanding properties of multiplication/division.
- Fluency with your multiplication facts will help you to solve problems with accuracy and speed.
- Multiplication facts can be applied to solving area shapes.

- How can breaking apart arrays, grouping objects and picture models help to understand and solve division problems?
- How can a multiplication fact table help you to learn and memorize division facts up to and including 9?
- What are some strategies you can use to help solve multi-step division word problems?
- Arrays, grouping numbers and picture models are a visual tool in understanding properties of multiplication/division.
- Fluency with your multiplication and division facts will help you to solve problems division problems with accuracy and speed.

- How can an analog clock help you to determine the time, estimate time and find elapsed time?
- What are the different units of measurement you can use to classify the capacity, weight and mass of an object?
- What tools can you use to measure the capacity, weight and mass of an object?
- Students will understand that analog and digital clocks help them to determine what time it is and how much time has passed and how to estimate time.
- Students will understand that there are different units of measurement for the volume and mass of objects.
- Students will understand that objects have different capacity, weight and mass.

STANDARDS

3.NBT.A.1

Round whole numbers to the nearest 10 or 100.

3.NBT.A.2

Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

*(benchmarked)

3.OA.D.8

Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and

3.0A.A.1

Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each. For example, describe and/or represent a context in which a total number of objects can be expressed as 5 x 7.

3.OA.A.3

Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. *(benchmarked)

3.0A.A.4

3.0A.A.2

Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe and/or represent a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.

3.OA.A.3

Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and

3.MD.A.1

Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes. (e.g., by representing the problem on a number line diagram)

3.MD.A.2

Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the

estimation strategies including rounding. *(benchmarked)

Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48, 5 = \div 3, 6 \times 6 = ?$

3.OA.C.7.

Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. *(benchmarked)

3.NBT.A.3

Multiply one-digit whole numbers by multiples of 10 in the range 10 to 90 (e.g., 9 \times 80, 5 \times 60) using strategies based on place value and properties of operations.

3.MD.C.5

Recognize area as an attribute of plane figures and understand concepts of area measurement.

3.MD.C.5a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.

3.MD.C.5b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.

3.MD.C.6

Measure areas by counting unit squares (square cm, square in, square ft, and non-standard units).

equations with a symbol for the unknown number to represent the problem. *(benchmarked)

3.0A.A.4

Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48, 5 = \div 3, 6 \times 6 = ?$

3.OA.B.5

Apply properties of operations as strategies to multiply and divide.

Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by 3 \times 5 = 15, then 15 \times 2 = 30, or by $5 \times 2 = 10$, then $3 \times$ **10 = 30.** (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find $8 \times 7 \text{ as } 8 \times (5 + 2) = (8 \times 10^{-2})$ $5) + (8 \times 2) = 40 + 16 =$ 56. (Distributive property.) *[Students need not use the formal terms for these properties.1 *[Limit to single digit factors and multipliers. 7 x 4 x 5 would exceed grade 3 expectations because it would result in a two-digit multiplier (28 x 5)]

3.MD.C.6

Measure areas by counting unit squares (square cm, square m, square in, square ft, and non-standard units).

3.MD.C.7

Relate area to the operations of multiplication and addition.

3.MD.C.7a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the

same units.

		3.MD.C.7 Relate area to the operations of multiplication and addition. 3.MD.C.7a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. 3.MD.C.7b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	same as would be found by multiplying the side lengths. 3.MD.C.7b. Multiply side lengths to find areas of rectangles with wholenumber side lengths in the context of solving real world and mathematical problems, and represent wholenumber products as rectangular areas in mathematical reasoning.	
INSTRUCTIONAL	Whole Group	Whole Group	Whole Group	Whole Group
PROCEDURES	Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Going in depth with new topic using multi sensory techniques (I do, we do, you do)	Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Going in depth with new topic using multi sensory techniques (I do, we do, you do)	Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Going in depth with new topic using multi sensory techniques (I do, we do, you do)	Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Going in depth with new topic using multi sensory techniques (I do, we do, you do)
	Individual Center based independent practice Math fact practice Technology (if available) Review lower level topics not yet mastered	Individual Center based independent practice Math fact practice Technology (if available) Review lower level topics not	Individual Center based independent practice Math fact practice Technology (if available) Review lower level topics not yet mastered Small Groups	Individual Center based independent practice Math fact practice Technology (if available) Review lower level topics not yet mastered
	Small Groups Mini lesson	yet mastered Small Groups Mini lesson	Mini lesson Partner work	Small Groups Mini lesson Partner work

Partner work

Partner work

INSTRUCTIONAL	Materials	Materials	Materials	Materials
AND	EnVison	EnVison	EnVison	EnVison
SUPPLEMENTAL	Go Math	Go Math	Go Math	Go Math
MATERIALS/	Manipulatives	Manipulatives	Manipulatives	Manipulatives
=	Games	Games	Games	Games
LEVELED TEXTS	Technology devices	Technology devices	Technology devices	Technology devices
	Prodigy	Prodigy	Prodigy	Prodigy
	Splash Math	Splash Math	Splash Math	Splash Math
	IXL	IXL	IXL	IXL
	Reflex Math	Reflex Math	Reflex Math	Reflex Math
	Anchor charts	Anchor charts	Anchor charts	Anchor charts
	Math Journals	Math Journals	Math Journals	Math Journals
	Number line	Number line	Number line	Number line
	Multiplication Chart	Multiplication Chart	Multiplication Chart	Multiplication Chart
	Transplication chart	Transplication chare	Transpired from Chart	Transpired don't chart
	Leveled Texts	Leveled Texts	Leveled Texts	Leveled Texts
	Scholastics Math Reads	Scholastics Math Reads	Scholastics Math Reads	Scholastics Math Reads
		Picture books that pertain to		Picture books that pertain to
	Picture books that pertain to	topic taught	Picture books that pertain to	topic taught
	topic taught		topic taught	
	Go Math, Math Concept	Go Math, Math Concept	Go Math, Math Concept	Go Math, Math Concept
	Readers	Readers	Readers	Readers
ASSESSMENTS	Formative	<u>Formative</u>	Formative	Formative
	Quizzes	Quizzes	Quizzes	Quizzes
	Classwork	Classwork	Classwork	Classwork
	Classwork	Classwork Homework	Classwork Homework	Classwork Homework
	Classwork Homework	Classwork Homework Summative	Classwork Homework Summative	Classwork Homework Summative
	Classwork Homework	Classwork Homework	Classwork Homework	Classwork Homework
	Classwork Homework	Classwork Homework Summative Unit Test	Classwork Homework Summative Unit Test	Classwork Homework Summative Unit Test
	Classwork Homework Summative Unit Test	Classwork Homework Summative	Classwork Homework Summative	Classwork Homework Summative
	Classwork Homework Summative Unit Test Benchmark	Classwork Homework Summative Unit Test	Classwork Homework Summative Unit Test	Classwork Homework Summative Unit Test
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ACCOMMODATIONS Special Education (select all the Printed copy of board apply, add more as work/notes provided necessary, delete Assistive technology those that do not Behavior management apply) plan Computer or electronic device utilization Extended time on tests/ auizzes Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Reduced/shortened written assignments Shortened assignments Teacher initiated weekly assignment sheet Use open book, study quides, test prototypes Exploration by interest Goal setting with students Jigsaw Mini workshops to reteach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials ELL Allowing students to correct errors (looking for understanding) Teaching key aspects of

a topic Eliminate

Special Education Printed copy of board work/notes provided Assistive technology Behavior management plan Computer or electronic device utilization Extended time on tests/ auizzes Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Reduced/shortened written assignments Shortened assignments Teacher initiated weekly assignment sheet Use open book, study quides, test prototypes Exploration by interest Goal setting with <u>students</u> Jigsaw Mini workshops to reteach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials ELL Allowing students to correct errors (looking for understanding) Teaching key aspects of

a topic Eliminate

nonessential information

Special Education SSpecial Education Printed copy of board Printed copy of board work/notes provided work/notes provided Assistive technology Assistive technology Behavior management Behavior management plan plan Computer or electronic Computer or electronic device utilization device utilization Extended time on tests/ Extended time on tests/ auizzes auizzes 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 presentation presentation Reduced/shortened Reduced/shortened written assignments written assignments Shortened assignments Shortened assignments Teacher initiated weekly Teacher initiated weekly assignment sheet assignment sheet Use open book, study Use open book, study quides, test prototypes quides, test prototypes Exploration by interest **Exploration by interest** Goal setting with students Goal setting with students **Jiasaw** Mini workshops to re-**Jigsaw** Mini workshops to reteach or extend skills Open-ended activities teach or extend skills Think-Pair-Share Open-ended activities Varied supplemental Think-Pair-Share Varied supplemental materials materials ELL ELL Allowing students to Allowing students to correct errors (looking for correct errors (looking understanding) for understanding) Teaching key aspects of a Teaching key aspects of

a topic Eliminate

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 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 the number of answer choices on a multiple choice test Using computer word processing spell check and grammar check features Using true/false, matching, or fill in the blank tests in lieu of

At Risk

essay tests

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 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 the number of answer choices on a multiple choice test Using computer word processing spell check and grammar check features Using true/false, matching, or fill in the

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Teaching key aspects of a topic Eliminate nonessential information

	allowing products
	(projects, timelines,
	demonstrations, models,
	drawings, dioramas,
	poster boards, charts,
	graphs, slideshows,
	videos, etc.) to
	demonstrate student's
	learning
	Allowing the use of note
	<mark>cards or open-book</mark>
	during testing
-	Collaborating (general
	education teacher and
	specialist) to modify
	vocabulary, omit or
	modify items to reflect
	objectives for the
	student, eliminate
	sections of the test, and
	determine how the grade
	will be determined prior
	to giving the test
-	decreasing the amount of
	work presented or
	<mark>required .</mark>
-	Having peers take notes
-	Having peers take notes or providing a copy of
-	Having peers take notes or providing a copy of the teacher's notes
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Exploration by interest

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Exploration by interest

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Exploration by interest	 Goal setting with 	 Goal setting with students
Goal setting with	<mark>students</mark>	<mark>- Jigsaw</mark>
<mark>students</mark>	- Jigsaw	 Mini workshops to re-
<mark>Jigsaw</mark>	 Mini workshops to re- 	<mark>teach or extend skills</mark>
Mini workshops to re-	<mark>teach or extend skills</mark>	Open-ended activities
<mark>teach or extend skills</mark>	Open-ended activities	- Think-Pair-Share
Open-ended activities	- Think-Pair-Share	
Think-Pair-Share		Gifted and Talented
	Gifted and Talented	 Alternative formative and
Gifted and Talented	 Alternative formative 	summative assessments
Alternative formative and	<mark>and summative</mark>	- Choice boards
summative assessments	assessments	 Games and tournaments
Choice boards	- Choice boards	- Group investigations
Games and tournaments	- Games and tournaments	- Independent research and
Group investigations	- Group investigations	projects Interest groups
	- Independent research	 Learning contracts
Independent research	<mark>and projects Interest</mark>	- Leveled rubrics
<mark>and projects Interest</mark>	groups	- Multiple intelligence
groups	 Learning contracts 	options
Learning contracts	- Leveled rubrics	- Multiple texts
Leveled rubrics	- Multiple intelligence	- Personal agendas
Multiple intelligence	options	Project-based learning
options	- Multiple texts	Problem-based learning
Multiple texts	Personal agendas	- Stations/centers
Personal agendas	Project-based learning	- Tiered
Project-based learning	Problem-based learning	activities/assignments
Problem-based learning	Stations/centers	- Tiered products
Stations/centers	- Tiered	
Tiered	activities/assignments	F0.4
activities/assignments	- Tiered products	504
Tiered products		- Printed copy of board
	504	work/notes provided
504		- Additional time for skill
	- Printed copy of board	mastery Assistive technology
Printed copy of board work/notes provided	work/notes provided - Additional time for skill	 Assistive technology Behavior management
Additional time for skill		
mastery	mastery - Assistive technology	plan - Center-Based Instruction
Assistive technology		Extended time on tests/
Behavior management	- Behavior management plan	quizzes
	- Center-Based Instruction	- Highlighted text visual
plan Center-Based Instruction	Extended time on tests/	presentation
Extended time on tests/	quizzes	- Modified assignment
Exteriued time on tests/	quizzes	mounted assignment

Highlighted text visual

presentation

format

Modified test content

auizzes

Highlighted text visual

Exploration by interest nts Goal setting with <u>students</u> **Jigsaw** Mini workshops to reteach or extend skills Open-ended activities Think-Pair-Share **Gifted and Talented** Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Independent research and projects Interest groups Learning contracts Leveled rubrics Multiple intelligence **options** Multiple texts Personal agendas Project-based learning Problem-based learning Stations/centers Tiered activities/assignments Tiered products **504** Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Extended time on tests/ quizzes

Highlighted text visual

presentation

	presentation prese	 Modified assignment 	 Modified test format 	 Modified assignment
	 Modified assignment 	<mark>format</mark>	 Modified test length 	<mark>format</mark>
	<mark>format</mark>	 Modified test content 	 Multiple test sessions 	 Modified test content
	 Modified test content 	 Modified test format 	- Multi-sensory	 Modified test format
	 Modified test format 	 Modified test length 	presentation	 Modified test length
	 Modified test length 	 Multiple test sessions 	 Student working with an 	 Multiple test sessions
	 Multiple test sessions 	- Multi-sensory	assigned partner	- <mark>Multi-sensory</mark>
	- Multi-sensory	presentation presentation	 Teacher initiated weekly 	presentation
	presentation	 Shortened assignments 	assignment sheet	 Shortened assignments
	 Shortened assignments 	 Student working with an 	 Use open book, study 	 Student working with an
	 Student working with an 	assigned partner	guides, test prototypes	assigned partner
	assigned partner	 Teacher initiated weekly 	 Exploration by interest 	 teacher initiated weekly
	 Teacher initiated weekly 	assignment sheet	 Goal setting with students 	assignment sheet
	assignment sheet	 Use open book, study 	 Mini workshops to re- 	 Use open book, study
	- Use open book, study	guides, test prototypes	teach or extend skills	guides, test prototypes
	guides, test prototypes	 Exploration by interest 	Open-ended activities	 Exploration by interest
	 Exploration by interest 	- Goal setting with	- Think-Pair-Share	- Goal setting with
	- Goal setting with	students	 Varied supplemental 	students
	students	 Mini workshops to re- 	materials	 Mini workshops to re-
	- Mini workshops to re-	teach or extend skills		teach or extend skills
	teach or extend skills	Open-ended activities		Open-ended activities
	Open-ended activities	- Think-Pair-Share		- Think-Pair-Share
	- Think-Pair-Share	 Varied supplemental 		- Varied supplemental
	 Varied supplemental 	materials		matoriale
		materials		<mark>materials</mark>
THIEDDICCIDITHADY	materials			
INTERDISCIPLINARY CONNECTIONS	materials Interdisciplinary	<u>Interdisciplinary</u>	Interdisciplinary	<u>Interdisciplinary</u>
INTERDISCIPLINARY CONNECTIONS	materials Interdisciplinary Connections	Interdisciplinary Connections (select all	Connections (select all	Interdisciplinary Connections (select all
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CONNECTIONS 21ST CENTURY SKILLS/THEMES	materials Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not	Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)	Connections (select all the apply, add more as necessary, delete those that do not apply)	Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)
CONNECTIONS 21ST CENTURY	materials Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)	Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply) English Language Arts	Connections (select all the apply, add more as necessary, delete those that do not apply) English Language Arts	Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply) English Language Arts
CONNECTIONS 21ST CENTURY SKILLS/THEMES	materials Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply) English Language Arts	Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply) English Language Arts Mathematics	Connections (select all the apply, add more as necessary, delete those that do not apply) English Language Arts Mathematics	Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply) English Language Arts Mathematics
CONNECTIONS 21ST CENTURY SKILLS/THEMES (P21.ORG)	materials Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply) - English Language Arts - Mathematics	Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply) English Language Arts Mathematics Science and Scientific	Connections (select all the apply, add more as necessary, delete those that do not apply) English Language Arts Mathematics Science and Scientific	Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply) English Language Arts Mathematics Science and Scientific
CONNECTIONS 21ST CENTURY SKILLS/THEMES (P21.ORG) TECHNOLOGY	materials Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply) English Language Arts Mathematics Science and Scientific	Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply) English Language Arts Mathematics Science and Scientific Inquiry (Next	Connections (select all the apply, add more as necessary, delete those that do not apply) English Language Arts Mathematics Science and Scientific Inquiry (Next Generation)	Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply) English Language Arts Mathematics Science and Scientific Inquiry (Next
CONNECTIONS 21ST CENTURY SKILLS/THEMES (P21.ORG) TECHNOLOGY INTEGRATION CAREER	materials Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply) English Language Arts Mathematics Science and Scientific Inquiry (Next	Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply) English Language Arts Mathematics Science and Scientific Inquiry (Next Generation)	Connections (select all 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	Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply) English Language Arts Mathematics Science and Scientific Inquiry (Next Generation)
CONNECTIONS 21ST CENTURY SKILLS/THEMES (P21.ORG) TECHNOLOGY INTEGRATION CAREER EDUCATION	materials Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply) English Language Arts Mathematics Science and Scientific Inquiry (Next Generation)	Interdisciplinary Connections (select all 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	Connections (select all 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	Interdisciplinary Connections (select all 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
CONNECTIONS 21ST CENTURY SKILLS/THEMES (P21.ORG) TECHNOLOGY INTEGRATION CAREER EDUCATION (NJDOE CTE	materials Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply) English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Technology	Interdisciplinary Connections (select all 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	Connections (select all 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,	Interdisciplinary Connections (select all 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
CONNECTIONS 21ST CENTURY SKILLS/THEMES (P21.ORG) TECHNOLOGY INTEGRATION CAREER EDUCATION	materials Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply) English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Technology Visual and Performing	Interdisciplinary Connections (select all 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,	Connections (select all 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,	Interdisciplinary Connections (select all 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,
CONNECTIONS 21ST CENTURY SKILLS/THEMES (P21.ORG) TECHNOLOGY INTEGRATION CAREER EDUCATION (NJDOE CTE	materials Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply) English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Technology Visual and Performing Arts	Interdisciplinary Connections (select all 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,	Connections (select all 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	Interdisciplinary Connections (select all 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,
CONNECTIONS 21ST CENTURY SKILLS/THEMES (P21.ORG) TECHNOLOGY INTEGRATION CAREER EDUCATION (NJDOE CTE	materials Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply) English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Technology Visual and Performing	Interdisciplinary Connections (select all 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	Connections (select all 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	Interdisciplinary Connections (select all 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
CONNECTIONS 21ST CENTURY SKILLS/THEMES (P21.ORG) TECHNOLOGY INTEGRATION CAREER EDUCATION (NJDOE CTE	materials Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply) English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Technology Visual and Performing Arts World languages	Interdisciplinary Connections (select all 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	Connections (select all 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	Interdisciplinary Connections (select all 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
CONNECTIONS 21ST CENTURY SKILLS/THEMES (P21.ORG) TECHNOLOGY INTEGRATION CAREER EDUCATION (NJDOE CTE	materials Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply) English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Technology Visual and Performing Arts World languages 21st Century Skills/	Interdisciplinary Connections (select all 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	Connections (select all 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	Interdisciplinary Connections (select all 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
CONNECTIONS 21ST CENTURY SKILLS/THEMES (P21.ORG) TECHNOLOGY INTEGRATION CAREER EDUCATION (NJDOE CTE	materials Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply) English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Technology Visual and Performing Arts World languages 21st Century Skills/ Themes (select	Interdisciplinary Connections (select all 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	Connections (select all 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	Interdisciplinary Connections (select all 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
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necessary, delete those that do not apply)

Global Awareness Financial, Economic,

Business and

Entrepreneurial Literacy

Creativity and Innovation

Critical Thinking

Problem Solvina Communication

Collaboration

ICT (Information,

Communication and Technology) Literacy

Technology Integration

Go Math **EnVision** Extra Math Reflex Math Prodigy IXL

Multiplication.com

http://www.sheppardsoftw are.com/

Career Education (select all the apply, add more

as necessary, delete those that do not apply)

Agriculture, Food &

Natural Resources

Architecture & Construction

Business Management &

Administration

Education & Training

Finance

Government & Public

Administration

Health Science

Human Services

Information Technology Law, Public Safety,

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

Health Literacy

Environmental Literacy

Creativity and **Innovation**

Critical Thinking

Problem Solving

Communication Collaboration

Media Literacy

ICT (Information,

Communication and Technology) Literacy

Technology Integration

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Career Education

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

Agriculture, Food & Natural Resources

Architecture &

Construction **Business Management &**

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

Media Literacy

ICT (Information,

Communication and

Technology) Literacy

Technology Integration

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Career Education (select

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

Agriculture, Food & Natural Resources

Architecture & Construction

Business Management &

Administration

21st Century Skills/ Themes (select

all the apply, add

more as

necessary, delete those that do not apply)

Global Awareness

Financial, Economic,

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Entrepreneurial Literacy

Civic Literacy

Health Literacy

Environmental Literacy

Creativity and **Innovation**

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Information Literacy

Media Literacy

ICT (Information,

Communication and Technology) Literacy

Technology Integration

Go Math Envision

Extra Math Reflex Math

Prodiav

IXL

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Career Education

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

Agriculture, Food & Natural Resources Architecture &

	Corrections & Security Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM)	Administration Education & Training Finance Government & Public Administration Health Science Hospitality & Tourism Human Services Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics	Education & Training Finance Government & Public Administration Health Science Hospitality & Tourism Human Services Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics	Construction Arts, A/V Technology & Communications Business Management & Administration Education & Training Finance Government & Public Administration Health Science Information Technology Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM)
PACING>	UNIT #5	UNIT #6	UNIT #7	Transportation, Distribution & Logistics UNIT #8
	6 Weeks	3 Weeks	5 Weeks	# Weeks
	(FEBRUARY/MARCH)	(APRIL)	(MAY/JUNE)	(Month/S)
TOPIC/THEME AND OBJECTIVES	Practions Develop an understanding for fractions as numbers Reason with shapes and their attributes Explore and identify equal parts of a whole Divide models to make equal shares Use a fraction to name one part of a whole that is divided into equal parts Model read and write fractional parts of a group Find fractional parts of a group Use a number line diagram to locate and compare fractions Measure length to the nearest half inch, quarter inch.	Graphs Collect and record data in tally tables and frequency tables. Solve problems by using the strategy make a table. Read and interpret data in a pictograph. Make a pictograph to show data in a table. Read and interpret data on a bar graph. Make a bar graph to show data in a table or pictograph. Use data represented in bar graphs and pictographs to solve problems. Read and interpret data in a line plot.	Shapes and Perimeter Reason with shapes and their attributes. Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures Compute the area and perimeter of quadrilaterals. Distinguish between lines, rays, and line segments. Identify different types of angles. Draw and recognize parallel and intersecting lines. Understand the characteristics of polygons and quadrilaterals. Solve real world problems using properties of perimeter and polygons.	
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	 Fraction is a number and has its place on the number line. When placing unit fractions on a number line, the space between 0 and 1 is the whole and must be partitioned into equal parts. Each part of a whole has the same size (one-half, one-third, 	 What are some ways you can represent data? How do you read a tally table and frequency chart? What are the steps in reading and making a bar graph? What are the steps in reading and making a pictograph? What are the steps in reading 	 How is perimeter used to solve real world application problems? How are lines, rays, and line segments useful when dealing with angles and polygons? Area and perimeter can be used to solve real world application problems. Lines, rays, and line segments 	

	one-fourth, one-sixth or one-eighth). Parts of the whole that begin at 0 and ends at 1/b on the number line is the location of fraction 1/b (one-half, one-third, one-fourth, one-sixth, or one-eighth). Comparing fractions, each referencing the same whole. Fractions are equivalent if they are the same size. Fractions are equivalent if they are at the same point on a number line.	 and making a line plot? Data can be represented in a bar graph, pictograph and line plot. Tally table and frequency tables are useful when collecting and organized data. Bar graphs, pictographs and line plots are used to show data in a more functional way. Measuring with a ruler is an important life skill 	are necessary to form angles and polygons. • Parallel and Intersecting lines differ and are relevant when solving problems with angles and polygons.	
STANDARDS	3.NF.A.1 Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b. *[Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.] 3.NF.A.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram. 3.NF.A.2a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line. 3.NF.A.2b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the	3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one-and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	3.G.A.1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals. 3.MD.C.7 Relate area to the operations of multiplication and addition. 3.MD.C.7d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. *(benchmarked) 3.MD.D.8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	

number line.		
*[Grade 3 expectations in this		
domain are limited to		
fractions with denominators		
2, 3, 4, 6, and 8.]		
3.NF.A.3		
Explain equivalence of		
fractions in special cases, and		
compare fractions by		
reasoning about their size		
3.NF.A.3a. Understand		
two fractions as		
equivalent (equal) if they		
are the same size, or the		
same point on a number		
line.		
3.NF.A.3b. Recognize		
and generate simple		
equivalent fractions,		
e.g., 1/2 = 2/4, 4/6 =		
2/3). Explain why the		
fractions are equivalent,		
e.g., by using a visual		
fraction model.		
maction model.		
3.NF.A.3c. Express whole		
numbers as fractions,		
and recognize fractions		
that are equivalent to		
whole numbers.		
Examples: Express 3 in		
the form $3 = 3/1$;		
recognize that $6/1 = 6$;		
locate 4/4 and 1 at the		
same point of a number		
line diagram.		
5.65.6111		
3.MD.B.4		
Generate measurement data		
by measuring lengths using		
rulers marked with halves and		
fourths of an inch. Show the		
data by making a line plot,		
where the horizontal scale is		
marked off in appropriate		
units— whole numbers,		
halves, or quarters.		
,		
3.G.A.2		
Partition shapes into parts		
with equal areas. Express the		
area of each part as a unit		
fraction of the whole. For		
example, partition a shape		
into 4 parts having equal area		

	and describe the area of each part as 1/4 of the area of the shape.			
INSTRUCTIONAL PROCEDURES	Whole Group Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Going in depth with new topic using multi sensory techniques (I do, we do, you do)	Whole Group Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Going in depth with new topic using multi sensory techniques (I do, we do, you do)	Whole Group Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Going in depth with new topic using multi sensory techniques (I do, we do, you do)	Whole Group Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Going in depth with new topic using multi sensory techniques (I do, we do, you do)
	Individual Center based independent practice Math fact practice Technology (if available) Review lower level topics not yet mastered Small Groups Mini lesson Partner work	Individual Center based independent practice Math fact practice Technology (if available) Review lower level topics not yet mastered Small Groups Mini lesson Partner work	Individual Center based independent practice Math fact practice Technology (if available) Review lower level topics not yet mastered Small Groups Mini lesson Partner work	Individual Center based independent practice Math fact practice Technology (if available) Review lower level topics not yet mastered Small Groups Mini lesson Partner work
INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS	Materials EnVison Go Math Manipulatives Games Technology devices Prodigy Splash Math IXL Reflex Math Anchor charts Math Journals Number line Multiplication Chart	Materials EnVison Go Math Manipulatives Games Technology devices Prodigy Splash Math IXL Reflex Math Anchor charts Math Journals Number line Multiplication Chart	Materials EnVison Go Math Manipulatives Games Technology devices Prodigy Splash Math IXL Reflex Math Anchor charts Math Journals Number line Multiplication Chart	Materials EnVison Go Math Manipulatives Games Technology devices Prodigy Splash Math IXL Reflex Math Anchor charts Math Journals Number line Multiplication Chart
	Leveled Texts Scholastics Math Reads Picture books that pertain to topic taught	Leveled Texts Scholastics Math Reads Picture books that pertain to topic taught	Leveled Texts Scholastics Math Reads Picture books that pertain to topic taught	Leveled Texts Scholastics Math Reads Picture books that pertain to topic taught

	Go Math, Math Concept			
	Readers	Readers	Readers	Readers
ASSESSMENTS	Formative	Formative	Formative	Formative
	Quizzes	Quizzes	Quizzes	Quizzes
	Classwork	Classwork	Classwork	Classwork
	Homework	Homework	Homework	Homework
	Summative	Summative	Summative	Summative
	Unit Test	Unit Test	Unit Test	Unit Test
	Benchmark	Benchmark	Benchmark	Benchmark
	Unit Assessments	Unit Assessments	Unit Assessments	Unit Assessments
	Acadience Data Management	Acadience Data Management	Acadience Data Management	Acadience Data Management
	Easy CBM	Easy CBM	Easy CBM	Easy CBM
	MAPS NWEA	MAPS NWEA	MAPS NWEA	MAPS NWEA
	<u>Alternative</u>	<u>Alternative</u>	<u>Alternative</u>	<u>Alternative</u>
	Choice Board	Choice Board	Choice Board	Choice Board
	Conferencing	Conferencing	Conferencing	Conferencing
	Journaling	Journaling	Journaling	Journaling Projects
	Projects Special Education	Projects Special Education	Projects Special Education	Special Education
ACCOMMODATIONS	- Printed copy of board			
(select all the	work/notes provided	work/notes provided	work/notes provided	work/notes provided
apply, add more as	- Assistive technology	- Assistive technology	- Assistive technology	- Assistive technology
necessary, delete	- Behavior management	- Behavior management	- Behavior management	- Behavior management
those that do not				
apply)	plan	plan Computer or electronic	plan	plan
app.y)	 Computer or electronic device utilization 			
	- Extended time on tests/			
	quizzes	quizzes	quizzes	quizzes
	- Highlighted text visual			
	presentation	presentation	presentation	presentation
	- Modified assignment	- Modified assignment	- Modified assignment	- Modified assignment
	format	format	format	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	- <mark>Multi-sensory</mark>	- <mark>Multi-sensory</mark>	- <mark>Multi-sensory</mark>
	presentation	presentation	presentation	presentation
	- Reduced/shortened	- Reduced/shortened	- Reduced/shortened	- Reduced/shortened
	written assignments	written assignments	written assignments	written assignments
	 Shortened assignments 	 Shortened assignments 	- Shortened assignments	 Shortened assignments
	 Teacher initiated weekly 			

assignment sheet Use open book, study quides, test prototypes Exploration by interest Goal setting with students Jigsaw Mini workshops to reteach or extend skills Open-ended activities Think-Pair-Share 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 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

assignment sheet Use open book, study quides, test prototypes **Exploration by interest** Goal setting with students **Jigsaw** Mini workshops to reteach or extend skills Open-ended activities Think-Pair-Share

Varied supplemental

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assignment sheet Use open book, study quides, test prototypes Exploration by interest Goal setting with students **Jigsaw** Mini workshops to reteach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials

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Providing study guides Reducing the number of answer choices on a multiple choice test Using computer word processing spell check and grammar check features Using true/false, matching, or fill in the blank tests in lieu of essav tests

At Risk

Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Allowing the use of note cards or open-book durina testina Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test decreasing the amount of work presented or

Providing study guides Reducing the number of answer choices on a multiple choice test Using computer word processing spell check and grammar check features Using true/false, matching, or fill in the blank tests in lieu of

At Risk

essav tests

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At Risk

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Providing study guides Reducing the number of answer choices on a multiple choice test Using computer word processing spell check and grammar check features Using true/false, matching, or fill in the blank tests in lieu of essav tests

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Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Allowing the use of note cards or open-book during testing Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test decreasing the amount of work presented or

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Gifted and Talented

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning

required . Having peers take notes 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 guides Reducing the number of answer choices on a multiple choice test Using authentic assessments with reallife problem-solving Using true/false, matching, or fill in the blank tests in lieu of essav tests Exploration by interest Goal setting with students Jigsaw Mini workshops to reteach or extend skills

Gifted and Talented Alternative formative

Think-Pair-Share

Open-ended activities

and summative
assessments
Choice boards
Games and tournaments
Independent research
and projects Interest
groups
Learning contracts
Leveled rubrics
Multiple intelligence
options
Multiple texts
Personal agendas

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 guides Reducing the number of answer choices on a multiple choice test Using authentic assessments with real-life problem-solving Using true/false, matching, or fill in the blank tests in lieu of essay tests Exploration by interest Goal setting with students Jiasaw Mini workshops to reteach or extend skills Open-ended activities Think-Pair-Share

Gifted and Talented

Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Independent research and projects Interest groups Learning contracts Leveled rubrics Multiple intelligence options Multiple texts Personal agendas Project-based learning Problem-based learning Stations/centers **Tiered**

activities/assignments

required. Having peers take notes 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 guides Reducing the number of answer choices on a multiple choice test Using authentic assessments with reallife problem-solving Using true/false, matching, or fill in the blank tests in lieu of essav tests **Exploration by interest** Goal setting with students Jigsaw Mini workshops to reteach or extend skills Open-ended activities Think-Pair-Share

Gifted and Talented

Alternative formative
and summative
assessments
Choice boards
Games and tournaments
Group investigations
Independent research
and projects Interest
groups
Learning contracts
Leveled rubrics
Multiple intelligence
options
Multiple texts

Personal agendas

Problem-based learning Project-based learning Tiered products Project-based learning Stations/centers Problem-based learning Problem-based learning Stations/centers Stations/centers Tiered **504** activities/assignments **Tiered Tiered** Printed copy of board Tiered products activities/assignments activities/assignments Tiered products work/notes provided Tiered products Additional time for skill **504** mastery **504** Printed copy of board **504** Assistive technology work/notes provided Printed copy of board Printed copy of board Behavior management work/notes provided Additional time for skill work/notes provided plan Center-Based Instruction masterv Additional time for skill Additional time for skill Assistive technology Extended time on tests/ mastery mastery Behavior management Assistive technology quizzes Assistive technology Behavior management Highlighted text visual Behavior management plan Center-Based Instruction plan presentation plan Center-Based Instruction Modified assignment Center-Based Instruction Extended time on tests/ Extended time on tests/ format Extended time on tests/ auizzes Highlighted text visual Modified test content auizzes <u>quizzes</u> Highlighted text visual Highlighted text visual Modified test format presentation Modified assignment presentation Modified test length presentation Modified assignment Modified assignment format Multiple test sessions Modified test content Multi-sensory format format Modified test content Modified test format presentation Modified test content Shortened assignments Modified test length Modified test format Modified test format Multiple test sessions Modified test length Student working with an Modified test length Multiple test sessions assigned partner Multiple test sessions Multi-sensory Multi-sensory Teacher initiated weekly Multi-sensory presentation Shortened assignments presentation assignment sheet presentation Student working with an Shortened assignments Use open book, study Shortened assignments Student working with an assigned partner quides, test prototypes Student working with an Teacher initiated weekly assigned partner Exploration by interest assigned partner Teacher initiated weekly Goal setting with students Teacher initiated weekly assignment sheet Mini workshops to reassignment sheet Use open book, study assignment sheet quides, test prototypes Use open book, study teach or extend skills Use open book, study **Exploration by interest** Open-ended activities quides, test prototypes quides, test prototypes Goal setting with **Exploration by interest** Think-Pair-Share **Exploration by interest** students Goal setting with Varied supplemental Goal setting with Mini workshops to restudents materials students teach or extend skills Mini workshops to re-Mini workshops to re-Open-ended activities teach or extend skills teach or extend skills Think-Pair-Share Open-ended activities Open-ended activities Varied supplemental Think-Pair-Share Think-Pair-Share materials Varied supplemental Varied supplemental materials materials

INSTRUCTIONAL	Materials	Materials	Materials	Materials
AND	EnVison	EnVison	EnVison	EnVison
SUPPLEMENTAL	Go Math	Go Math	Go Math	Go Math
	Manipulatives	Manipulatives	Manipulatives	Manipulatives
MATERIALS/	Games	Games	Games	Games
LEVELED TEXTS	Technology devices	Technology devices	Technology devices	Technology devices
	Prodigy	Prodigy	Prodigy	Prodigy
	Splash Math	Splash Math	Splash Math	Splash Math
	IXL	IXL	IXL	IXL
	Reflex Math	Reflex Math	Reflex Math	Reflex Math
	Anchor charts	Anchor charts	Anchor charts	Anchor charts
	Math Journals	Math Journals	Math Journals	Math Journals
	Number line	Number line	Number line	Number line
	Multiplication Chart	Multiplication Chart	Multiplication Chart	Multiplication Chart
	Transpired circle circle	Transpired for Chart	Transpired for Chart	Transpireation chare
	Leveled Texts	Leveled Texts	Leveled Texts	Leveled Texts
	Scholastics Math Reads	Scholastics Math Reads	Scholastics Math Reads	Scholastics Math Reads
	Picture books that pertain to	Picture books that pertain to	Picture books that pertain to	Picture books that pertain to
	topic taught	topic taught	topic taught	topic taught
INTERDISCIPLINARY	Interdisciplinary	Interdisciplinary	Interdisciplinary	Interdisciplinary
CONNECTIONS	Connections (select all	Connections (select all	Connections (select all	Connections (select all
	the apply, add more as	the apply, add more as	the apply, add more as	the apply, add more as
21ST CENTURY	necessary, delete those	necessary, delete those	necessary, delete those	necessary, delete those
SKILLS/THEMES	that do not apply)	that do not apply)	that do not apply)	that do not apply)
(P21.ORG)	- English Language Arts	- English Language Arts	- English Language Arts	- English Language Arts
	- Mathematics	- Mathematics	- Mathematics	- Mathematics
TECHNOLOGY	- Science and Scientific	- Science and Scientific	- Science and Scientific	- Science and Scientific
INTEGRATION			Inquiry (Next Generation)	The state of the s
	Inquiry (Next	Inquiry (Next		Inquiry (Next
CAREER	Generation)	Generation)	- Social Studies, including	Generation)
EDUCATION	 Social Studies, including 	- Social Studies, including	American History, World	 Social Studies, including
(NJDOE CTE	American History, World	American History, World	History, Geography,	American History, World
Clusters)	History, Geography,	History, Geography,	Government and Civics,	History, Geography,
Clusters)	Government and Civics,	Government and Civics,	and Economics	Government and Civics,
	and Economics	and Economics	- Technology	and Economics
	- Technology	 Technology 	 Visual and Performing 	 Technology
	 Visual and Performing 	 World languages 	Arts	 Visual and Performing
	Arts		- World languages	Arts
	- World languages	21st Century Skills/		- World languages
		Themes (select	21st Century Skills/	
	21st Century Skills/	all the apply, add	Themes (select all	21st Century Skills/
	Themes (select	more as	the apply, add	Themes (select
	all the apply, add	necessary, delete	more as	all the apply, add
	more as	those that do not	necessary, delete	more as
	necessary, delete	apply)	those that do not	necessary, delete
	those that do not	- Global Awareness	apply)	those that do not

apply)

- Global Awareness
- Financial, Economic,

Business and

Entrepreneurial Literacy

Health Literacy

Creativity and Innovation

Critical Thinking

Problem Solving

Communication Collaboration

Information Literacy

Media Literacy

ICT (Information,

Communication and Technology) Literacy

Technology Integration

Go Math EnVision Extra Math Reflex Math Prodigy IXL

 ${\bf Multiplication.com}$

http://www.sheppardsoftware.com/

Career Education (select

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

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 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

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http://www.sheppardsoftware.com/

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

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

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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

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

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Communication and Technology) Literacy

Technology Integration

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http://www.sheppardsoftw
are.com/

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

- Hospitality & Tourism	Administration	Administration	- Government & Public
- Human Services	- Health Science	- Health Science	Administration Admini
 Information Technology 	 Hospitality & Tourism 	 Hospitality & Tourism 	- Health Science
- Law, Public Safety,	- Human Services	- Human Services	 Hospitality & Tourism
Corrections & Security	 Information Technology 	 Information Technology 	- Human Services
- Manufacturing	 Law, Public Safety, 	 Law, Public Safety, 	 Information Technology
- Marketing	Corrections & Security	Corrections & Security	 Law, Public Safety,
Science, Technology,	- Manufacturing	- Manufacturing	Corrections & Security
Engineering &	- Marketing	- Marketing	 Manufacturing
Mathematics (STEM)	 Science, Technology, 	 Science, Technology, 	- Marketing
- Transportation,	Engineering &	Engineering &	 Science, Technology,
Distribution & Logistics	Mathematics (STEM)	Mathematics (STEM)	Engineering &
-	- Transportation,	- Transportation,	Mathematics (STEM)
	Distribution & Logistics	Distribution & Logistics	 Transportation,
			Distribution & Logistics