

**Quinton Township School District
Math
Grade 1**

Pacing Chart/Curriculum MAP

Key: **Careers** **Technology** **Interdisciplinary Studies**

Marking Period:	1	Unit Title:	Addition and Subtraction Strategies	Pacing:	45 Days
------------------------	---	--------------------	-------------------------------------	----------------	---------

Unit Summary: This unit will cover chapters 1, 2, and 3. Chapter 1 covers addition concepts to model adding within 10. Chapter 2 covers subtraction concepts to subtract numbers from 10 or less. Chapter 3 revisits addition strategies highlighting ways to solve addition problems within 20.

Objectives:

Chapter 1

- SWBAT use pictures to “add to” and find sums.
- SWBAT use concrete objects to solve “adding to” addition problems.
- SWBAT use concrete objects to solve “putting together” addition problems.
- SWBAT solve adding to and putting together situations using the strategy *make a model*.
- SWBAT understand and apply the Additive Identity Property for Addition.
- SWBAT explore the Commutative Property of Addition.
- SWBAT model and record all the ways to put together numbers within 10.
- SWBAT build fluency for addition within 10.

Chapter 2

- SWBAT use pictures to show “taking from” and find differences.
- SWBAT use concrete objects to solve “taking from” subtraction problems.
- SWBAT use concrete objects to solve “taking apart” subtraction problems.
- SWBAT solve taking from and taking apart subtraction problems using the strategy *make a model*.
- SWBAT compare pictorial groups to understand subtraction.
- SWBAT model and compare groups to show the meaning of subtraction.
- SWBAT identify how many are left when subtraction all or 0.
- SWBAT model and record all of the ways to take apart numbers within 10.
- SWBAT build fluency for subtraction within 10.

Chapter 3

- SWBAT understand and apply the Commutative Property of Addition for sums within 20.
- SWBAT use count on 1, 2, or 3 as a strategy to find sums within 20.
- SWBAT use doubles as a strategy to solve addition facts with sums within 20.
- SWBAT use doubles to create equivalent but easier sums.
- SWBAT use doubles plus 1 and doubles minus 1 to find sums within 20.
- SWBAT use the strategies count on, doubles, doubles plus and minus 1, to practice addition facts within 20.
- SWBAT use a ten frame to add 10 and an addend less than ten.
- SWBAT use *make a ten* as a strategy to find sums within 20.
- SWBAT use numbers to show how to use the make a ten strategy to add.
- SWBAT use the Associative Property of Addition to add three addends.
- SWBAT understand and apply the Associative or Commutative Properties of Addition to add three addends.
- SWBAT solve adding to and putting together situations using the strategy *draw a picture*.

Essential Questions:

Chapter 1

How do pictures show adding to?

How do you model adding to a group?

How do you model putting together?

How do you solve addition problems by making a model?

What happens when you add 0 to a number?

Why can you add addends in any order?

How can you show all the ways to make a number?

Why are some addition facts easy to add?

Chapter 2

How can you show taking from with pictures?

How do you model taking from a group?

How do you model taking apart?

How do you solve subtraction problems by making a model?

How can you use pictures to compare and subtract?

How can you use models to compare and subtract?

What happens when you subtract 0 from a number?

How can you show all the ways to take apart a number?

Why are some subtraction facts easy to subtract?

Chapter 3

What happens if you change the order of the addends when you add?

How do you count on 1, 2, or 3?

What are doubles facts?

How can you use doubles to help you add?

How can you use what you know about doubles to find other sums?

What strategies can you use to solve addition fact problems?

How can you use a ten frame to add ten and some more?

How do you use the make a ten strategy to add?

How can you make a ten to help you add?

How can you add three addends?
 How can you group numbers to add three addends?
 How do you solve addition problems by drawing a picture?

Common Core State Standards/Learning Targets:

Chapter 1

1.0A.A.1, 1.0A.B.3, 1.0A.C.6, 1-ESS1-2, 8.1

Chapter 2

1.0A.A.1, 1.0A.C.6, 1.0A.D.8, 1-ESS1-2, 8.1

Chapter 3

1.0A.A.1, 1.0A.B.3, 1.0A.C.5, 1.0A.C.6, 1-ESS1-2, 8.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p><u>Chapter 1</u> Lesson 1.1 - Algebra – Use Pictures to Add To Lesson 1.2 – Hands On – Model Adding To Lesson 1.3 – Hands On – Model Putting Together Lesson 1.4 – Problem Solving – Model Addition Lesson 1.5 – Algebra – Add Zero Lesson 1.6 – Hands On – Add in Any</p>	<p><u>Teachers Edition: Chapter 1 – Addition Concepts</u></p>	<p><u>Chapter 1</u> Lesson 1.1 - Digital Resources: 1.1 iStudent and Teacher Edition, Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources Lesson 1.2 - Digital Resources: 1.2 iStudent</p>	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • iPads • Interactive Student Edition • Personal Math Trainer • Math on the Spot • Animated Math Models • iTools

<p>Lesson 3.4 – Hands On – Use Doubles to Add</p> <p>Lesson 3.5 – Hands On – Doubles Plus 1 and Doubles Minus 1</p> <p>Lesson 3.6 – Practice the Strategies</p> <p>Lesson 3.7 – Hands On –Add 10 and More</p> <p>Lesson 3.8 – Hands On –Make a 10 to Add</p> <p>Lesson 3.9 – Use Make a 10 to Add</p> <p>Lesson 3.10 – Hands On: Algebra – Add 3 Numbers</p> <p>Lesson 3.11 – Algebra – Add 3 Numbers</p> <p>Lesson 3.12 – Problem Solving – Use Addition Strategies</p>		<p>Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 1.6 - Digital Resources: 1.6 iStudent Edition</p> <p>Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 1.7 - Digital Resources: 1.7 iStudent Edition</p> <p>Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 1.8 - Digital Resources: 1.8 iStudent Edition</p> <p>Print Resources: Student Edition (including practice and</p>	
---	--	--	--

		<p>homework), Reteach and Enrich in Chapter Resources</p> <p><u>Chapter 2</u></p> <p>Lesson 2.1 - Digital Resources: 2.1 iStudent and Teacher Edition, Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 2.2 - Digital Resources: 2.2 iStudent Edition, Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 2.3 - Digital Resources: 2.3 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach</p>	
--	--	---	--

		<p>and Enrich in Chapter Resources</p> <p>Lesson 2.4 - Digital Resources: 2.4 iStudent and Teacher Edition, Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 2.5 - Digital Resources: 2.5 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 2.6 - Digital Resources: 2.6 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p>	
--	--	--	--

		<p>Lesson 2.7 - Digital Resources: 2.7 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 2.8 - Digital Resources: 2.8 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 2.9 - Digital Resources: 2.9 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p><u>Chapter 3</u></p> <p>Lesson 3.1 - Digital</p>	
--	--	--	--

		<p>Resources: 3.1 iStudent and Teacher Edition, Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 3.2 - Digital Resources: 3.2 iStudent Edition, Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 3.3 - Digital Resources: 3.3 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 3.4 - Digital Resources: 3.4 iStudent and Teacher Edition,</p>	
--	--	--	--

		<p>Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 3.5 - Digital Resources: 3.5 iStudent Edition</p> <p>Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 3.6 - Digital Resources: 3.6 iStudent Edition</p> <p>Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 3.7 - Digital Resources: 3.7 iStudent Edition</p> <p>Print Resources: Student Edition</p>	
--	--	---	--

		<p>(including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 3.8 - Digital Resources: 3.8 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 3.9 - Digital Resources: 3.9 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 3.10 - Digital Resources: 3.10 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach</p>	
--	--	--	--

		<p>and Enrich in Chapter Resources</p> <p>Lesson 3.11 - Digital Resources: 3.11 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 3.12 - Digital Resources: 3.12 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p>	
--	--	--	--

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Minute Math ● Anecdotal Notes ● Mid Chapter Checkpoints ● Workbook Pages 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Center work folders Chapter tests Benchmark Tests</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Provide step by step 	<ul style="list-style-type: none"> ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments 	<ul style="list-style-type: none"> ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Utilize Go Math! RTI strategies ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that

<p>instructions</p> <ul style="list-style-type: none"> • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as 	<p>to drive instruction</p> <ul style="list-style-type: none"> • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 		<p>knowledge is worth pursuing in an open world.</p> <ul style="list-style-type: none"> • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). • Gifted and Talented Compacting Project that focuses on students' interests higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report)
--	--	--	--

<p>deemed necessary.</p> <ul style="list-style-type: none"> • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 			
--	--	--	--

**Quinton Township School District
Math
Grade 1**

Pacing Chart/Curriculum MAP

Key: Careers Technology Interdisciplinary Studies

Marking Period:	2	Unit Title:	Subtraction Strategies/Addition and Subtraction Relationships/Count and Model Numbers	Pacing:	45 Days
------------------------	---	--------------------	---	----------------	---------

Unit Summary: This unit will cover chapters 4, 5, and 6. Chapter 4 covers strategies for solving subtraction problems within 20. Chapter 5 explores the relationship between addition and subtraction. Chapter 6 includes counting and modeling numbers.

Objectives:

Chapter 4

- SWBAT use count back 1, 2, or 3 as a strategy to subtract.
- SWBAT recall addition facts to subtract numbers within 20.
- SWBAT use addition as a strategy to subtract numbers within 20
- SWBAT use make a 10 as a strategy to subtract.
- SWBAT subtract by breaking apart to make a 10.
- SWBAT solve subtraction problem situations using the strategy *act it out*.

Chapter 5

- SWBAT solve addition and subtraction problem situations using the strategy *make a model*.
- SWBAT record related facts within 20.
- SWBAT identify related addition and subtraction facts within 20.
- SWBAT apply the inverse relationship of addition and subtraction.
- SWBAT use related facts to determine unknown numbers.
- SWBAT use a related fact to subtract.
- SWBAT choose an operation and strategy to solve an addition or subtraction word problem.
- SWBAT represent equivalent forms of numbers using sums and differences within 20.
- SWBAT determine if an equation is true or false.
- SWBAT add and subtract facts within 20 and demonstrate fluency for addition and subtraction within 10.

Chapter 6

- SWBAT count by ones to extend a counting sequence up to 120.
- SWBAT count by tens from any number to extend a counting sequence up to 120.
- SWBAT use models and write to represent equivalent forms of tens and ones.
- SWBAT use objects, pictures, and numbers to represent a ten and some ones.
- SWBAT use objects, pictures, and numbers to represent tens.
- SWBAT group objects to show numbers to 50 as tens and ones.
- SWBAT group objects to show numbers to 100 as tens and ones.
- SWBAT solve problems using the strategy *make a model*.

- SWBAT read and write numerals to represent a number of 100 to 110 objects.
- SWBAT read and write numerals to represent a number of 110 to 120 objects.

Essential Questions:

Chapter 4

How can you count back 1, 2, or 3?

How can you use an addition fact to find the answer to a subtraction fact?

How can you make a ten to help you subtract?

How do you break apart a number to subtract?

How can acting out a problem help you solve a problem?

Chapter 5

How can making a model help you solve a problem?

How do related facts help you find missing numbers?

How do you know if addition and subtraction facts are related?

How can you use addition to check subtraction?

How can you use a related fact to find a missing number?

How do you choose when to add and when to subtract to solve a problem?

How can you add and subtract in different ways to make the same number?

How can you decide if a number sentence is true or false?

How can addition and subtraction strategies help you find sums and differences?

Chapter 6

How can knowing a counting pattern help you count to 120?

How do numbers change as you count by tens to 120?

How can you use different ways to write a number as tens and ones?

How can you show a number as tens and ones?

How can you model and name groups of ten?
 How can you group cubes to show a number as tens and ones?
 How can you show numbers to 100 as tens and ones?
 How can making a model help you show a number in different ways?
 How can you model, read, and write numbers from 100 to 110?
 How can you model, read, and write numbers from 110 to 120?

Common Core State Standards/Learning Targets:

Chapter 4

1.0A.C.5, 1.0A.B.4, 1.0A.C.6, 1.0A.A.1, 1-ESS1-2, 8.1

Chapter 5

1.0A.A.1, 1.0A.A.2, 1.0A.C.6, 1.0A.D.7, 1.0A.D.8, 1-ESS1-2, 8.1

Chapter 6

1.NBT.A.1, 1.NBT.B.2a, 1.NBT.B.2b, 1.NBT.B.2c, 1.NBT.B.2, 1.NBT.B.3, 8.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p><u>Chapter 4</u> Lesson 4.1 – Count Back Lesson 4.2 – Hands On – Think Addition to Subtract Lesson 4.3 – Use Think Addition to Subtract Lesson 4.4 – Hands On – Use 10 to</p>	<p><u>Teachers Edition: Chapter 4 – Subtraction Strategies</u></p>	<p><u>Chapter 4</u> Lesson 4.1 - Digital Resources: 4.1 iStudent and Teacher Edition, Print Resources: Student Edition (including practice and</p>	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • iPads • Interactive Student Edition • Personal Math

<p>Lesson 6.5 – Hands On – Tens</p> <p>Lesson 6.6 – Hands On – Tens and ones to 50</p> <p>Lesson 6.7 – Hands On – Tens and ones to 100</p> <p>Lesson 6.8 – Problem Solving – Show Numbers in Different Ways</p> <p>Lesson 6.9 – Hands On – Model, Read, and Write Numbers from 100 to 110</p> <p>Lesson 6.10 – Hands On – Model, Read, and Write Numbers from 110 to 120</p>		<p>Resources</p> <p>Lesson 4.5 - Digital Resources: 4.5 iStudent Edition</p> <p>Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 4.6 - Digital Resources: 4.6 iStudent Edition</p> <p>Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p><u>Chapter 5</u></p> <p>Lesson 5.1 - Digital Resources: 5.1 iStudent and Teacher Edition, Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p>	
--	--	---	--

		<p>Lesson 5.2 - Digital Resources: 5.2 iStudent Edition, Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 5.3 - Digital Resources: 5.3 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 5.4 - Digital Resources: 5.4 iStudent and Teacher Edition, Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 5.5 - Digital Resources: 5.5 iStudent</p>	
--	--	---	--

		<p>Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 5.6 - Digital Resources: 5.6 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 5.7 - Digital Resources: 5.7 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 5.8 - Digital Resources: 5.8 iStudent Edition Print Resources:</p>	
--	--	--	--

		<p>Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 5.9 - Digital Resources: 5.9 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 5.10 - Digital Resources: 5.10 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p><u>Chapter 6</u></p> <p>Lesson 6.1 - Digital Resources: 6.1 iStudent and Teacher Edition, Print Resources: Student Edition</p>	
--	--	---	--

		<p>(including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 6.2 - Digital Resources: 6.2 iStudent and Teacher Edition, Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 6.3 - Digital Resources: 6.3 iStudent and Teacher Edition, Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 6.4 - Digital Resources: 6.4 iStudent and Teacher Edition, Print Resources: Student Edition (including practice and homework), Reteach</p>	
--	--	---	--

		<p>and Enrich in Chapter Resources</p> <p>Lesson 6.5 - Digital Resources: 6.5 iStudent and Teacher Edition, Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 6.6 - Digital Resources: 6.6 iStudent and Teacher Edition, Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 6.7 - Digital Resources: 6.7 iStudent and Teacher Edition, Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p>	
--	--	--	--

		<p>Lesson 6.8 - Digital Resources: 6.8 iStudent and Teacher Edition, Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 6.9 - Digital Resources: 6.9 iStudent and Teacher Edition, Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 6.10 - Digital Resources: 6.10 iStudent and Teacher Edition, Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p>	
--	--	---	--

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Minute Math ● Anecdotal Notes ● Mid Chapter Checkpoints ● Workbook Pages 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <p>Mid-chapter checkpoints Center work folders Chapter tests Benchmark 2</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available 	<ul style="list-style-type: none"> ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Utilize Go Math! RTI strategies ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize

<p>necessary.</p> <ul style="list-style-type: none"> • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills 	<ul style="list-style-type: none"> • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<p>and RS Plan.</p> <ul style="list-style-type: none"> • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<p>existing knowledge and/or generate new knowledge.</p> <ul style="list-style-type: none"> • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). • Gifted and Talented Compacting Project that focuses on students' interests higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report)
--	---	---	---

<ul style="list-style-type: none"> • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 			
--	--	--	--

Quinton Township School District
Math
Grade 1

Pacing Chart/Curriculum MAP

Key: Careers Technology Interdisciplinary Studies

Marking Period:	3	Unit Title:	Compare	Pacing:	45 Days
------------------------	---	--------------------	---------	----------------	---------

			Numbers/Two-Digit Addition and Subtraction/ Measurement		
--	--	--	--	--	--

Unit Summary: This unit will cover chapters 7, 8, and 9. Chapter 7 covers comparing numbers. Chapter 8 explores two-digit addition and subtraction. Chapter 9 introduces measuring length and telling time.

Objectives:

Chapter 7

- SWBAT model and compare two-digit numbers to determine which is greater.
- SWBAT model and compare two-digit numbers to determine which is less.
- SWBAT use symbols for *is less than*, *is greater than*, and *is equal to* to compare numbers.
- SWBAT solve problems using the strategy *make a model*.
- SWBAT identify numbers that are 10 less or 10 more than a given number.

Chapter 8

- SWBAT identify strategies to add and subtract.
- SWBAT draw a model to add tens.
- SWBAT draw a model to subtract tens.
- SWBAT use a hundred chart to find sums.
- SWBAT use concrete models to add ones or tens to a two-digit number.
- SWBAT make a ten to add a two-digit number and a one-digit number.
- SWBAT use tens and ones to add two-digit numbers.
- SWBAT draw a picture to help explain how to solve an addition problem.
- SWBAT use place value understanding and properties of operations to add and subtract.

- SWBAT add and subtract within 100, including continued practice with facts within 20.

Chapter 9

- SWBAT order objects by length.
- SWBAT use the Transitivity Principle to measure indirectly.
- SWBAT measure length using nonstandard units.
- SWBAT make a nonstandard measuring tool to measure length.
- SWBAT solve measurement problems using the strategy *act it out*.
- SWBAT write times to the hour shown on analog clocks.
- SWBAT write times to the half hour shown on analog clocks.
- SWBAT tell times to the hour and half hour using analog and digital clocks.
- SWBAT use the hour hand to draw and write times on analog and digital clocks.

Essential Questions:

Chapter 7

How can you compare two numbers to find out which is greater?

How can you compare two numbers to find out which is less?

How can you use symbols to show how numbers compare?

How can making a model help you compare numbers?

How can you identify numbers that are ten less or ten more than a given number?

Chapter 8

What strategies can you use to add and subtract?

How can you add tens?

How can you subtract tens?

How can you use a hundred chart to count on by ones or tens?

How can models help you add ones or tens to a two-digit number?

How can making a ten help you add a two-digit number and a one-digit number?

How can you model tens and ones to help you add two-digit numbers?

How can drawing a picture help explain how to solve an addition problem?
How can you use a hundred chart to show the relationship between addition and subtraction?
What different ways can you use to add and subtract?

Chapter 9

How do you order objects by length?
How can you compare lengths of three objects to put them in order?
How can you measure length using nonstandard units?
How do you use a nonstandard measuring tool to measure length?
How can acting it out help you solve measurement problems?
How do you tell time to the hour on a clock that only has an hour hand?
How do you tell time to the half hour on a clock that only has an hour hand?
How are the minute hand and hour hand different for time to the hour and time to the half hour?
How do you know whether to draw and write time to the hour or half hour?

Common Core State Standards/Learning Targets:

Chapter 7

1.NBT.B.3, 1.NBT.C.5, 1-LS1-2, 8.1

Chapter 8

1.0A.C.4, 1.NBT.C.6, 1-LS1-2, 8.1

Chapter 9

1.MD.A.1, 1.MD.A.2, 1.MD.B.3, 1-LS3-1, 8.1

Overview of Activities

Teacher's Guide/ Resources

**Core Instructional
Materials**

Technology Infusion

<p>Lesson 8.10 – Practice Addition and Subtraction</p> <p>Chapter 9</p> <p>Lesson 9.1 – Hands On – Order Length</p> <p>Lesson 9.2 – Indirect Measurement</p> <p>Lesson 9.3 – Hands On – Use Nonstandard Units to Measure Length</p> <p>Lesson 9.4 – Hands On – Make a Nonstandard Measuring Tool</p> <p>Lesson 9.5 – Problem Solving – Measure and Compare</p> <p>Lesson 9.6 – Time to the Hour</p> <p>Lesson 9.7 – Time to the Half Hour</p> <p>Lesson 9.8 – Tell Time to the Hour and Half Hour</p> <p>Lesson 9.9 – Practice Time to the Hour and Half Hour</p>	<p><u>Teachers Edition: Chapter 9 – Measurement</u></p>	<p>Resources: 7.4 iStudent and Teacher Edition, Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 7.5 - Digital Resources: 7.5 iStudent Edition</p> <p>Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p><u>Chapter 8</u></p> <p>Lesson 8.1 - Digital Resources: 8.1 iStudent and Teacher Edition, Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 8.2 - Digital Resources: 8.2 iStudent</p>	
--	--	---	--

		<p>Edition, Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 8.3 - Digital Resources: 8.3 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 8.4 - Digital Resources: 8.4 iStudent and Teacher Edition, Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 8.5 - Digital Resources: 8.5 iStudent Edition Print Resources:</p>	
--	--	--	--

		<p>Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 8.6 - Digital Resources: 8.6 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 8.7 - Digital Resources: 8.7 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 8.8 - Digital Resources: 8.8 iStudent Edition Print Resources: Student Edition (including practice and</p>	
--	--	---	--

		<p>homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 8.9 - Digital Resources: 8.9 iStudent Edition</p> <p>Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 8.10 - Digital Resources: 8.10 iStudent Edition</p> <p>Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p><u>Chapter 9</u></p> <p>Lesson 9.1 - Digital Resources: 9.1 iStudent and Teacher Edition,</p> <p>Print Resources: Student Edition (including practice and homework), Reteach</p>	
--	--	---	--

		<p>and Enrich in Chapter Resources</p> <p>Lesson 9.2 - Digital Resources: 9.2 iStudent Edition, Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 9.3 - Digital Resources: 9.3 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 9.4 - Digital Resources: 9.4 iStudent and Teacher Edition, Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p>	
--	--	---	--

		<p>Lesson 9.5 - Digital Resources: 9.5 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 9.6 - Digital Resources: 9.6 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 9.7 - Digital Resources: 9.7 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 9.8 - Digital Resources: 9.8 iStudent</p>	
--	--	---	--

		<p>Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 9.9 - Digital Resources: 9.9 iStudent Edition</p> <p>Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p>	
--	--	---	--

Formative Assessment Plan

Summative Assessment Plan

Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.

Suggested activities to assess student progress:

- Minute Math
- Anecdotal Notes
- Mid Chapter Checkpoints
- Workbook Pages

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

Final Assessment/Benchmark/Project:

- Mid-chapter checkpoints
- Center work folders
- Chapter tests
- Benchmark 3

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as 	<ul style="list-style-type: none"> ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language 	<ul style="list-style-type: none"> ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Utilize Go Math! RTI strategies ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of

<ul style="list-style-type: none"> • often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for 	<ul style="list-style-type: none"> • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 		<p>appropriate and specialized resources.</p> <ul style="list-style-type: none"> • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). • Gifted and Talented Compacting Project that focuses on students' interests higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report)
--	---	--	---

refocusing as necessary.

- Establish a consistent and daily routine.

Quinton Township School District
Math
Grade 1

Pacing Chart/Curriculum MAP

Key: Careers Technology Interdisciplinary Studies

Marking Period:	4	Unit Title:	Represent Data/Three-Dimensional Geometry/Two-Dimensional Geometry	Pacing:	45 Days
------------------------	---	--------------------	--	----------------	---------

Unit Summary: This unit will cover chapters 10, 11, and 12. . Chapter 10 covers representing data through graphs. Chapter 11 introduces three-dimensional geometry. Chapter 12 explores two-dimensional geometry.

- Objectives:**
- Chapter 10**
- SWBAT analyze and compare data shown in a picture graph where each symbol represents one.
 - SWBAT make a picture graph to answer a question.
 - SWBAT analyze and compare data shown in a bar graph.
 - SWBAT make a bar graph and interpret the information.
 - SWBAT analyze and compare data shown in a tally chart.
 - SWBAT make a tally chart and interpret the information.

Chapter 11

- SWBAT identify and describe three-dimensional shapes according to defining attributes.
- SWBAT compose a new shape by combining three-dimensional shapes.
- SWBAT use composite three-dimensional shapes to build new shapes.
- SWBAT identify three-dimensional shapes used to build a composite shape using the strategy act it out.
- SWBAT identify two-dimensional shapes on three-dimensional shapes.

Chapter 12

- SWBAT use defining attributes to sort shapes.
- SWBAT describe attributes of two-dimensional shapes.
- SWBAT use objects to compose new two-dimensional shapes.
- SWBAT compose a new shape by combining two-dimensional shapes.
- SWBAT make new shapes from composite two-dimensional shapes using the strategy act it out.
- SWBAT decompose combined shapes into shapes.
- SWBAT decompose two-dimensional shapes into parts.
- SWBAT identify equal and unequal parts (or shares) in two-dimensional shapes.
- SWBAT partition circles and rectangles into two equal shares.
- SWBAT partition circles and rectangles into four equal shares.

Essential Questions:

Chapter 10

What do the pictures in a picture graph show?

How do you make a picture graph to answer a question?

How can you read a bar graph to find the number that a bar shows?

How does a bar graph help you compare information?

How do you count the tallies on a tally chart?

Why is a tally chart a good way to show information that you have collected?

Chapter 11

How can you identify and describe three-dimensional shapes?

How can you combine three-dimensional shapes to make new shapes?
How can you use a combined shape to build new shapes?
How can acting it out help you take apart combined shapes?
What two-dimensional shapes do you see on the surfaces of three-dimensional shapes?

Chapter 12

How can you use attributes to sort two-dimensional shapes?
What attributes can you use to describe two-dimensional shapes?
How can you put two-dimensional shapes together to make new two-dimensional shapes?
How can you combine two-dimensional shapes to make new shapes?
How can acting it out help you make new shapes from combined shapes?
How can you find shapes in other shapes?
How can you take apart two-dimensional shapes?
How can you identify equal and unequal parts in two-dimensional shapes?
How can a shape be separated into two equal shares?
How can a shape be separated into four equal shares?

Common Core State Standards/Learning Targets:

Chapter 10

1.MD.C.4, 1-ESS1-2, 8.1

Chapter 11

1.G.A.1, 1.G.A.2, 8.1

Chapter 9

1.G.A.1, 1.G.A.2, 1.G.A.3, 8.1

Overview of Activities

Teacher's Guide/ Resources

**Core Instructional
Materials**

Technology Infusion

<p>Lesson 12.3 – Hands On – Combine Two-Dimensional Shapes</p> <p>Lesson 12.4 – Combine More Shapes</p> <p>Lesson 12.5 – Problem Solving – Make New Two-Dimensional Shapes</p> <p>Lesson 12.6 – Hands On – Find Shapes in Shapes</p> <p>Lesson 12.7 – Take Apart Two-Dimensional Shapes</p> <p>Lesson 12.8 – Equal or Unequal Parts</p> <p>Lesson 12.9 – Halves</p> <p>Lesson 12.10 – Fourths</p>		<p>Lesson 10.4 - Digital Resources: 10.4 iStudent and Teacher Edition, Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 10.5 - Digital Resources: 10.5 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 10.6 - Digital Resources: 10.6 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 10.7 - Digital</p>	
---	--	---	--

		<p>Resources: 10.7 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources Chapter 11 Lesson 11.1 - Digital Resources: 11.1 iStudent and Teacher Edition, Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources Lesson 11.2 - Digital Resources: 11.2 iStudent Edition, Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources Lesson 11.3 - Digital</p>	
--	--	--	--

		<p>Resources: 11.3 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 11.4 - Digital Resources: 11.4 iStudent and Teacher Edition, Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 11.5 - Digital Resources: 11.5 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p><u>Chapter 12</u> Lesson 12.1 - Digital</p>	
--	--	---	--

		<p>Resources: 12.1 iStudent and Teacher Edition, Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 12.2 - Digital Resources: 12.2 iStudent Edition, Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 12.3 - Digital Resources: 12.3 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 12.4 - Digital Resources: 12.4</p>	
--	--	---	--

		<p>iStudent and Teacher Edition, Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 12.5 - Digital Resources: 12.5 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 12.6 - Digital Resources: 12.6 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 12.7 - Digital Resources: 12.7 iStudent Edition</p>	
--	--	---	--

		<p>Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 12.8 - Digital Resources: 12.8 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 12.9 - Digital Resources: 12.9 iStudent Edition Print Resources: Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources</p> <p>Lesson 12.10 - Digital Resources: 12.10 iStudent Edition Print Resources: Student Edition</p>	
--	--	--	--

		(including practice and homework), Reteach and Enrich in Chapter Resources	
--	--	--	--

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Running records for fluency and accuracy ● Teacher-student conferences ● Teacher Observations for difficulties/weaknesses/misunderstandings, fluency, transfer of learning from reading to writing and vice versa ● Anecdotal Notes 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <p>Mid-chapter checkpoints Center work folders Chapter tests Benchmark 4</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized 	<ul style="list-style-type: none"> • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). • Gifted and Talented Compacting Project that focuses on students' interests higher thinking skills, and areas of giftedness (ex.

<p>assistance as necessary.</p> <ul style="list-style-type: none">• Allow for group work (strategically selected) and collaboration as necessary.• Utilize homework recorder within SIS.• Allow for copies of notes to be shared out.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Utilize auditory reminders as deemed necessary.• Provide breaks to allow for refocusing as necessary.• Establish a consistent and daily routine.			<p>creating a game for science, creating a diorama and book report)</p>
---	--	--	---