BELVIDERE CLUSTER CURRICULUM MAP - Updated July 2019

SUBJECT: Math GRADE: Grade 7

PACING>	UNIT #1	UNIT #2	UNIT #3	UNIT #4
	5 Weeks	3 Weeks	4 Weeks	5 Weeks
	(September/October)	(October)	(NOVEMBER/December)	(December/January)
TOPIC/THEME AND OBJECTIVES	Numbers and Operations Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational number. Applying their prior knowledge of the number system to problems involving rational numbers. Add, subtract, multiply and divide rational numbers. Transform rational numbers into decimals. Solve real world problems using rational numbers.	Expressions Apply and extend previous understandings of operations with fractions. Use properties of operations to generate equivalent expressions. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Identify constants, coefficients, and variables in an algebraic expression. Evaluate a numerical expression using the correct order of operations. Use the distributive property to simplify algebraic expressions. Learn to simplify algebraic expressions. Learn to simplify algebraic expressions. Evaluate a learns. Translate verbal phrases into mathematical and algebraic expressions. Evaluate algebraic expressions. Evaluate algebraic expressions when each variable is assigned a value using substitution and the order of operations.	Equations and Inequalities Use properties of operations to generate equivalent expressions. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Examine commutative and associative properties of different equations. Combine like terms within an equation and learn to use the distributive property to solve equations. Solve multi-step equations involving different techniques. Graph and solve inequalities involving addition, subtraction, multiplication, and division.	Ratios and Proportions Analyze proportional relationships and use them to solve real-world and mathematical problems. Draw, construct, and describe geometrical figures and describe the relationships between them. Write ratios for various situations. Determine if ratios are equivalent as well as how to determine an unknown in an equivalent ratio. Calculate unit rates to solve word problems. Use proportions to determine the relationship in a table and graph, determine the constant of proportionality, write equations and understand graphs or proportions. Use proportions to solve problems involving scale drawings and similar figures.
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	How do operations affect rational numbers? How can we use rational numbers to solve real world application problems? Provious understanding of	What is a numeric expression & how is it evaluated? What is an algebraic expression & how is it simplified? How is an algebraic	 How are equations solved? What are different properties of equations and how can they help solve them? What happens when two sides 	How do you recognize and represent proportional relationships between quantities? How do you apply proportions?
	 Previous understanding of operations of numbers can be directly applied to rational numbers. Rational numbers can be used 	expression evaluated? • A numeric expression is an expression of numbers and operations. When evaluating them, there is a specific order,	 of an equation are not equal? Equations can be solved using different properties. Sometimes there is more than one step to solve in an 	Utilize proportional relationships to solve real-world problems.

	to solve real word problems.	called the order of operations.	equation.	
		 An algebraic expression is an expression that contains both numbers and variables that is simplified using the distributive property and combining like terms. An algebraic expression is evaluated using substitution followed by the order of 	Inequalities are used when solving for real life application problems.	
		operations.		
STANDADDS	7.NS.A.1	7.NS.A.1	7 EE A 1	7 DD A 1
STANDARDS	7.NS.A.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line. 7.NS.A.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. 7.NS.A.3 Solve real-world and mathematical problems involving the four operations with rational numbers.	7.NS.A.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line. 7.NS.A.1d. Apply properties of operations as strategies to add and subtract rational numbers. 7.NS.A.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. 7.NS.A.3 Solve real-world and mathematical problems involving the four operations with rational numbers. 7.EE.A.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	7.EE.A.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. 7.EE.A.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05." 7.EE.B.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a	7.RP.A.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction mph, equivalently 2 mph. 7.RP.A.2 Recognize and represent proportional relationships between quantities. 7.RP.A.2a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. 7.RP.A.2b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships
		7.EE.A.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."	strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the	relationships 7.RP.A.2c. Represent proportional relationships by equations For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be
			DE USEG AS A CHECK OF THE	expressed as t = pn

7.EE.B.3

Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

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7.EE.B.4

Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

7.EE.B.4a. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?

7.EE.B.4b. Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.

For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions. *(benchmarked)

7.RP.A.2d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.

7.G.A.1

Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

INSTRUCTIONAL PROCEDURES

Whole Group

- -Introduction to check for previous understanding
- -Class Discussion
- -Structured Notes and Examples

Individual

- -Provide opportunity for individual practice
- -Tiered level questions

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Small Groups Partner work Mini Lesson Use of manipulatives Centers Investigations	Small Groups Partner work Mini Lesson Use of manipulatives Centers Investigations	Small Groups Partner work Mini Lesson Use of manipulatives Centers Investigations	Small Groups Partner work Mini Lesson Use of manipulatives Centers Investigations
Materials Belvidere Envision 2.0 Grade 7 and Grade 7 Accelerated IXL First in Math Teacher created materials and assessments Hope: -Teacher created materials and assessments -nwea MAP testing -kahnacademy.com	Materials Belvidere Envision 2.0 Grade 7 and Grade 7 Accelerated IXL First in Math Teacher created materials and assessments Hope: -Teacher created materials and assessments -nwea MAP testing -kahnacademy.com	Materials Belvidere Envision 2.0 Grade 7 and Grade 7 Accelerated IXL First in Math Teacher created materials and assessments Hope: -Teacher created materials and assessments -nwea MAP testing -kahnacademy.com	Materials Belvidere Envision 2.0 Grade 7 and Grade 7 Accelerated IXL First in Math Teacher created materials and assessments Hope: -Teacher created materials and assessments -nwea MAP testing -kahnacademy.com
Harmony GoMath text books GoMath consumable workbooks Personal Math Trainer Animated Math IXL Teacher created materials and assessments Scholastic Math Reads White: -Pearson -Mathematics course 2	Harmony GoMath text books GoMath consumable workbooks Personal Math Trainer Animated Math IXL Teacher created materials and assessments Scholastic Math Reads White: -Pearson -Mathematics course 2	Harmony GoMath text books GoMath consumable workbooks Personal Math Trainer Animated Math IXL Teacher created materials and assessments Scholastic Math Reads White: -Pearson -Mathematics course 2	Harmony GoMath text books GoMath consumable workbooks Personal Math Trainer Animated Math IXL Teacher created materials and assessments Scholastic Math Reads White: -Pearson -Mathematics course 2
Leveled Questions Problems to be tiered and assigned based on students' readiness level.	Leveled Questions Problems to be tiered and assigned based on students' readiness level.	Leveled Questions Problems to be tiered and assigned based on students' readiness level.	Leveled Questions Problems to be tiered and assigned based on students' readiness level.

ASSESSMENTS F	ormative	Formative	Formative	Formative
C	Quizzes	Quizzes	Quizzes	Quizzes
	Homework/classwork	Homework/classwork	Homework/classwork	Homework/classwork
	Q and A	Q and A	Q and A	Q and A
	_abs/Projects	Labs/Projects	Labs/Projects	Labs/Projects
	XL.com	IXL.com	IXL.com	IXL.com
F	Firstinmath.com	Firstinmath.com	Firstinmath.com	Firstinmath.com
	<u>Summative</u>	Summative	Summative	Summative
	Jnit Test	Unit Test	Unit Test	Unit Test
	Benchmark	Benchmark	Benchmark	Benchmark
	Jnit Assessment	Unit Assessment	Unit Assessment	Unit Assessment
	MAP Assessment	MAP Assessment	MAP Assessment	MAP Assessment
	Easy CBM	Easy CBM	Easy CBM	Easy CBM
A	ADAM	ADAM	ADAM	ADAM
	<mark>Alternative</mark>	<u>Alternative</u>	<u>Alternative</u>	<u>Alternative</u>
C	Choice boards - projects	Choice boards - projects	Choice boards - projects	Choice boards - projects
S	Skit	Skit	Skit	Skit
	Demonstration	Demonstration	Demonstration	Demonstration
J	lournaling	Journaling	Journaling	Journaling
S	Self Assessment	Self Assessment	Self Assessment	Self Assessment
C	Conferencing	Conferencing	Conferencing	Conferencing
ACCOMMODATIONS S	Special Education	Special Education	Special Education	Special Education
l l	Printed copy of board	 Printed copy of board 	 Printed copy of board 	 Printed copy of board
	work/notes provided	work/notes provided	work/notes provided	work/notes provided
l l	Additional time for skill	 Additional time for skill 	 Additional time for skill 	 Additional time for skill
	<mark>mastery</mark>	<mark>mastery</mark>	<mark>mastery</mark>	<mark>mastery</mark>
<u> </u>	Assistive technology	- Assistive technology	- Assistive technology	 Assistive technology
<u> </u>	Behavior management	- Behavior management	- Behavior management	- Behavior management
	plan	plan	plan	plan
<u> </u>	Center-Based Instruction	- Center-Based Instruction	- Center-Based Instruction	- Center-Based Instruction
	Check work frequently	- Check work frequently	- Check work frequently for	- Check work frequently for
	for understanding	for understanding	understanding	understanding
	Computer or electronic	- Computer or electronic	- Computer or electronic	- Computer or electronic
	device utilization	device utilization Extended time on tests/	device utilization Extended time on tests/	device utilization Extended time on tests/
	Extended time on tests/ quizzes	quizzes	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
	understanding	directions to check for understanding	understanding	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	format	format	format
	Modified test content	- Modified test content	 Modified test content 	 Modified test content
	Modified test format	- Modified test format	- Modified test format	- Modified test format
			- Modified test length	- Modified test length

Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading 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 Varied supplemental materials

<u>ELL</u>

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,

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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

materials

Gifted and Talented

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

matching, or fill in the

blank tests in lieu of

illustrations, pictures,

Choice of books or

Cubing activities

Flexible grouping

Goal setting with

Think-Pair-Share

Reading buddies

and drawings to explain

Exploration by interest

Mini workshops to re-

teach or extend skills

Open-ended activities

Varied journal prompts

Varied supplemental

essay tests

or clarify

activities

students

Jigsaw

using videos,

Independent research and projects Interest groups
 Learning contracts

Leveled rubrics
Literature circles
Multiple intelligence

<mark>options</mark>

Multiple texts
Personal agendas
Project-based learning

Problem-based learning

Stations/centers
Think-Tac-Toes
Tiered

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

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> Mini workshops to reteach or extend skills Open-ended activities

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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

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

<mark>students</mark>

Jigsaw

Mini workshops to reteach or extend skills Open-ended activities

Think-Pair-Share Reading buddies

Varied journal prompts

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Gifted and Talented

Alternative formative and summative assessments

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Tiered

Alternative formative and

summative assessments

Games and tournaments

Group investigations

Independent research

and projects Interest

Choice boards

Guided Reading

activities/assignments	activities/assignments	- Tiered products	- Tiered products
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 Printed copy of board 	 Printed copy of board 	work/notes provided	work/notes provided
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 Additional time for skill 	 Additional time for skill 	mastery	mastery
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- Behavior management	- Behavior management	plan glan	plan glan
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- Center-Based Instruction	 Center-Based Instruction 	 Check work frequently for 	 Check work frequently for
 Check work frequently 	 Check work frequently 	understanding	understanding
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	quizzes
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	understanding	understanding
understanding	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	format
<mark>format</mark>	format	 Modified test content 	 Modified test content
 Modified test content 	 Modified test content 	 Modified test format 	 Modified test format
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 Multiple test sessions 	 Multiple test sessions 	- Multi-sensory	- Multi-sensory
- Multi-sensory	- Multi-sensory	presentation	presentation
presentation	presentation	 Preferential seating 	 Preferential seating
 Preferential seating 	 Preferential seating 	 Preview of content, 	 Preview of content,
 Preview of content, 	 Preview of content, 	concepts, and vocabulary	concepts, and vocabulary
concepts, and vocabulary	concepts, and vocabulary	- Reduced/shortened	- Reduced/shortened_
 Reduced/shortened 	- Reduced/shortened_	reading assignments	reading assignments
reading assignments	reading assignments	- Reduced/shortened	- Reduced/shortened
- Reduced/shortened	- Reduced/shortened	written assignments	written assignments
written assignments	written assignments	 Secure attention before 	 Secure attention before
 Secure attention before 	 Secure attention before 	<mark>giving</mark>	<mark>giving</mark>
<mark>giving</mark>	<mark>giving</mark>	instruction/directions	instruction/directions
instruction/directions	instruction/directions	 Shortened assignments 	 Shortened assignments
 Shortened assignments 	- Shortened assignments	 Student working with an 	 Student working with an
 Student working with an 	 Student working with an 	assigned partner	assigned partner
assigned partner	assigned partner	 Seacher initiated weekly 	 Seacher initiated weekly

	- Seacher initiated weekly	- Seacher initiated weekly	assignment sheet	assignment sheet
	assignment sheet	assignment sheet	- Use open book, study	- Use open book, study
	- Use open book, study	 Use open book, study 	guides, test prototypes	guides, test prototypes
	guides, test prototypes	guides, test prototypes	- Choice of books or	- Choice of books or
	- Choice of books or	- Choice of books or	activities	activities
	activities	activities	- Cubing activities	- Cubing activities
	- Cubing activities	- Cubing activities	- Exploration by interest	- Exploration by interest
	- Exploration by interest	- Exploration by interest	- Flexible grouping	- Flexible grouping
	- Flexible grouping	- Flexible grouping	- Goal setting with	- Goal setting with
	- Goal setting with	- Goal setting with	students	students
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	- Mini workshops to re-	- Mini workshops to re-	teach or extend skills	teach or extend skills
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	 Varied supplemental 	 Varied supplemental 	materials	materials
	materials	materials		
INTERDISCIPLINARY	Interdisciplinary	Interdisciplinary	Interdisciplinary	Interdisciplinary
CONNECTIONS	Connections	Connections	Connections	Connections
	- English Language Art	English Language Art	- English Language Art	English Language Arts
21ST CENTURY	 Science and Scientific 	 Science and Scientific 	 Science and Scientific 	 Science and Scientific
SKILLS/THEMES	Inquiry (Next	Inquiry (Next	Inquiry (Next Generation)	Inquiry (Next Generation)
(P21.ORG)	Generation)	Generation)	 Social Studies, including 	 Social Studies, including
TECHNOLOGY	 Social Studies, including 	 Social Studies, including 	American History, World	American History, World
TECHNOLOGY	American History, World	American History, World	History, Geography,	History, Geography,
INTEGRATION	History, Geography,	History, Geography,	Government and Civics,	Government and Civics,
CAREER	Government and Civics,	Government and Civics,	and Economics	and Economics
CAREER	and Economics	and Economics	- Technology	- Technology
EDUCATION	- Technology	- Technology	 Visual and Performing 	 Visual and Performing
(NJDOE CTE	 Visual and Performing 	 Visual and Performing 	Arts	Arts
Clusters)	Arts	Arts	- World languages	- World languages
	- World languages	- World languages		
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	<u>Themes</u>	<u>Themes</u>	Themes	Themes
	- Global Awareness	- Global Awareness	-Global Awareness	-Global Awareness
	- Financial, Economic,	Financial, Economic,	- Financial, Economic,	- Financial, Economic,
	Business and	Business and	Business and	Business and
	Entrepreneurial Literacy	Entrepreneurial Literacy	Entrepreneurial Literacy	Entrepreneurial Literacy
	- Civic Literacy	- Civic Literacy	- Civic Literacy	- Civic Literacy
	- Health Literacy	- Health Literacy	- Health Literacy	- Health Literacy
	 Environmental Literacy 	 Environmental Literacy 	- Environmental Literacy	- Environmental Literacy
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Problem Solving Communication Collaboration Information Literacy Media Literacy ICT (Information, Communication and Technology) Literacy

Technology Integration

IXL First in Math Kahn Academy Online Resources provided through textbook Math on the Spot Videos Animated Math Coolmath

Career Education

- 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

Problem Solving Communication Collaboration

Information Literacy Media Literacy

ICT (Information, Communication and

Technology) Literacy

Technology Integration

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Career Education

Agriculture, Food & Natural Resources

Architecture & Construction

Coolmath

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- 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

Problem Solving Communication

- Collaboration
- Information Literacy
- Media Literacy
- ICT (Information,
- Communication and Technology) Literacy

Technology Integration

IXL

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Career Education

Coolmath

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- **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

- Problem Solving Communication
- Collaboration
- Information Literacy
- Media Literacy
 - ICT (Information,
 - Communication and Technology) Literacy

Technology Integration

IXL

First in Math Kahn Academy Online Resources provided through textbook Math on the Spot Videos **Animated Math**

Career Education

- Agriculture, Food & Natural Resources
- Architecture &
- Construction

Coolmath

- 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**

PACING>	UNIT #5	UNIT #6	UNIT #7	UNIT #8
TACING >	3 Weeks (January/FEBRUARY)	3 Weeks (February/March)	5 Weeks (March/April)	5 Weeks (APRIL/May/June)
TOPIC/THEME AND OBJECTIVES	Percents Analyze proportional relationships and use them to solve real-world and mathematical problems. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Relate fractions, decimals, and percents to each other. Solve three different types of percent problems. Represent percent equations in an algebraic context. Apply percent increase and percent decrease when solving problems. Use their knowledge of percents to help them solve real world problems.	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Calculate the perimeter of different 2D geometrical figures. Calculate the circumference and area of different circles. Determine whether a triangle is possible or not. Discover special pairs of triangles and the relationships they yield. Calculate the area of rectangles, parallelograms, triangles and trapezoids. Use previous knowledge of area formulas to calculate the area of irregular and shaded figures.	3D Geometry and Drawing Geometric Figures Draw, construct, and describe geometrical figures and describe the relationships between them. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Introduced to 3D solids and cross sections of 3D figures. Learn how to compute the volume of different 3D figures. Compute surface area of different 3D figures. Determine is a triangle is possible. Draw triangles freehand, with ruler and protractor and with technology.	Statistics & Probability Use random sampling to draw inferences about a population. Draw informal comparative inferences about two populations. Investigate chance processes and develop, use, and evaluate probability models. Draw inferences about a population based off a sample. Compare two populations and solve real world application problems with them. Measure the difference between the centers by expressing it as a multiple of a measure of variability. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Use experimental and theoretical probability to determine the likelihood of an event occurring. Use the fundamental counting principle to solve problems. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
ESSENTIAL QUESTIONS &	How are percents used to help solve real world application problems?	What is the difference between area and perimeter?	How are 3D figures different from 2D figures? What is a green partial of a	How does probability relate to real world application problems? How can procure of control
ENDURING UNDERSTANDINGS	What are the different ways percent problems are represented? Percents are used in real world	 Formulas can be determined and used to calculate the area of both regular and irregular shapes. 	What is a cross section of a figure and how will that help compute properties of the figure? How are surface area and	 How can measures of center and variation be used to compare two sets of data? How are different events classified and what can I use to

problems. Percents can be applied to problems in different ways. **STANDARDS** 7.RP.A.3 *(benchmarked)

Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

7.EE.A.2

Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, a + 0.05a =1.05a means that "increase by 5%" is the same as "multiply by 1.05."

7.EE.B.3

Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a

7.G.B.4

Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

7.G.B.5

Use facts about supplementary, complementary, vertical, and adjacent angles in a multistep problem to write and solve simple equations for an unknown angle in a figure.

7.G.B.6

Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

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7.G.A.3

figures.

Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

volume found for a 3D figure?

• Can we determine if three side

• 3D figures have unique

Perimeter and area of 2D

lengths would create a triangle?

characteristics and properties.

figures are useful when finding

volume and surface area of 3D

 Geometric figures can be drawn based on given conditions.

7.G.B.6

Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

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Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate: and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can

solve them?

- Events are classified into different types. This determines the route to solving the problem.
- Probability, measures of center, and measures of variation all are used to help solve real world application problems.

7.SP.A.1

Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

7.SP.A.2

Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.

7.SP.B.3

Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation. example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

7.EE.B.4

Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

7.EE.B.4a. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and q are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?

7.EE.B.4b. Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.

For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and

be used as a check on the exact computation.

7.EE.B.4

Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

7.EE.B.4a. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?

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For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions. *(benchmarked)

7.G.A.2

Draw (with technology, with ruler and protractor as well as freehand) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.

7.SP.B.4

Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.

7.SP.C.5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

7.SP.C.6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.

7.SP.C.7

Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to

describe the solutions. *(benchmarked)	than one triangle, or no triangle	observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. 7.SP.C.7a. Develop a uniform probability model by assigning equal
		probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.
		7.SP.C.7b Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?
		7.SP.C.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. 7.SP.C.8a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
		7.SP.C.8b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample

				space which compose the
				events.
				7.SP.C.8c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to
				approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?
INSTRUCTIONAL				
PROCEDURES	Whole Group -Introduction to check for previous understanding -Class Discussion -Structured Notes and Examples	Whole Group -Introduction to check for previous understanding -Class Discussion -Structured Notes and Examples	Whole Group -Introduction to check for previous understanding -Class Discussion -Structured Notes and Examples	Whole Group -Introduction to check for previous understanding -Class Discussion -Structured Notes and Examples
	Individual -Provide opportunity for individual practice -Tiered level questions	Individual -Provide opportunity for individual practice -Tiered level questions	Individual -Provide opportunity for individual practice -Tiered level questions	Individual -Provide opportunity for individual practice -Tiered level questions
	Small Groups Partner work Mini Lesson Use of manipulatives Centers Investigations	Small Groups Partner work Mini Lesson Use of manipulatives Centers Investigations	Small Groups Partner work Mini Lesson Use of manipulatives Centers Investigations	Small Groups Partner work Mini Lesson Use of manipulatives Centers Investigations
INSTRUCTIONAL	<u>Materials</u>	<u>Materials</u>	<u>Materials</u>	<u>Materials</u>
AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS	Belvidere Envision 2.0 Grade 7 and Grade 7 Accelerated IXL First in Math Teacher created materials and assessments	Belvidere Envision 2.0 Grade 7 and Grade 7 Accelerated IXL First in Math Teacher created materials and assessments	Belvidere Envision 2.0 Grade 7 and Grade 7 Accelerated IXL First in Math Teacher created materials and assessments	Belvidere Envision 2.0 Grade 7 and Grade 7 Accelerated IXL First in Math Teacher created materials and assessments
	Hope: -Teacher created materials and assessments -nwea MAP testing -kahnacademy.com	Hope: -Teacher created materials and assessments -nwea MAP testing -kahnacademy.com	Hope: -Teacher created materials and assessments -nwea MAP testing -kahnacademy.com	Hope: -Teacher created materials and assessments -nwea MAP testing -kahnacademy.com
	Harmony	Harmony	Harmony	Harmony

	GoMath text books GoMath consumable workbooks Personal Math Trainer Animated Math IXL Teacher created materials and assessments Scholastic Math Reads White: -Pearson -Mathematics course 2	GoMath text books GoMath consumable workbooks Personal Math Trainer Animated Math IXL Teacher created materials and assessments Scholastic Math Reads White: -Pearson -Mathematics course 2	GoMath text books GoMath consumable workbooks Personal Math Trainer Animated Math IXL Teacher created materials and assessments Scholastic Math Reads White: -Pearson -Mathematics course 2	GoMath text books GoMath consumable workbooks Personal Math Trainer Animated Math IXL Teacher created materials and assessments Scholastic Math Reads White: -Pearson -Mathematics course 2
	Leveled Questions Problems to be tiered and assigned based on students' readiness level.	Leveled Questions Problems to be tiered and assigned based on students' readiness level.	Leveled Questions Problems to be tiered and assigned based on students' readiness level.	Leveled Questions Problems to be tiered and assigned based on students' readiness level.
ASSESSMENTS	Formative Quizzes Homework/classwork Q and A Labs/Projects IXL.com Firstinmath.com	Formative Quizzes Homework/classwork Q and A Labs/Projects IXL.com Firstinmath.com	Formative Quizzes Homework/classwork Q and A Labs/Projects IXL.com Firstinmath.com	Formative Quizzes Homework/classwork Q and A Labs/Projects IXL.com Firstinmath.com
	Summative Unit Test Benchmark Unit Assessment MAP Assessment Easy CBM	Summative Unit Test Benchmark Unit Assessment MAP Assessment Easy CBM	Summative Unit Test Benchmark Unit Assessment MAP Assessment Easy CBM	Summative Unit Test Benchmark Unit Assessment MAP Assessment Easy CBM
	ADAM Alternative Choice boards - projects Skit Demonstration Journaling Self Assessment	ADAM Alternative Choice boards - projects Skit Demonstration Journaling Self Assessment	ADAM Alternative Choice boards - projects Skit Demonstration Journaling Self Assessment	ADAM Alternative Choice boards - projects Skit Demonstration Journaling Self Assessment
ACCOMMODATIONS	Conferencing Special Education Printed copy of board work/notes provided Additional time for skill mastery	Conferencing Special Education Printed copy of board work/notes provided Additional time for skill mastery	Conferencing Special Education Printed copy of board work/notes provided Additional time for skill mastery	Conferencing Special Education Printed copy of board work/notes provided Additional time for skill mastery

-	Assistive technology	- Assistive technology	- Assistive technology	- Assistive technology
-	Behavior management	- Behavior management	- Behavior management	 Behavior management
	<mark>plan</mark>	<mark>plan</mark>	<mark>plan</mark>	<mark>plan</mark>
-	Center-Based Instruction	 Center-Based Instruction 	 Center-Based Instruction 	 Center-Based Instruction
-	Check work frequently	 Check work frequently 	 Check work frequently for 	 Check work frequently for
	for understanding	for understanding	<mark>understanding</mark>	<u>understanding</u>
-	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/
	<mark>quizzes</mark>	<mark>quizzes</mark>	<mark>quizzes</mark>	<mark>quizzes</mark>
-	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>	<u>understanding</u>	<mark>understanding</mark>	<u>understanding</u>
-	Highlighted text visual	 Highlighted text visual 	- Highlighted text visual	- Highlighted text visual
	presentation	presentation	<mark>presentation</mark>	presentation
_	Modified assignment	 Modified assignment 	- Modified assignment	 Modified assignment
	<mark>format</mark>	<mark>format</mark>	<mark>format</mark>	<mark>format</mark>
-	Modified test content	 Modified test content 	 Modified test content 	 Modified test content
-	Modified test format	 Modified test format 	 Modified test format 	 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	- Multi-sensory
	<mark>presentation</mark>	<mark>presentation</mark>	<mark>presentation</mark>	presentation prese
-	Preferential seating	 Preferential seating 	 Preferential seating 	 Preferential seating
-	Preview of content,	 Preview of content, 	 Preview of content, 	 Preview of content,
	concepts, and vocabulary	concepts, and vocabulary	concepts, and vocabulary	concepts, and vocabulary
-	Reduced/shortened	- Reduced/shortened	- Reduced/shortened	 Reduced/shortened
	reading assignments	reading assignments	reading assignments	reading assignments
-	Secure attention before	 Secure attention before 	 Secure attention before 	 Secure attention before
	giving	giving	<mark>giving</mark>	giving
	instruction/directions	instruction/directions	instruction/directions	instruction/directions
-	Shortened assignments	 Shortened assignments 	- Shortened assignments	- Shortened assignments
-	Student working with an	 Student working with an 	- Student working with an	 Student working with an
	assigned partner	assigned partner	assigned partner	assigned partner
-	Teacher initiated weekly	 Teacher initiated weekly 	- Teacher initiated weekly	- Teacher initiated weekly
	assignment sheet	assignment sheet	<mark>assignment sheet</mark>	assignment sheet
-	Use open book, study	 Use open book, study 	- Use open book, study	- Use open book, study
	guides, test prototypes	guides, test prototypes	guides, test prototypes	guides, test prototypes
-	Choice of books or	 Choice of books or 	- Choice of books or	 Choice of books or
	<mark>activities</mark>	<mark>activities</mark>	<mark>activities</mark>	<mark>activities</mark>
-	Cubing activities	- Cubing activities	- Cubing activities	- Cubing activities
-	Exploration by interest	 Exploration by interest 	 Exploration by interest 	 Exploration by interest
-	Flexible grouping	- Flexible grouping	- Flexible grouping	- Flexible grouping
-	Goal setting with	- Goal setting with	- Goal setting with	- Goal setting with
	<mark>students</mark>	<mark>students</mark>	<mark>students</mark>	<mark>students</mark>
-	<mark>Jigsaw</mark>	<mark>- Jigsaw</mark>	- Jigsaw	- 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 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 <u>assignments</u> Reducing the number of answer choices on a

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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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	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 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
	Choice of books or
	activities
-	Cubing activities
F	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
G	ifted and Talented

Alternative formative and

-	Having peers take notes
	or providing a copy of
	the teacher's notes
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	and acceptable work, not
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	<mark>materials</mark>
l	

Gifted and Talented

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 Alternative formative and summative assessments

Having peers take notes Having peers take notes or providing a copy of the or providing a copy of the teacher's notes teacher's notes Marking students' correct Marking students' correct and acceptable work, not and acceptable work, not the mistakes the mistakes Modifying tests to reflect Modifying tests to reflect selected objectives selected objectives Providing study guides Providing study guides Reducing or omitting Reducing or omitting lengthy Outside reading lengthy Outside reading assignments assignments Reducing the number of Reducing the number of answer choices on a answer choices on a multiple choice test multiple choice test Tutoring by peers Tutoring by peers Using authentic Using authentic assessments with real-life assessments with real-life problem-solving problem-solving Using true/false, Using true/false, matching, or fill in the matching, or fill in the blank tests in lieu of blank tests in lieu of essay tests essay tests using videos, illustrations, using videos, illustrations, pictures, and drawings to pictures, and drawings to explain or clarify explain or clarify Choice of books or Choice of books or activities 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

summative assessments	summative assessments	Choice boards	- Choice boards
- Choice boards	- Choice boards	 Games and tournaments 	 Games and tournaments
 Games and tournaments 	 Games and tournaments 	 Group investigations 	- Group investigations
 Group investigations 	 Group investigations 	- Guided Reading	- Guided Reading
- Guided Reading	- Guided Reading	 Independent research 	- Independent research
 Independent research 	 Independent research 	and projects Interest	and projects Interest
and projects Interest	and projects Interest	<mark>groups</mark>	<mark>groups</mark>
groups groups	<mark>groups</mark>	 Learning contracts 	 Learning contracts
 Learning contracts 	 Learning contracts 	 Leveled rubrics 	 Leveled rubrics
- Leveled rubrics	- Leveled rubrics	 Literature circles 	 Literature circles
 Literature circles 	 Literature circles 	 Multiple intelligence 	 Multiple intelligence
- Multiple intelligence	 Multiple intelligence 	options	options
options	options	- Multiple texts	- Multiple texts
- Multiple texts	- Multiple texts	- Personal agendas	- Personal agendas
- Personal agendas	- Personal agendas	- Project-based learning	- Project-based learning
- Project-based learning	- Project-based learning	- Problem-based learning	- Problem-based learning
- Problem-based learning	- Problem-based learning	- Stations/centers	- Stations/centers
- Stations/centers	- Stations/centers	Think-Tac-Toes	- Think-Tac-Toes
- Think-Tac-Toes	Think-Tac-Toes	- Tiered	- Tiered
- Tiered	- Tiered	activities/assignments	activities/assignments
activities/assignments	activities/assignments	- Tiered products	- Tiered products
- Tiered products	- Tiered products	 Varying organizers for 	 Varying organizers for
- Varying organizers for	- Varying organizers for	instructions	instructions
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instructions	instructions	F0.4	F0.4
		504	504
504	504	 Printed copy of board 	- Printed copy of board
504 - Printed copy of board	504 - Printed copy of board	 Printed copy of board work/notes provided 	 Printed copy of board work/notes provided
504 Printed copy of board work/notes provided	504 Printed copy of board work/notes provided	Printed copy of board work/notes providedAdditional time for skill	Printed copy of board work/notes providedAdditional time for skill
 504 Printed copy of board work/notes provided Additional time for skill 	504 - Printed copy of board work/notes provided - Additional time for skill	 Printed copy of board work/notes provided Additional time for skill mastery 	 Printed copy of board work/notes provided Additional time for skill mastery
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504 Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/quizzes Have student repeat directions to check for understanding Highlighted text visual	504 Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual	 Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/quizzes Have student repeat directions to check for understanding Highlighted text visual presentation 	 Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/quizzes Have student repeat directions to check for understanding Highlighted text visual presentation

	format	format	 Modified test content 	- Modified test content
	- Modified test content	- Modified test content	Modified test format	- Modified test format
	- Modified test format	- 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 presentation	- Multi-sensory
	- Multi-sensory	- Multi-sensory	Preferential seating	presentation
	presentation	presentation	Preview of content,	 Preferential seating
	- Preferential seating	- Preferential seating	concepts, and vocabulary	- Preview of content,
	Preview of content,	Preview of content,	Reduced/shortened	concepts, and vocabulary
	concepts, and vocabulary	concepts, and vocabulary	reading assignments	- Reduced/shortened
	- Reduced/shortened	- Reduced/shortened	Reduced/shortened	reading assignments
				- Reduced/shortened
	reading assignments	reading assignments	written assignments	,
	- Reduced/shortened	- Reduced/shortened	 Secure attention before 	written assignments
	written assignments	written assignments	giving	- Secure attention before
	- Secure attention before	- Secure attention before	instruction/directions	giving
	giving	giving	 Shortened assignments 	instruction/directions
	instruction/directions	instruction/directions	 Student working with an 	- Shortened assignments
	 Shortened assignments 	 Shortened assignments 	assigned partner	 Student working with an
	 Student working with an 	 Student working with an 	 Seacher initiated weekly 	assigned partner
	assigned partner	assigned partner	assignment sheet	 Seacher initiated weekly
	 Seacher initiated weekly 	 Seacher initiated weekly 	Use open book, study	assignment sheet
	assignment sheet	assignment sheet	guides, test prototypes	 Use open book, study
	 Use open book, study 	 Use open book, study 	Choice of books or	guides, test prototypes
	guides, test prototypes	guides, test prototypes	activities	 Choice of books or
	- Choice of books or	 Choice of books or 	Cubing activities	activities activities
	activities activities activities	activities activities	 Exploration by interest 	 Cubing activities
	 Cubing activities 	 Cubing activities 	 Flexible grouping 	 Exploration by interest
	 Exploration by interest 	 Exploration by interest 	 Goal setting with students 	 Flexible grouping
	- Flexible grouping	- Flexible grouping	– Jigsaw	 Goal setting with
	- Goal setting with	- Goal setting with	 Mini workshops to re- 	students
	students	students	teach or extend skills	- Jigsaw
	- Jigsaw	- Jigsaw	Open-ended activities	- Mini workshops to re-
	- Mini workshops to re-	Mini workshops to re-	- Think-Pair-Share	teach or extend skills
	teach or extend skills	teach or extend skills	Varied supplemental	Open-ended activities
	Open-ended activities	Open-ended activities	materials	- Think-Pair-Share
	- Think-Pair-Share	- Think-Pair-Share	macchais	- Varied supplemental
	- Varied supplemental	- Varied supplemental		materials
	materials	materials		inderials
	- Indecticals			
INTERDISCIPLINARY	Interdisciplinary	Interdisciplinary	Interdisciplinary	Interdisciplinary
CONNECTIONS	Connections	Connections	Connections	Connections
	-English Language Arts	- English Language Arts	- English Language Art	- English Language Arts
21ST CENTURY	- Science and Scientific	- Science and Scientific	- Science and Scientific	- Science and Scientific
SKILLS/THEMES	Inquiry (Next	Inquiry (Next	Inquiry (Next Generation)	Inquiry (Next Generation
(P21.ORG)	Generation)	Generation)	- Social Studies, including	- Social Studies, including
	- Social Studies, including	 Social Studies, including 	American History, World	American History, World
TECHNOLOGY				

INTEGRATION

CAREER EDUCATION (NJDOE CTE Clusters) American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts
World languages

21st Century Skills/ Themes

-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

IXL
First in Math
Kahn Academy
Online Resources provided
through textbook
Math on the Spot Videos
Animated Math
Coolmath

Career Education

Agriculture, Food & Natural
Resources
Architecture &
Construction
Arts, A/V Technology &
Communications

American History, World
History, Geography,
Government and Civics,
and Economics
Technology
Visual and Performing
Arts
World languages

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Natural Resources
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Arts, A/V Technology &
Communications

History, Geography,
Government and Civics,
and Economics
Technology
Visual and Performing
Arts
World languages

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Career Education -

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Resources
 Architecture &
 Construction
 Arts, A/V Technology &
 Communications

- Business Management &	- Business Management &	- Business Management &	- Business Management &
<u>Administration</u>	Administration Admini	Administration Administration Administration Administration	Administration Administration Administration Administration
- Education & Training	 Education & Training 	 Education & Training 	 Education & Training
- Finance	- Finance	- Finance	- Finance
- Government & Public	 Government & Public 	 Government & Public 	 Government & Public
<u>Administration</u>	Administration	Administration	Administration
- Health Science	- Health Science	- Health Science	- Health Science
- Hospitality & Tourism	 Hospitality & Tourism 	 Hospitality & Tourism 	 Hospitality & Tourism
- Human Services	- Human Services	- Human Services	- Human Services
 Information Technology 	 Information Technology 	 Information Technology 	 Information Technology
- Law, Public Safety,	 Law, Public Safety, 	 Law, Public Safety, 	 Law, Public Safety,
Corrections & Security	Corrections & Security	Corrections & Security	Corrections & Security
- Manufacturing	 Manufacturing 	 Manufacturing 	- Manufacturing
- Marketing	- Marketing	- Marketing	- Marketing
- Science, Technology,	 Science, Technology, 	 Science, Technology, 	 Science, Technology,
Engineering &	Engineering &	Engineering &	Engineering &
Mathematics (STEM)	Mathematics (STEM)	Mathematics (STEM)	Mathematics (STEM)
- Transportation,	- Transportation,	- Transportation,	- Transportation,
Distribution & Logistics	Distribution & Logistics	Distribution & Logistics	Distribution & Logistics