# **BELVIDERE CLUSTER CURRICULUM MAP - Updated July 2019**

SUBJECT: Math GRADE: Kindergarten

PACING>	UNIT #1 2 Weeks (SEPTEMBER)	UNIT #2 7 Weeks (SEPTEMBER/OCTO BER)	UNIT #3 2 Weeks (NOVEMBER)	UNIT #4 3 Weeks (DECEMBER)	
TOPIC/THEME AND OBJECTIVES	Daily Routines Participate in daily routines that involve math Know number names and the count sequence Classify objects and count the number of objects in each category.	Counting and Cardinality Know number names and the count sequence. Count to tell the number of objects. Count by fives, tens, twos and backwards. They will also be able to use ordinal numbers. Count items in a total group, matching each object with one and only one number. Practice stroke formation and them numbers 0-9. Compare numbers and learn the proper terminology to describe groups of items.	Numbers in Base Ten 11- 19  Know number names and the count sequence Count to tell the number of objects Compare numbers Work with numbers 11- 19 to gain foundations for place value. Identify the number of objects in a group up to 20. Write the numbers up to 20. Decide is one group is greater than, less than or equal to the number of objects in a group.	Data Classify objects and count the number of objects in each area Sort and classify objects into categories. Display data using tally charts, vertical graphs and horizontal graphs.	
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	<ul> <li>How can you use numbers to help with daily classroom routines?</li> <li>Numbers can be used daily.</li> <li>Number sense develops through experience.</li> </ul>	<ul> <li>Why is counting necessary?</li> <li>When do we need to compare numbers?</li> <li>Quantities can be counted and compared using words and numerals.</li> </ul>	<ul> <li>How can we tell how much?</li> <li>How can we tell if objects are greater than, less than or equal to another group of objects?</li> <li>Groups of objects of 11-19 things can be grouped into one ten and ones.</li> </ul>	<ul> <li>How are objects classified?</li> <li>Charts and graphs are helpful ways to display data.</li> </ul>	
STANDARDS	K.CC.A.1 Count to 100 by ones and by tens. *(benchmarked)  K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count *(benchmarked)	K.CC.A.1 Count to 100 by ones and by tens. *(benchmarked)  K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). *(benchmarked)  K.CC.B.4. Understand the	K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).*(benchmarked)  K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a	K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. *(benchmarked)	

relationship between circle, or as many as 10 numbers and quantities; things in a scattered connect counting to configuration; given a cardinality. number from 1-20, count out that many objects. K.CC.B.4a \*(benchmarked) When counting objects, say the number names in the K.CC.C.6 Identify whether the standard order, pairing each object with one and number of objects in one only one number name and group is greater than, each number name with less than, or equal to the number of objects in one and only one object. another group e.g. by K.CC.B.4b using matching and Understand that the last counting strategies. number name said tells the K.NBT.A.1 number of objects counted. Compose and decompose The number of objects is the same regardless of their numbers from 11 to 19 arrangement or the order in into ten ones and some which they were counted. further ones, e.g. by using objects or K.CC.B.4c drawings, and record Understand that each each composition or successive number name decomposition by a refers to a quantity that is drawing or equation one larger. (e.g. 18 = 10 + 8);Understand that these K.CC.B.5 numbers are composed Count to answer "how of ten ones and one, many?" questions about two, three, four, five, as many as 20 things six, seven, eight, or nine arranged in a line, a ones. \*(benchmarked) rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. \*(benchmarked) K.OA.A.1 Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. \*(benchmarked) K.MD.B.3 Classify objects into given categories; count the numbers of objects

		in each category and sort the categories by count *(benchmarked)  K.G.A.1.  Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, and next to.			
INSTRUCTIONAL PROCEDURES	Whole Group: Calendar Routines Read Alouds Morning Meeting Think Pair Share Whole Group Discussion Modeling with Manipulatives Total Participation: White Boards Vocabulary Connecting numbers to real life situations Math Journals Act It Out/Talk it Out/Draw it Out- Students act out/talk/draw specific math concepts Individual Math Centers Math Journals Independent Practice 100th day projects  Small Groups Guided Group Practice Paired Activities Manipulatives	Whole Group Calendar Read Alouds Morning Meeting Think Pair Share Whole Group Discussion Modeling with Manipulatives Total Participation- White Boards Vocabulary Connecting numbers to real life situations Math Journals Act It Out/Talk it Out/Draw it Out- Students act out/talk/draw specific math concepts Individual Math Centers Math Journals Independent Practice 100th day projects  Small Groups Guided Group Practice Paired Activities Manipulatives Instructional	Whole Group Calendar Read Alouds Morning Meeting Think Pair Share Whole Group Discussion Modeling with Manipulatives Total Participation- White Boards Vocabulary Connecting numbers to real life situations Math Journals Act It Out/Talk it Out/Draw it Out- Students act out/talk/draw specific math concepts Individual Math Centers Math Journals Independent Projects 100th day projects  Small Groups Guided Group Practice Paired Activities Manipulatives Instructional	Whole Group Calendar Read Alouds Morning Meeting Think Pair Share Whole Group Discussion Modeling with Manipulatives Total Participation- White Boards Vocabulary Connecting numbers to real life situations Math Journals Act It Out/Talk it Out/Draw it Out- Students act out/talk/draw specific math concepts Individual Math Centers Math Journals Independent Projects 100th day projects Small Groups Guided Group Practice Paired Activities Manipulatives Instructional Activities:	

	Instructional Activities: Calendar Routines Number of School Days Daily Schedule Routine Temperature and Weather Attendance Routine Practice Routine	Activities: Count Sequence Numbers 0-6 Numbers 6-10 Writing Numbers 0- 10 Comparing Numbers- One to one Comparing Numbers-more, less, same, least, etc. Skip Counting	Activities: Numbers 11-14 Numbers 15-16 Numbers 17-18 Number 19 Reading and Writing two digit numbers	Sorting Introduction Sorting by color and Shape Sorting by Size Classifying Venn Diagrams Tally Marks Pictographs Vertical Graphs Horizontal Graphs Graphing without Lines
INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS	Materials Guided Group Practice Paired Activities Manipulative/ Games City 1,2,3 By Zoran Milich 123 Dream by Kim Krans Leveled Texts Guided Reading Books/Leveled Readers EnVision Math Reader: Interactive Math Story Go Math Readers	Materials Guided Group Practice Paired Activities Manipulatives/ Games Billions of Bricks: A Counting Book about building by Kurt Cyrus Leveled Texts Guided Reading Books/Leveled Readers EnVision Math Reader: Interactive math Story Go Math Readers	Materials Guided Group Practice Paired Activities Manipulatives/ Games Zero the Hero by Joan Holub 123 Dream by Kim Krans Leveled Texts Guided Reading Books/Leveled Readers EnVision Math Reader: Interactive math Story Go Math Readers	Materials Guided Group Practice Paired Activities Manipulatives/ Games Pictographs by Vijaya Bodach  Leveled Texts Guided Reading Books/Leveled Readers EnVision Math Reader: Interactive math Story Go Math Readers
ASSESSMENTS	Formative Classwork Homework Observation Total Participation Techniques Math Journals Drawings  Summative Topic Tests	Formative Classwork Homework Observation Total Participation Techniques Math Journals Drawings  Summative Topic Tests	Formative Classwork Homework Observation Total Participation Techniques Math Journals Drawings  Summative Topic Tests	Formative Classwork Homework Observation Total Participation Techniques Math Journals Drawings  Summative Topic Tests

	Benchmark Mid term test and Textbook Assessments Map Testing Final  Alternative Project Based Assessments	Benchmark Mid term test and Textbook Assessments Map Testing Final  Alternative Project Based Assessments	Benchmark Mid term test and Textbook Assessments Map Testing Final  Alternative Project Based Assessments	Benchmark Mid term test and Textbook Assessments Map Testing Final  Alternative Project Based Assessments	
ACCOMMODATIONS	Special Education	Special Education	Special Education	Special Education	
(select all the	Additional time for	Additional time for	Additional time for	Additional time for	
apply, add more	skill mastery	skill mastery	skill mastery	skill mastery	
as necessary,	- Behavior	- Behavior	- Behavior	- Behavior	
delete those that	management plan	management plan	management plan	management plan	
do not apply)	- Center-Based	- Center-Based	- Center-Based	- Center-Based	
	Instruction	Instruction	Instruction	Instruction	
	- Check work	- Check work	- Check work	Check work	
	frequently for	frequently for	frequently for	frequently for	
	understanding	understanding	understanding	understanding	
	- Computer or	Computer or	- Computer or	Computer or	
	electronic device	electronic device	electronic device	electronic device	
	utilization	utilization	utilization	utilization	
	- Extended time on	Extended time on	Extended time on	Extended time on	
	tests/ quizzes	tests/ quizzes	tests/ quizzes	tests/ quizzes	
	Have student	Have student repeat	Have student repeat	Have student repeat	
	repeat directions to check for	directions to check	directions to check	directions to check	
		for understanding Highlighted text	for understanding Highlighted text	for understanding Highlighted text	
	understanding - Highlighted text	visual presentation	visual presentation	visual presentation	
	visual presentation	- Modified assignment	- Modified assignment	- Modified assignment	
	- Modified	format	format	format	
	assignment format	- Modified test	- Modified test	- Modified test	
	- Modified test	content	content	content	
	content	- Modified test format	- Modified test format	- Modified test format	
	- Modified test	- Modified test length	- Modified test length	- Modified test length	
	format	- Multiple test	- Multiple test	- Multiple test	
	- Modified test	sessions	sessions	sessions	
	length	- Multi-sensory	- Multi-sensory	- Multi-sensory	
	- Multiple test	presentation	presentation	presentation	
	sessions	<ul> <li>Preferential seating</li> </ul>	<ul> <li>Preferential seating</li> </ul>	- Preferential seating	
	- Multi-sensory	Preview of content,	Preview of content,	Preview of content,	
	presentation	concepts, and	concepts, and	concepts, and	
	- Preferential seating	vocabulary	vocabulary	vocabulary	

Preview of content, concepts, and vocabulary

Secure attention
before giving
instruction/directio
ns
Shortened
assignments
Student working
with an assigned
partner
Teacher initiated
weekly assignment
sheet

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

### **ELL**

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

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Allowing students to correct errors (looking for understanding)

Decreasing the amount of work presented or required

Modifying tests to reflect selected objective

Reducing the number of answer choices on a multiple choice test

Tutoring by peers

### At Risk

Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Fliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, Allowing students to correct errors (looking for understanding)

Decreasing the amount of work presented or required

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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 students to select from given choices

Collaborating

Allowing students to correct errors (looking for understanding)

Decreasing the amount of work presented or required

Modifying tests to reflect selected objective

Reducing the number of answer choices on a multiple choice test

Tutoring by peers

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etc.) to	(general education	- Collaborating	- Collaborating	
demonstrate	teacher and	(general education	(general education	
student's learning	specialist) to modify	teacher and	teacher and	
- Allowing students	vocabulary, omit or	specialist) to modify	specialist) to modify	
to select from	modify items to	vocabulary, omit or	vocabulary, omit or	
given choices	reflect objectives for	modify items to	modify items to	
	the student,	reflect objectives for	reflect objectives for	
- Collaborating	eliminate sections of	the student,	the student,	
(general education	the test, and	eliminate sections of	eliminate sections of	
teacher and	determine how the	the test, and	the test, and	
specialist) to	grade will be	determine how the	determine how the	
modify vocabulary	, determined prior to	grade will be	grade will be	
omit or modify	giving the test	determined prior to	determined prior to	
items to reflect	decreasing the	giving the test	giving the test	
objectives for the	amount of work	decreasing the	decreasing the	
student, eliminate		amount of work	amount of work	
sections of the	required.	presented or	presented or	
test, and	'	required .	required .	
determine how the	Modifying tests to	Modifying tests to	- Modifying tests to	
grade will be	reflect selected	reflect selected	reflect selected	
determined prior t		objectives	objectives	
giving the test		Reducing or	- Reducing or	
- decreasing the	Reducing the	omitting lengthy	omitting lengthy	
amount of work	number of answer	Outside reading	Outside reading	
presented or	choices on a	assignments	assignments	
required.	multiple choice test	Reducing the	- Reducing the	
. squ su	- Tutoring by peers	number of answer	number of answer	
- Modifying tests to	- Using authentic	choices on a	choices on a	
reflect selected	assessments with	multiple choice test	multiple choice test	
objectives	real-life problem-	- Tutoring by peers	- Tutoring by peers	
02,00000	solving	- Using authentic	- Using authentic	
- Reducing the		assessments with	assessments with	
number of answer	using videos,	real-life problem-	real-life problem-	
choices on a	illustrations,	solving	solving	
multiple choice tes	•			
- Tutoring by peers	drawings to explain	using videos,	using videos,	
- Using authentic	or clarify	illustrations,	illustrations,	
assessments with	Choice of books or	pictures, and	pictures, and	
real-life problem-	activities	drawings to explain	drawings to explain	
solving	Exploration by	or clarify	or clarify	
Solving	interest	Choice of books or	- Choice of books or	
- using videos,	Flexible grouping	activities	activities	
illustrations,	Goal setting with			
pictures, and	students	Exploration by	- Exploration by	
drawings to	Stadents	interest	interest	
explain or clarify	Mini workshops to	Flexible grouping	- Flexible grouping	
Explain of Claimy	Filli Workshops to	i ichibic grouping	r realistic grouping	

Choice of books or re-teach or extend Goal setting with Goal setting with activities skills Open-ended students students Exploration by activities Mini workshops to Mini workshops to interest Think-Pair-Share re-teach or extend re-teach or extend skills Open-ended skills Open-ended Flexible grouping Reading buddies Goal setting with Varied journal activities activities students prompts Think-Pair-Share Think-Pair-Share Varied supplemental Reading buddies Reading buddies Mini workshops to materials Varied journal Varied journal re-teach or extend prompts prompts skills Open-ended Varied supplemental Varied supplemental activities materials materials Think-Pair-Share Gifted and Talented Reading buddies Alternative Gifted and Talented Gifted and Talented Varied journal formative and Alternative Alternative summative formative and formative and prompts Varied summative summative assessments supplemental Choice boards assessments assessments materials Games and Choice boards Choice boards tournaments Games and Games and Gifted and Group investigations tournaments tournaments **Talented** Group investigations Guided Reading Group investigations Alternative Independent Guided Reading Guided Reading formative and research and Independent Independent summative projects Interest research and research and projects Interest assessments groups projects Interest Choice boards groups groups Games and Literature circles Learning contracts Learning contracts Multiple intelligence Leveled rubrics Leveled rubrics tournaments options Literature circles Literature circles Group investigations Multiple texts Multiple intelligence Multiple intelligence Guided Reading Project-based options options Independent learning Multiple texts Multiple texts Problem-based Personal agendas research and Personal agendas projects Interest learning Project-based Project-based learning groups Stations/centers learning Problem-based Think-Tac-Toes Problem-based Literature circles Tiered learning learning Multiple Stations/centers activities/assignmen Stations/centers intelligence options Think-Tac-Toes Think-Tac-Toes Multiple texts Tiered products Tiered Tiered Project-based Varying organizers activities/assignmen activities/assignmen learning for instructions ts Tiered products Problem-based Tiered products learning Varying organizers Varying organizers

for instructions

for instructions

Stations/centers

Think-Tac-Toes
Tiered
activities/assignme
nts
Tiered products
Varying organizers
for instructions

### 504

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 students repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test lenath Multiple test sessions Multi-sensory presentation Preferential seating

## 504

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 students repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading assignments Reduced/shortened written assignments

### 504

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 students repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading assignments Reduced/shortened written assignments Secure attention before giving

instructions/directio

### 504

- 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 students repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentationPreferential

- Preview of content, concepts, and vocabulary - Reduced/shortened reading assignments - Reduced/shortened written assignments - Secure attention before giving instructions/directi ons - Shortened assignments - Student working with an assigned partner - Teacher initiated weekly assignment sheet - Choice of books or activities - Exploration by interest - Flexible grouping - Goal setting with student - Mini workshops to re-teach or extend skills Open-ended activities - Think-Pair-Share - Reading buddies - Varied journal prompts - Varied supplemental materials	<ul> <li>Secure attention before giving instructions/directions</li> <li>Shortened assignments</li> <li>Student working with an assigned partner</li> <li>Teacher initiated weekly assignment sheet</li> <li>Choice of books or activities</li> <li>Exploration by interest</li> <li>Flexible grouping</li> <li>Goal setting with student</li> <li>Mini workshops to re-teach or extend skills Open-ended activities</li> <li>Think-Pair-Share</li> <li>Reading buddies</li> <li>Varied journal prompts</li> <li>Varied supplemental materials</li> </ul>	ns Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet Choice of books or activities Exploration by interest Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Reading buddies Varied journal prompts Varied supplemental materials	seating Preview of content, concepts, and vocabulary Reduced/short ened reading assignments Reduced/short ened written assignments Secure attention before giving instructions/dir ections Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet  Choice of books or activities  Exploration by interest Flexible grouping Goal setting with students  Mini workshops to re-teach or extend skills Open-ended activities  Think-Pair-Share	
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				<ul> <li>Reading buddies</li> <li>Varied journal prompts</li> <li>Varied supplemental materials</li> </ul>	
INTERDISCIPLINARY CONNECTIONS	Interdisciplinary	Interdisciplinary	Interdisciplinary	Interdisciplinary	
COMMECTIONS	Connections	Connections (select	Connections (select	Connections (select	
21ST CENTURY	(select all the apply, add more as	all the apply, add more as necessary,	all the apply, add more as necessary,	all the apply, add more as necessary,	
SKILLS/THEMES	necessary, delete	delete those that do	delete those that do	delete those that do	
(P21.ORG)	those that do not	not apply)	not apply)	not apply)	
	apply)	English Language	English Language	- English Language	
TECHNOLOGY	- English Language	Arts	Arts	Arts	
INTEGRATION	Arts	- Mathematics	- Mathematics	- Mathematics	
CAREER	- Mathematics	- Science and	- Science and	- Science and	
EDUCATION	- Science and	Scientific Inquiry	Scientific Inquiry	Scientific Inquiry	
(NJDOE CTE	Scientific Inquiry	(Next Generation)	(Next Generation)	(Next Generation)	
Clusters)	(Next Generation)	Social Studies,	- Social Studies,	- Social Studies,	
	<ul> <li>Social Studies, including American</li> </ul>	including American History, World	including American History, World	including American History, World	
	History, World	History, Geography,	History, World History, Geography,	History, Geography,	
	History,	Government and	Government and	Government and	
	Geography,	Civics, and	Civics, and	Civics, and	
	Government and	Economics	Economics	Economics	
	Civics, and	- Technology	- Technology	- Technology	
	Economics	Visual and	- Visual and	- Visual and	
	- Technology	Performing Arts	Performing Arts	Performing Arts	
	- Visual and	- World languages	- World languages	- World languages	
	Performing Arts	<del></del>	24 + 6 -	- 21st Century	
	- World languages	<u>21st Century</u> Skills/	<u>21st Century</u> Skills/	<u>Skills/</u> Themes	
	21st Century	Themes	<u>Skills/</u> Themes	(select all the	
	Skills/	(select all the	(select all the	apply, add	
	Themes	apply, add	apply, add	more as	
	(select all	more as	more as	necessary,	
	the apply,	necessary,	necessary,	delete those	
	add more as	delete those	delete those	that do not	
	necessary,	that do not	that do not	apply)	
	delete those	apply)	apply)	- Global Awareness	
	that do not	- Global Awareness	- Global Awareness	- Financial, Economic,	

### Financial, Economic, Financial, Economic, Business and apply) Global Awareness Business and Business and Entrepreneurial Financial, Entrepreneurial Entrepreneurial Literacy Economic, Civic Literacy Literacy Literacy Business and Civic Literacy Civic Literacy Health Literacy Entrepreneurial Health Literacy Health Literacy Environmental Literacy Environmental Environmental Literacy Civic Literacy Creativity and Literacv Literacv Health Literacy Creativity and Creativity and Innovation Environmental Innovation Innovation Critical Thinking Literacy Critical Thinking Critical Thinking Problem Solving Creativity and Problem Solvina Problem Solving Communication Communication Communication Collaboration Innovation Critical Thinking Collaboration Collaboration Information Literacy Problem Solving Information Literacy Information Literacy Media Literacy Communication Media Literacy Media Literacy ICT (Information, Collaboration ICT (Information, ICT (Information, Communication and Information Communication and Communication and Technology) Literacy Literacy Technology) Literacy Technology) Literacy Media Literacy Technology ICT (Information, Technology Technology Integration Communication https://njctl.org/or Integration Integration and Technology) q/courses/math/2 Literacy https://njctl.org/or https://nictl.org/or nd-grade/facts/ g/courses/math/2 g/courses/math/2 Technology nd-grade/facts/ nd-grade/facts/ http://www-Integration k6.thinkcentral.com http://wwwhttp://wwwhttps://nictl.org k6.thinkcentral.com k6.thinkcentral.com https://abcya.com http://wwwhttps://abcya.com https://abcya.com k6.thinkcentral.co https://www.prodigygam e.com/ m https://www.prodigygam https://www.prodigygam e.com/ e.com/ http://coolmath4kids.co https://abcya.com m http://coolmath4kids.co http://coolmath4kids.co https://www.prodigyga m m me.com/ **Career Education** (select all the http://coolmath4kids.co **Career Education** Career Education apply, add more as m (select all the (select all the necessary, delete apply, add more as apply, add more as those that do not **Career Education** necessary, delete necessary, delete apply) (select all the those that do not those that do not Agriculture, Food & apply, add more as

	necessary, delete those that do not apply)	<b>apply)</b> - Agriculture, Food & Natural Resources	<b>apply)</b> - Agriculture, Food & Natural Resources	Natural Resources - Architecture & Construction	
	<ul> <li>Agriculture, Food &amp; Natural Resources</li> <li>Architecture &amp; Construction</li> <li>Arts, A/V</li> <li>Technology &amp; Communications</li> </ul>	<ul> <li>Architecture &amp;         Construction</li> <li>Arts, A/V         Technology &amp;         Communications</li> <li>Business         Management &amp;</li> </ul>	<ul> <li>Architecture &amp;         Construction</li> <li>Arts, A/V         Technology &amp;         Communications</li> <li>Business         Management &amp;</li> </ul>	- Arts, A/V Technology & Communications - Business Management & Administration - Education & Training	
	<ul> <li>Business</li> <li>Management &amp;</li> <li>Administration</li> <li>Education &amp;</li> <li>Training</li> <li>Finance</li> <li>Government &amp;</li> <li>Public</li> </ul>	Administration  Education & Training  Finance  Government &  Public  Administration  Health Science	Administration - Education & Training - Finance - Government & Public Administration - Health Science	<ul> <li>Finance</li> <li>Government &amp;</li> <li>Public</li> <li>Administration</li> <li>Health Science</li> <li>Hospitality &amp;</li> <li>Tourism</li> <li>Human Services</li> </ul>	
	Administration  - Health Science  - Hospitality &     Tourism  - Human Services  - Information     Technology	<ul> <li>Hospitality &amp; Tourism</li> <li>Human Services</li> <li>Information Technology</li> <li>Law, Public Safety, Corrections &amp; Security</li> </ul>	<ul> <li>Hospitality &amp; Tourism</li> <li>Human Services</li> <li>Information Technology</li> <li>Law, Public Safety, Corrections &amp; Security</li> </ul>	<ul> <li>Human Services</li> <li>Information</li> <li>Technology</li> <li>Law, Public Safety,</li> <li>Corrections &amp;</li> <li>Security</li> <li>Manufacturing</li> <li>Marketing</li> </ul>	
	<ul> <li>Law, Public Safety,</li> <li>Corrections &amp;</li> <li>Security</li> <li>Manufacturing</li> <li>Marketing</li> <li>Science,</li> <li>Technology,</li> <li>Engineering &amp;</li> </ul>	<ul> <li>Manufacturing</li> <li>Marketing</li> <li>Science,</li> <li>Technology,</li> <li>Engineering &amp;</li> <li>Mathematics (STEM)</li> <li>Transportation,</li> <li>Distribution &amp;</li> </ul>	<ul> <li>Manufacturing</li> <li>Marketing</li> <li>Science,</li> <li>Technology,</li> <li>Engineering &amp;</li> <li>Mathematics (STEM)</li> <li>Transportation,</li> <li>Distribution &amp;</li> </ul>	- Science, Technology, Engineering & Mathematics (STEM) - Transportation, Distribution & Logistics	
	Mathematics (STEM) - Transportation, Distribution & Logistics	Logistics	Logistics		
PACING>	UNIT #5 4 Weeks (JANUARY)	UNIT #6 6 Weeks (FEBRUARY/MARCH )	UNIT #7 8 Weeks (APRIL/MAY)	UNIT #8 (Optional) 2 Weeks (JUNE)	
TOPIC/THEME AND OBJECTIVES	Measurement Describe and compare measurable attributes Compare objects using non-standard units and standard units.	Operations and Algebraic Thinking Understand addition as putting together and adding to, and understand subtraction	Geometry and Patterns Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Exploring Time and Money Distinguish between penny, nickels and dimes. Understand morning, afternoon and evening. Sequence events.	

	Compare volumes as well as estimate how much volume a container can hold. Compare the weights of different objects.	as taking apart and taking from. Show that addition is the putting together and subtraction is the taking apart of things. Identify the addition, subtraction and equal signs. Understand addition through addition patterns, counting on, and addition loops. Represent addition and subtract both horizontally and vertically. Find a missing addend. Model subtraction with both pictures/ objects and connecting cubes. Tell is a situation is representing addition or subtraction.	Analyze, compare, create, and compose shapes. Use positional words to describe their environment. Describe 2-D and 3-D shapes. Model symmetry using paints Model and create patterns.	Compare two activities and determine which takes more/less time. Gain an initial understanding of the clock.	
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	<ul> <li>How can objects be compared?</li> <li>Objects can be compared using words like: taller, shorter, more, less, heavier and lighter.</li> </ul>	<ul> <li>Why do I need to add and subtract?</li> <li>What strategies can I use to add and subtract?</li> <li>Quantities can be combined or taken apart.</li> </ul>	<ul> <li>How can our environment be described using positional words and shapes?</li> <li>Shapes can be described by naming them.</li> <li>Positional words describe our environments.</li> <li>2-D and 3-D shapes can be compared and modeled.</li> </ul>	<ul> <li>How is money used to purchase items?</li> <li>How can we use time to describe events?</li> <li>Knowing the names for coins and their value is an essential life skill.</li> <li>Telling time is an essential life skill</li> </ul>	
STANDARDS	K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.  K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of" "less of" the attribute, and describe the differences. For example, directly compare the heights of two children and describe one child as taller/shorter.	K.OA.A.1 Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.  *(benchmarked)  K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem  K.OA.A.3 Decompose numbers less than or equal to 10	K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, and next to.  K.G.A.2 Correctly name shapes regardless of their orientation or overall size.  K.G.A.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid")  K.G.B.4 Analyze and compare		

				T	1
		into pairs in more than one way, e.g. using	two- and three- dimensional shapes, in		
		objects or drawings, and	different sizes, and		
		record each	orientations, using		
		decomposition by a	informal language to		
		drawing or equation	describe their		
		(e.g. 5 = 3 + 2  and  5 = 4)	similarities, differences,		
		+ 1)	parts (e.g. number of sides and vertices		
		K.OA.A.4	"corners") and other		
		For any number from 1	attributes (e.g. having		
		to 9, find the number	sides of equal length).		
		that makes 10 when	KCRE		
		added to the given number e.g. by using	K.G.B.5  Model shapes in the		
		objects or drawings, and	world by building shapes		
		record the answer with a	from components (e.g.,		
		drawing or equation.	sticks and clay balls) and		
			drawing shapes.		
		K.OA.A.5	K.G.B.6		
		Demonstrate fluency for	Compose simple shapes		
		addition and subtraction	to form larger shapes.		
		within 5. (by the end of Kindergarten).	For example: "Can you join these two triangles		
		*(benchmarked)	with full sides touching		
			to make a rectangle?"		
INSTRUCTIONAL	Whole Group	Whole Group	Whole Group	Whole Group	
PROCEDURES	Read Alouds	Read Alouds	Read Alouds	Read Alouds	
	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	
	Think Pair Share	Think Pair Share	Think Pair Share	Think Pair Share	
	Whole Group	Whole Group	Whole Group	Whole Group	
	Discussion	Discussion	Discussion	Discussion	
	Modeling with	Modeling with	Modeling with	Modeling with	
	Manipulatives	Manipulatives	Manipulatives	Manipulatives	
	Total	Total Participation-	Total Participation-	Total Participation-	
	Participation-	White Boards	White Boards	White Boards	
	White Boards	Vocabulary	Vocabulary	Vocabulary	
	Vocabulary	Connecting	Connecting	Connecting	
	Connecting	numbers/	numbers/	numbers/	
	numbers/	measurement to	measurement to	measurement to	
	measurement to	real life situations	real life situations	real life situations	
	real life situations	Math Journals	Math Journals	Math Journals	
	Math Journals	Act It Out/Talk it	Act It Out/Talk it	Act It Out/Talk it	
	Act It Out/Talk it	Out/Draw it Out-	Out/Draw it Out-	Out/Draw it Out-	
	Out/Draw it Out-	Students act	Students act	Students act	
	Students act	out/talk/draw	out/talk/draw	out/talk/draw	
	out/talk/draw	specific math	specific math	specific math	
	specific math	concepts	concepts	concepts	
	concepts	Number of School	Number of School	Number of School	
	Number of School	Days	Days	Days	
	Days	Daily Schedule	Daily Schedule	Daily Schedule	

		T	
Daily Schedule	Routine	Routine	Routine
Routine	Temperature and	Temperature and	Temperature and
Temperature and	Weather	Weather	Weather
Weather	Compare and	Compare and	Compare and
Compare and	Contrast	Contrast	Contrast
Contrast			
		Individual:	Individual
Individual	Individual	Math Centers	Math Centers
Math Centers	Math Centers	Math Journals	Math Journals
Math Journals	Math Journals	Independent	Independent
Independent	Independent	Practice	Practice
Practice	Practice	100th day projects	100th day projects
100th day projects		rooth day projects	100th day projects
100th day projects	100th day projects		
		Small Groups	Small Groups
Small Craves	Small Groups	Small Groups	Small Groups
Small Groups	Guided Group	Guided Group	Guided Group
Guided Group	Practice	Practice	Practice
Practice	Paired Activities	Paired Activities	Paired Activities
Paired Activities	Manipulatives	Manipulatives	Manipulatives
Manipulatives	Compare and	Compare and	Compare and
Compare and	Contrast	Contrast	Contrast
Contrast			
	<u>Instructional</u>	<u>Instructional</u>	<u>Instructional</u>
<u>Instructional</u>	Activities:	Activities:	Activities:
Activities:	Part One:	Positions	Money and
Intro to	Exploring Addition	Dimensional Shapes	Comparing Coins
Measurement	Plus Symbol	3-D 2-D	Penny
Non Standard	Number Line	Equal Parts	Nickel
Units	Equal Sign	Patterns	Dime
Standard Units	Tally Marks		Combination of
Comparing Volume	Addition Pattern		Coins
How Much Can I	Counting On		Morning, Afternoon,
hold?	Word Problems		Evening
More/Less Volume	Addition Loops		Sequence
Weight	More Than One Way		Seasons
3	Vertical Addition		Measuring Time
	Number facts to 5		Tools for Measuring
	Missing Addend		Time
	Addend		Time Problem
	Part Two:		Solving
	Exploring		
	Subtraction		Money Poem:
	Word Problems		Penny, Penny,
			Easily spent
	Modeling		Cooper Brown and
	Subtraction		worth one cent.
	Equal Sign		worth one tellt.

		Connecting Cubes Vertical Subtraction Number facts to 5 Addition and Subtraction Games Addition and Subtraction Problem Solving		Nickel, Nickel Thick and fat You're worth five cents, I know that. Dime, Dime little and thin I remember You're worth ten. Quarter, quarter Big and Bold You're worth Twenty-five I'm told	
ASSESSMENTS	Formative Classwork Homework Teacher Observation Total Participation Techniques Math Journals Drawings Summative Topic Tests	Formative Classwork Homework Teacher Observation Total Participation Techniques Math Journals Drawings Summative Topic Tests	Formative Classwork Homework Teacher Observation Total Participation Techniques Math Journals Drawings Summative Topic Tests	Formative Classwork Homework Teacher Observation Total Participation Techniques Math Journals Drawings Summative Topic Tests	
	Benchmark Mid term test and Textbook Assessments Map Testing  Alternative Project Based Assessments	Benchmark Mid term test and Textbook Assessments Map Testing  Alternative Project Based Assessments	Benchmark Mid term test and Textbook Assessments Map Testing  Alternative Project Based Assessments	Benchmark Mid term test and Textbook Assessments Map Testing  Alternative Project Based Assessments	
ACCOMMODATIONS (select all the apply, add more as necessary, delete those that do not apply)	Special Education Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work	Special Education Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for	Special Education Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for	Special Education  Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for	

frequently for understanding understanding understanding understanding Computer or Computer or Computer or Computer or electronic device electronic device electronic device electronic device utilization utilization utilization Extended time on utilization Extended time on Extended time on Extended time on tests/ quizzes tests/ quizzes tests/ quizzes tests/ quizzes Have students Have students Have students Have students repeat directions to repeat directions to repeat directions to repeat directions check for check for check for to check for understanding understanding understanding understanding Modified assignment Modified assignment Modified assignment Modified format format format Modified test Modified test Modified test assignment format Modified test content content content content Modified test format Modified test format Modified test format Modified test Modified test length Modified test length Modified test length format Multiple test Multiple test Multiple test Modified test sessions sessions sessions length Multi-sensory Multi-sensory Multi-sensory presentation Multiple test presentation presentation Preferential seating Preferential seating Preferential seating sessions Multi-sensory Preview of content, Preview of content, Preview of content, presentation concepts, and concepts, and concepts, and Preferential seating vocabulary vocabulary vocabulary Preview of content, Secure attention Secure attention Secure attention before giving concepts, and before giving before giving vocabulary instruction/direction instruction/direction instruction/direction Secure attention Shortened Shortened Shortened before giving instruction/directio assignments assignments assignments Student working Student working Student working ns Shortened with an assigned with an assigned with an assigned partner partner partner assignments Teacher initiated Teacher initiated Teacher initiated Student working with an assigned weekly assignment weekly assignment weekly assignment partner sheet sheet sheet Teacher initiated weekly assignment Choice of books or Choice of books or Choice of books or sheet activities activities activities Exploration by Exploration by Exploration by Choice of books or interest interest interest activities Flexible grouping Flexible grouping Flexible grouping Goal setting with Goal setting with Goal setting with Exploration by interest students student student Mini workshops to Flexible grouping Mini workshops to Mini workshops to Goal setting with re-teach or extend re-teach or extend re-teach or extend

student
Mini workshops to
re-teach or extend
skills Open-ended
activities
Think-Pair-Share
Reading buddies
Varied journal
prompts
Varied
supplemental
materials

### ELL

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

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

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reflect selected objectives Providing study quides Reducing or omitting lengthy outside reading assignments Reducing the number of answer choices on a multiple choice test Tutoring by peers Using computer word processing spell check and grammar check features Using true/false, matching, or fill in the blank tests in lieu of essay tests

### At Risk

Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Fliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Allowing students

outside reading assignments Reducing the number of answer choices on a multiple choice test Tutoring by peers Using computer word processing spell check and grammar check features Using true/false, matching, or fill in the blank tests in lieu of essay tests

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outside reading assignments Reducing the number of answer choices on a multiple choice test Tutoring by peers Using computer word processing spell check and grammar check features Using true/false, matching, or fill in the blank tests in lieu of essay tests

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Tutoring by peers Using authentic assessments with real-life problemsolvina 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

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

# Gifted and Talented

Talented

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

illustrations, pictures, and drawings to explain or clarify Choice of books or activities Cubing activities Exploration by interest Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Reading buddies Varied journal prompts Varied supplemental materials

### **Gifted and Talented**

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

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learning

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/assignme nts Tiered products Varying organizers for instructions

### 504

Printed copy of board work/notes provided Additional time for skill masterv Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/ quizzes Have students

Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignmen ts Tiered products Varying organizers for instructions

Printed copy of

### 504

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 students repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory

learning
Stations/centers
Think-Tac-Toes
Tiered
activities/assignmen
ts
Tiered products
Varying organizers
for instructions

### <u>504</u>

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 students repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation

Problem-based
learning
Stations/centers
Think-Tac-Toes
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ts
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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 presentation
- Modified assignment

					_	
	repeat directions	presentation	Preferential seating		format	
	to check for	Preferential seating	Preview of content,	-	Modified test	
	understanding	Preview of content,	concepts, and		content	
-	Highlighted text	concepts, and	vocabulary	_	Modified test	
	visual presentation	vocabulary	Reduced/shortened		format	
_	Modified	Reduced/shortened	reading assignments	_	Modified test	
	assignment format	reading assignments	Reduced/shortened		length	
	Modified test	Reduced/shortened	written assignments		Multiple test	
	content		Secure attention	_	sessions	
		written assignments				
-	Modified test	Secure attention	before giving	_	Multi-sensory	
	format	before giving	instructions/directio		presentation	
-	Modified test	instructions/directio	ns	_	Preferential	
	length	ns -	Shortened		seating	
-	Multiple test	Shortened	assignments	_	Preview of	
	sessions	assignments	Student working		content,	
-	Multi-sensory	Student working	with an assigned		concepts, and	
	presentation	with an assigned	partner		vocabulary	
_	Preferential seating	partner	Seacher initiated	-	Reduced/short	
_	Preview of content,	Seacher initiated	weekly assignment		ened reading	
	concepts, and	weekly assignment	sheet		assignments	
	vocabulary	sheet	Use open book,	_	Reduced/short	
_	Reduced/shortened	Use open book,	study guides, test		ened written	
	reading	study guides, test	prototypes		assignments	
	assignments	prototypes -	Choice of books or		Secure	
		Choice of books or		_		
_	Reduced/shortened		activities		attention	
	written	activities	Cubing activities		before giving	
	assignments -	Cubing activities	Exploration by		instructions/dir	
-	Secure attention	Exploration by	interest		ections	
	before giving	interest -	Flexible grouping	_	Shortened	
	instructions/directi -	Flexible grouping	Goal setting with		assignments	
	ons	Goal setting with	students	_	Student	
-	Shortened	students -	Mini workshops to		working with	
	assignments	Jigsaw	re-teach or extend		an assigned	
-	Student working	Mini workshops to	skills Open-ended		partner	
	with an assigned	re-teach or extend	activities	_	Seacher	
	partner	skills Open-ended	Think-Pair-Share		initiated	
-	Seacher initiated	activities	Reading buddies		weekly	
	weekly assignment	Think-Pair-Share	Varied journal		assignment	
	sheet -	Reading buddies	prompts		sheet	
	Use open book,	Varied journal	Varied supplemental	_	Use open book,	
	study guides, test	prompts	materials		study guides,	
	prototypes -	Varied supplemental	materials		test prototypes	
	Choice of books or	materials			Choice of	
-		materiais		_		
	activities				books or	
-	Cubing activities				activities	
-	Exploration by			_	Cubing	

	interest - Flexible grouping - Goal setting with students - Mini workshops to re-teach or extend skills Open-ended activities - Think-Pair-Share - Reading buddies - Varied journal prompts - Varied supplemental materials			activities  - Exploration by interest  - Flexible grouping  - Goal setting with students  - Mini workshops to re-teach or extend skills Open-ended activities  - Think-Pair-Share  - Reading buddies  - Varied journal prompts  - Varied	
				supplemental materials	
INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS	Materials Guided Group Practice Paired Activities Manipulative/ Games Related Books: How Tall is a T- Rex? by Alison Limentani How Long is a Whale? by Alison Limentani Too Tall Houses by Gianna Marion  Leveled Texts Guided Reading Books/Leveled Readers EnVision Math Reader: Interactive Math	Materials Guided Group Practice Paired Activities Manipulatives/ Games Leveled Texts Guided Reading Books/Leveled Readers EnVision Math Reader: Interactive Math Story Go Math Readers	Materials: Guided Group Practice Paired Activities Manipulatives/ Games Related Books: Triangle by Mac Barnett Square-Shape Trilogy by Mac Barnett Circle by Mac Barnett Leveled Texts Guided Reading Books/Leveled Readers EnVision Math Reader: Interactive Math Story Go Math Readers	Materials Guided Group Practice Paired Activities Manipulatives/ Games You Can't Buy a Dinosaur with a Dime! By Harriet Ziefert Jenny Found a Penny by Trudy Harris  Leveled Texts Guided Reading Books/Leveled Readers EnVision Math Reader: Interactive Math Story Go Math Readers	

	Chomi			
	Story			
	Go Math Readers			
INTERDISCIPLINARY	Interdisciplinary	Interdisciplinary	Interdisciplinary	Interdisciplinary
CONNECTIONS	Connections	Connections (select	Connections (select	Connections (select
	(select all the	all the apply, add	all the apply, add	all the apply, add
21ST CENTURY	apply, add more as	more as necessary,	more as necessary,	more as necessary,
SKILLS/THEMES	necessary, delete	delete those that do	delete those that do	delete those that do
(P21.ORG)	those that do not	not apply)	not apply)	not apply)
	apply)	English Language	English Language	English Language
<b>TECHNOLOGY</b>	English Language	Arts	Arts	Arts
INTEGRATION	Arts		1	- Mathematics
		- Mathematics	- Mathematics	
CAREER	- Mathematics	- Science and	Science and	Science and
EDUCATION	- Science and	Scientific Inquiry	Scientific Inquiry	Scientific Inquiry
(NJDOE CTE	Scientific Inquiry	(Next Generation)	(Next Generation)	(Next Generation)
Clusters)	(Next Generation)	- Social Studies,	Social Studies,	- Social Studies,
0.0000,	- Social Studies,	including American	including American	including American
	including American	History, World	History, World	History, World
	History, World	History, Geography,	History, Geography,	History, Geography,
	History,	Government and	Government and	Government and
	Geography,	Civics, and	Civics, and	Civics, and
	Government and	Economics	Economics	Economics
	Civics, and	- Technology	- Technology	- Technology
	Economics	- Visual and	- Visual and	- Visual and
	- Technology	Performing Arts	Performing Arts	Performing Arts
	- Visual and	- World languages	- World languages	- World languages
	Performing Arts			
	- World languages	21st Century	21st Century	21st Century
		<u>Skills/</u>	<u>Skills/</u>	<u>Skills/</u>
	21st Century	<u>Themes</u>	<u>Themes</u>	<u>Themes</u>
	Skills/	(select all the	(select all the	(select all the
	<u>Themes</u>	apply, add	apply, add	apply, add
	(select all	more as	more as	more as
	the apply,	necessary,	necessary,	necessary,
	add more as	delete those	delete those	delete those
	necessary,	that do not	that do not	that do not
	delete those	apply)	apply)	apply)
	that do not	Global Awareness	Global Awareness	Global Awareness
	apply)	Financial, Economic,	Financial, Economic,	Financial, Economic,
	- Global Awareness	Business and	Business and	Business and
	- Financial,	Entrepreneurial	Entrepreneurial	Entrepreneurial
	Economic,	Literacy	Literacy	Literacy
	Business and	- Civic Literacy	- Civic Literacy	- Civic Literacy
	Entrepreneurial	Health Literacy	- Health Literacy	Health Literacy
	Literacy	- Environmental	- Environmental	- Environmental
	Littiacy	FILALIOLILICITOI	FILALIOLILICITO	LITALIOLILICITAL

Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy Media Literacy ICT (Information, Communication and Technology) Literacy

# Technology Integration Career Education (select all the apply, add more as necessary, delete those that do not apply)

Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications Business Management & Administration Education & Training Finance Government & Public Administration Health Science Hospitality & **Tourism Human Services** 

Literacy
Creativity and
Innovation
Critical Thinking
Problem Solving
Communication
Collaboration
Information Literacy
Media Literacy
ICT (Information,
Communication and
Technology) Literacy

### Technology Integration

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

Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications Business Management & Administration **Education & Training** Finance Government & Public Administration Health Science Hospitality & Tourism **Human Services** Information Technology Law, Public Safety, Corrections & Security

Literacy
Creativity and
Innovation
Critical Thinking
Problem Solving
Communication
Collaboration
Information Literacy
Media Literacy
ICT (Information and
Technology) Literacy

# **Technology Integration**

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

Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications Business Management & Administration **Education & Training** Finance Government & Public Administration Health Science Hospitality & Tourism **Human Services** Information Technology Law, Public Safety, Corrections & Security

Literacy
Creativity and
Innovation
Critical Thinking
Problem Solving
Communication
Collaboration
Information Literacy
Media Literacy
ICT (Information,
Communication and
Technology) Literacy

### Technology Integration

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

- Agriculture,
   Food & Natural
   Resources
- Architecture & Construction
- Arts, A/V
   Technology &
   Communicatio
   ns
- Business
   Management &
   Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- HumanServicesInformation

- Information	- Manufacturing	- Manufacturing	Technology	
Technology	- Marketing	- Marketing	– Law, Public	
- Law, Public Safet	y, Science,	- Science,	Safety,	
Corrections &	Technology,	Technology,	Corrections &	
Security	Engineering &	Engineering &	Security	
- Manufacturing	Mathematics (STEM)	Mathematics (STEM)	<ul> <li>Manufacturing</li> </ul>	
- Marketing	- Transportation,	Transportation,	<ul><li>Marketing</li></ul>	
- Science,	Distribution &	Distribution &	- Science,	
Technology,	Logistics	Logistics	Technology,	
Engineering &		J	Engineering &	
Mathematics			Mathematics	
(STEM)			(STEM)	
- Transportation,			- Transportation,	
Distribution &			Distribution &	
Logistics			Logistics	