Kindergarten Mathematics Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life**

and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

Cape May City Elementary School District Mathematics Curriculum	
Content Area: Mathematics	
Course Title: Kindergarten Mathematics	**Grade level: K**
Unit 1: Quarter I	**Dates for Unit: September to November**
Unit 2: Quarter II	**Dates for Unit: November to February**
Unit 3: Quarter III	**Dates for Units: February to April**
Unit 4: Quarter IV	**Dates for Units: April to June**
Date Created: 09/17/19	**Board Approved On: 10/10/19**

Cape May City Elementary School District Mathematics Curriculum Unit I Overview
Content Area: Mathematics
Unit Title: Quarter I
Target Course/Grade Level: K

Unit Summary:

Students will be able to:

- Know number names and the count sequence to 10
- Count to tell the number of objects
- Understand addition as putting together and adding to and understand subtraction as taking apart and taking from
- Identify/describe/classify basic shapes

Interdisciplinary Connections:

- Science, Technology, Social Studies, Health, Social Emotional Learning, English Language/ Arts

21st Century Themes, Skills, and Standards:

- http://www.state.nj.us/education/cccs/2014/career/
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.
- Incorporation of relevant technologies as tools as part of instruction (i.e. Chromebooks, Touch screen devices, manipulatives, certified assistive technologies for students with special needs, etc.)
- Developing effective communication
- Developing Independent Learning Strategies
- Incorporating Science, Technology, Engineering, and English themes into daily lessons

Learning Targets:

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 relationship between numbers and quantities; connect counting to cardinality.

K.CC.B.4a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

K.CC.B.4b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

K.CC.B.4c. Understand that each successive number name refers to a quantity that is one larger.

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 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.

CPI #	Cumulative Progress Indicators (CPI) for Unit
Performance Task 1	**Small Group Assessment - Teacher uses dot cards from 0 to 10. Teacher can prepare number lines by writing 1 to 10 on sentence strips.** **Part 1- Put cards face down. Students will flip over cards and say the number.** **Part 2-** **Students will place numbers in order on the sentence strip from 0 to 10.** **Instruct students- Your friend mixed up all the cards. Your goal is to put them in order. Your job as a Math Master is to say the number and put the number correctly on the number line. The challenge involves you to make sure your numbers are in order from 0 to 10. You will create a number line in order from 0 to 10 and glue them dow n so your friend will not lose their cards again.** **Rubric:** **3-Students will have all numbers correct in order from 0 to 10.** **2-Students will have 6, 7, or 8 numbers in the correct spot.** **1-Students will have 3, 4, or 5 numbers in the correct spot.** **0-Students will have 0, 1, or 2 numbers in the correct spot.**

Unit Enduring Questions:	Unit Enduring Understandings:
	Students will understand that…

Questions that will foster inquiry, understanding and transfer of learning. • Why do we count? • What do the names of numbers mean? • How can we accurately count and keep track of quantities up to 10? ● What happens when we combine groups and what happens when we take groups apart?	• Numbers have names and we can use them to count objects. • Number names allow us to count in order and tell us how many objects are in groups. • The last number counted in a sequence represents the number of objects in a set. • Adding is putting together and making more; subtracting is taking groups apart and making less. • Forming numbers correctly is useful in representing the quantity counted.
Knowledge: ***Students will know how to/that….*** • Numerals represent numbers and have many uses. • Numbers are in order. • The last number counted in a sequence represents the number of objects in a set. • You can add more or take away from a set of objects. • Count by ones to 10. • Identify the numbers up to 10. • Adding means putting together and making more. • Subtracting is taking apart and making less. • When counting, the next number is always one greater than the previous. • Shapes have names. • Positional words (above, below, besides, in front of, behind, next to)	**Skills:** ***Students will be able to show or display...*** • Count a group of objects up to 10 when scattered or arranged in a configuration • Add more objects or draw more objects to a given set and tell me how many are now in the set with the sum not being greater than 10. • Take away objects or cross out objects from a set and tell how many are now in the set. • When given a number or a set of objects, students will be able to tell you the number that is one greater. • W rite numbers up to 5 correctly. ● Sort objects into categories ● Name and describe shapes in their environment

Pacing Guide:

Week 1: MAPs / Pre-Assessment / GoMath Unit 1

Week 2: GoMath Unit 1 & 2

Week 3: GoMath Chapter 2

Week 4: GoMath Chapter 2

Week 5: **GoMath Chapter 3**

Week 6: **GoMath Chapter 3**

Week 7: **GoMath Chapter 3 & 4**

Week 8: **GoMath Chapter 4 and Benchmark**

Cape May City Elementary School District Kindergarten English/Language Arts Curriculum
Unit II Overview

Content Area: Mathematics

Unit Title: Quarter II

Target Course/Grade Level: K

Students will be able to:

• Know number names and the count sequence to 50

• Understand addition as putting together and adding to understand subtraction as taking apart and taking from

• Count to tell the number of objects

• Compare numbers

Interdisciplinary Connections:

- Science, Technology, Social Studies, Health, Social Emotional Learning, English Language/ Arts

21st Century Themes, Skills, and Standards:

- http://www.state.nj.us/education/cccs/2014/career/
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.
- Incorporation of relevant technologies as tools as part of instruction (i.e. Chromebooks, Touch screen devices, manipulatives, certified assistive technologies for students with special needs, etc.)
- Developing effective communication
- Developing Independent Learning Strategies
- Incorporating Science, Technology, Engineering, and English themes into daily lessons

Learning Targets

K.CC.A.1. Count to 100 by ones and by tens.*(benchmarked)

K.CC.A.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1)

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.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.CC.B.5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a 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.CC.C.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group e.g. by using counting strategies.

K.CC.C.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group

K.CC.C.7. Compare two numbers between 1 and 10 presented as written numerals

K.OA.A.5. Demonstrate fluency for addition and subtraction within 5. (by the end of Kindergarten). *(benchmarked)

CPI #	Cumulative Progress Indicators (CPI) for Unit
2	Performance Assessment Task 2 Your task is to go shopping for your family. Your job is to get fruits and vegetables, you can't get more than 10 fruits and vegetables altogether. Your challenge is to sort the fruits and vegetables and write how many are in each group. Then you will draw a number story for your friend to solve using your fruits and vegetables. What authentic performance task(s) will students demonstrate desired understanding(s) Rubric 5 - The student did not get more than 10 fruits and vegetables; the student sorted them and was able to explain how they sorted them. They correctly w rote the number for each group. They also were able to draw a number story. (5 tasks) 4- 4 of the 5 tasks are represented 3- 3 of the 5 tasks are represented 2- 2 of the 5 tasks are represented

	1- 1 of the tasks are represented 0-Does not attempt.

Unit Enduring Questions:

Questions that will foster inquiry, understanding and transfer of learning.

- What is the best way to organize objects to count them?
- How can you solve a number story?
- What tools work for me to help me count objects?
- How can we sort?
- How can you count the number of objects?

Unit Enduring Understandings:

Students will understand that…

- Number stories have key words to help them know whether to add or subtract.
- Objects can be sorted using different attributes.
- You don't have to start at one when counting; you can count forward starting at any number.

Knowledge:
Students will know how to/that….

- Verbally count to 50 by ones and tens.
- How to write numbers 0 to 20.
- Identify a written number up to 20 and create the corresponding set.
- Drawings and objects can be used to solve a number story (within 10).
- Adding means putting together or drawing more objects and making more.
- Subtracting means taking away objects or crossing out drawings and making

Skills:
Students will be able to show or display...

- Demonstrate that they can count from any given number other than one
- Use strategies to solve number stories. (objects, drawing a picture)
- Sort a group of objects by one attribute.
- Create a set from a written number
- Write numbers 0 to 20
- Compare Numbers using the terms greater or less than

Pacing Guide:

Week 9: GoMath Chapter 4

Week 10: GoMath Chapter 4

Week 11: GoMath Chapter 4 &5

Week 12: **GoMath Chapter 5**

Week 13: **GoMath Chapter 5**

Week 14: **GoMath Chapter 6**

Week 15: **GoMath Chapter 6**

Week 16: **Performance Benchmark and review.**

Cape May City Elementary School District Kindergarten Mathematics Curriculum
Unit III Overview

Content Area: Mathematics

Unit Title: Quarter III

Target Course/Grade Level: K

Unit Summary:

Students will be able to:

- Know number names and the count sequence to 70
- Describe and compare measurable attributes
- Classify and count the number of objects in categories
- Identify and describe shapes
- Understand addition as putting together and adding to understand subtraction as taking apart and taking from
- Work with numbers 11-19 to gain foundations for place value

Interdisciplinary Connections:

- Science, Technology, Social Studies, Health, Social Emotional Learning, Mathematics

21st Century Themes, Skills, and Standards:

- http://www.state.nj.us/education/cccs/2014/career/
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and

interpersonal communication and science.
- Incorporation of relevant technologies as tools as part of instruction (i.e. Chromebooks, Touch screen devices, manipulatives, certified assistive technologies for students with special needs, etc.)
- Developing effective communication
- Developing Independent Learning Strategies
- Incorporating Science, Technology, Engineering, and Mathematical themes into daily lessons

Learning Targets

K.CC.A.1. Count to 100 by ones and by tens.
*(benchmarked)

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.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.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.OA.A.3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g. using objects or drawings, and record each decomposition by a drawing or equation (e.g. 5 = 3 + 2 and 5 = 4 + 1)

K.OA.A.4. For any number from 1 to 9, find the number that makes 10 when added to the given number e.g. by using objects or drawings, and record the answer with a drawing or equation.

K.NBT. A.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g. by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g. 18 = 10 + 8); Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

K.OA.A.5. Demonstrate fluency for addition and subtraction within 5 (by the end of Kindergarten).
*(benchmarked)

CPI #	Cumulative Progress Indicators (CPI) for Unit
3	Your goal is to pick 10 of your favorite toys in the classroom. You are a good friend and your friend is upset that they have no toys. You share some of your toys with your friend. Put your toys into two groups, the toys you will play with and the toys your friend will play with. The challenge is to draw the story on a piece of paper then create a number sentence. You need to have all ten

	toys in your drawing and they need to be separated into the two groups and you need to have the number sentence on your paper. Rubric 3- Students drew all ten toys and drew them into two groups (their toys and their friend's toys) and they correctly w rote the number sentence and can explain the number story. (4 tasks) 2-Students did 2 or 3 of the tasks correctly. 1-Students did 1 task correctly. 0- Did not attempt

Unit Enduring Questions:

Questions that will foster inquiry, understanding and transfer of learning.

- How can we organize a set of objects so they are easy to count and combine?
- How will I know if I need to add or subtract?
- What symbols do I use to create number sentences to show joining or separating groups or numbers?
- How do I recognize what strategy to use for a specific problem?
- What are some ways we can measure objects?
- How can we observe, describe and compare shapes?

Unit Enduring Understandings:

Students will understand that…

- Using groups to count and combine is more efficient than counting by ones.
- The place value of ten numbers is made up of one group of ten and some number of ones.
- Addition and subtraction involve combining or separating small amounts.
- Compose and decompose numbers up to 10 with objects and pictures
- We can describe and sort all objects by their attributes
- Measuring identifies how long things are, how much they weigh and how much they can hold.
- Shapes are everywhere in our environment and some objects are made up of many

Unit Objectives:

Students will know how to…

- How to count orally to 70s by ones and tens
- Addition is joining of groups, Subtraction is separating groups

Unit Objectives:

Students will be skilled at…

- Apply strategies to solve addition and subtraction within 10.
- Identify and demonstrate that teen numbers are one ten frame and some ones (11-19)

• When measuring you start at the beginning of the object and finish measuring at the end of the object. • When comparing two lengths, one end of each length must match. or difference • Each shape has a name. • You can identify which shape it is by counting the number of sides and looking at the length of the sides (ex. square and rectangle) and counting the corners (triangle, rectangle, square, etc) • After 9, numbers become 2 digit numbers. • Tens column is the first digit. • Ones column is the second digit.	• Identify tens and ones place with numbers 11-19 • Write simple number sentence • Measure length using non- standard units of measurement. • Define and give examples of heavy and light, taller and shorter • Identify and sort various plane shapes and 3D figures (solids), and describe • Decompose a given number into 2 groups and create a number sentence. (7=5+2)

Pacing Guide:

Week 17: GoMath Chapter 6 & 7

Week 18: GoMath Chapter 7

Week 19: GoMath Chapter 7

Week 20: GoMath Chapter 8

Week 21: GoMath Chapter 8

Week 22: GoMath Chapter 8 & 9

Week 23: GoMath Chapter 9

Week 24: Performance Benchmark and review.

Cape May City Elementary School District Mathematics Curriculum
Unit IV Overview

Content Area: Mathematics

Unit Title: Quarter IV

Target Course/Grade Level: K

Unit Summary:

Students will be able to:

- Know number names and the count sequence to 100
- Fluently add and subtract within 5
- Analyze, compare, create, and compose shapes
- Work with numbers 11-19 to gain foundations for place value

Interdisciplinary Connections:

- Science, Technology, Social Studies, Health, Social Emotional Learning, Mathematics

21st Century Themes, Skills, and Standards:

- http://www.state.nj.us/education/cccs/2014/career/
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.
- Incorporation of relevant technologies as tools as part of instruction (i.e. Chromebooks, Touch screen devices, manipulatives, certified assistive technologies for students with special needs, etc.)
- Developing effective communication
- Developing Independent Learning Strategies
- Incorporating Science, Technology, Engineering, and Mathematical themes into daily lessons

Learning Targets

K.CC.A.1. Count to 100 by ones and by tens.
K.OA.A.5. Demonstrate fluency for addition and subtraction within 5 (by the end of Kindergarten).

*(benchmarked)

K.G.B.4. Analyze and compare two- and three- dimensional shapes, in different sizes, and orientations, using informal language to describe their similarities, differences, parts (e.g. number of sides and vertices "corners") and other attributes (e.g. having sides of equal length)

K.G.B.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

K.G.B.6. Compose simple shapes to form larger shapes. For example: "Can you join these two triangles with full sides touching to make a rectangle?"

K.NBT.A.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g. by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g. 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. *(benchmarked)

CPI #	Cumulative Progress Indicators (CPI) for Unit
4	**You are an inventor of robots. It is your duty to build a unique kind of robot using different kinds of shapes. Your friend needs a robot to help clean up their toys, do their homework, and any kind of chore their mom or dad asks them to do. You w ill create a robot using 10 to 20 different shapes (2-D shapes). You must build the robot flat on the piece of paper. Then trace the shapes exactly how you placed them on the paper (be careful). Once you are done you need to label each shape (either write the word or write the first letter-might w ant to make a key to follow in the corner for the students). Once you are finished labeling you can color the robot in, using one color for each shape (example: squares blue, triangles green, etc). Students w ill be able to explain position of shapes using terms such as above, below , beside, in front of, behind, next to.** **Rubric** 5- **Students were able to complete the project completely. Created the robot first on the paper, next they traced each shape. Then they labeled each shape. Finally, the colored in the robot using 1 color per shape. Can explain the position of each shape. (5 tasks)** 4**- Students were able to complete 4 tasks correctly.** **3- Students were able to complete 3 tasks correctly.** **2- Students were able to complete 2 tasks correctly.** **1-Students were able to complete 1 task correctly.** **0- Student was unable to complete a task correctly.**

Unit Enduring Questions:

Questions that will foster inquiry, understanding and transfer of learning.

- Why might it be helpful to use simple shapes to describe an object?
- How can we observe, describe and compare shapes?
- What shapes can I see in the world around me?
- How can knowing how to add and subtract numbers help me solve problems in the real world?
- Can I count to 100 by ones and tens?

Unit Enduring Understandings:

Students will understand that…

- Shapes are everywhere in our environment
- 2D and 3D shapes have different characteristics and properties.
- Spatial relationships
- There are several strategies I can use to add and subtract numbers
- Knowing how to count to 100 using ones and tens is an important part of Math

Unit Objectives:

Students will know how to…

- How to count to 100 by ones and tens.
- Add and Subtract within 5
- Identify the tens and ones place up to 19
- Two-dimensional are flat.
- Three-dimensional are solid.
- Shapes can be described and compared using their attributes.
- The positional words (above, below, besides, in front of, behind, next to).
- Shapes can be combined to make larger shapes.
- Shapes have names

Unit Objectives:

Students will be skilled at…

- Describe and give examples of both two- dimensional and three- dimensional shapes.
- Correctly name shapes regardless of their orientations or overall size.
- Investigate and predict the results of putting together and taking apart 2D and 3D shapes.
- Locate and describe placement of objects in the environment.
- Counting to 100 by ones and tens
- Fluently Adding and Subtracting within 5
- Identify tens and ones place up to 19

Pacing Guide:

Week 25: **GoMath Chapter 9 & 10**

Week 26: **GoMath Chapter 10**

Week 27: **GoMath Chapter 10**

Week 28: **GoMath Chapter 11**

Week 29: **GoMath Chapter 11**

Week 30: **GoMath Chapter 12**

Week 31: **GoMath Chapter 12**

Week 32: **Performance Benchmark and review.**

Evidence of Learning
Specific Formative Assessments Utilized in Daily Lessons: ● Suggested Formative Assessment ● Daily independent practice ● Peer Discussions ● Student Portfolio ● Reading/Writing Conferences ● Self-Evaluations ● Anecdotal Notes ● Open-Ended Responses ● Journal Entries ● Reading Logs ● Exit Tickets
Summative Assessment Utilized throughout Units: ● QBA's ● Performance Task ● Technology Task ● MAPs Testing ● Quarterly Benchmarks from Fountas and Pinnell ● ESGI – Computer Growth Model – Quarterly Reports ● Wilson Foundations
Benchmarks: ● Quarterly Benchmarks from GoMath! ● ESGI – Computer Growth Model – Quarterly Reports ● MAPs Testing and Reports
Modifications for English Language Learner's [ELL] ● Teacher tutoring ● Peer tutoring ● Online Resources ● Cooperative Learning Groups ● Modified Assignments ● Differentiated Instruction ● Response to Intervention (www.help4teachers.com) ● Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives ● Assess/teach prerequisite skills ● Allow students to count in their native language. ● W rite the number words and corresponding numerals. Have children draw objects to illustrate each word. ● Provide students with a variety of materials of various textures to increase tactile learning while

counting.
- Children should move objects in a set as they recite the counting sequence.
- Allow students to act out word problems, moving around room as necessary.
- Utilize Envision Spanish Version/Interactive Path and Printable Resources

Modifications for Special Education Students [IEPs]:

- Follow all IEP accommodations for each student as to meet each student's individual need
- For extra strategies please review list above in the ELL category for students who have IEPs
- Provide instructional breaks / practice chunking
- Circling back to original topic
- Provide graphic organizers
- Provide additional examples and opportunities for additional problems for repetition
- Provide tutoring opportunities
- Provide retesting opportunities after remediation (up to teacher and district discretion) Teach for mastery not test
- Teaching concepts in different modalities
- Adjust pace and homework assignments

Modifications for students with 504s:

- Adhere to the modifications of the 504
- For extra strategies please review list above in the ELL category and for students who have IEPs
- Provide instructional breaks / practice chunking
- Circling back to original topic

Modifications Gifted and Talented Students:

- Advance Questions from GoMath
- Teacher created assignments
- STEM Lab Activities
- http://www.npsd.k12.wi.us/cms_files/resources/GiftedandTalentedResourcesforEducators2013.pdf

Modifications At-Risk/Basic Skills:

- Teacher tutoring
- Supplemental / Pullout Teaching
- Peer tutoring
- Cooperative Learning Groups / Centers
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives
- Simplified language for understanding
- Modify Homework, Assignments and Assessment (can be oral if necessary)

- Total Physical Response
- Picture & number wall

Teacher Notes:

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, "Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change." The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:
  Life and Career Standards
- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be at Scholastic.com, Starfall.com, and other online resources.

Project-based Learning Tasks:

- Ongoing student portfolio assessments [created by faculty] to monitor student progress.

Vocabulary:

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.
- Story, key details, retell, describe, main topic, rhyming words, syllables, story elements, character, setting, question, question words, front cover, back cover, title page, narrative, favorite, informational text, rules, connection, discuss, conversation, information, illustrator, author, illustrate, picture

The Research Process:

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.
- https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
- https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

Technology:

- Students must engage in technology applications integrated throughout the curriculum, though technology provided by us in their individual classroom, and in our technology centered classrooms.
- MAPs
- ESGI – Computer Growth Model

- Online Resources

Resources:

- Ancillary resources and materials used to deliver instruction are included below:
- Learning New Jersey Model Curriculum
- Journey's
- Story town
- ThinkCentral
- Achieve3000
- Prodigy.com
- Reading A-Z.com
- Abcmouse .com
- EnchantedLearning,Com
- Sing Along Songs
- Scholastic.com
- Bilingualplanet.com
- Frog street
- Press.com
- 122 teachme.com
- Purplemath.com
- Starfall

Career Education & Resources:

- **NJDOE CTE (https://www.nj.gov/education/cte/)**
- Careers are Everywhere Workbook (https://lmci.state.tx.us/shared/careersareeverywhere.asp)
- Career Bingo (http://www.breitlinks.com/careers/career_pdfs/careerbingo.pdf)
- Vocational Information Center / Career Exploration Guides and Resources for Younger Students (http://www.khake.com/page64.html)
- CTE NJDOE Career Explore (https://www.nj.gov/education/cte/resources/tools/exploration.htm)

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies

Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of

	proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.

Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)
High Prep Strategies	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/ product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique

	allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
Tic-Tac-Toe Choice Board (sometimes called "Think-Tac-Toe"	The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one

	critical task to place in the center of the board for all students to complete.
Curriculum Development Resources/Instructional Materials:	
List or Link Ancillary Resources and Curriculum Materials Here: ● New Jersey Student Learning Standards (https://www.nj.gov/education/cccs/) ● NJSLS Mathematics (https://www.nj.gov/education/aps/cccs/math/)	
Board of Education Approved Text(s)	
GoMath Grade K (Text and Workbook)	