Unit Title: Integrated Math I Unit 1: Number Sense	Unit Title:	Integrated Math I	Unit 1:	Number Sense
--	-------------	-------------------	---------	--------------

Stage 1: Desired Results

Standards & Indicators:

New Jersey Student Learning Standards

N-RN.A.2 B. Use properties of rational and irrational numbers.

N-Q.A. Reason quantitatively and use units to solve problems.

A-SSE.A A. Interpret the structure of expressions.

A-CED.A Create equations that describe numbers or relationships.

Dynamic Learning Maps- Essential Elements

M.EE.N-CN.2.a Use the commutative, associative, and distributive properties to add, subtract, and multiply whole numbers.

M.EE.N-CN.2.b Solve real-world problems involving addition and subtraction of decimals and whole numbers, using models when needed.

M.EE.N-CN.2.c Solve real-world problems involving multiplication of decimals and whole numbers, using models when needed.

EE.A-SSE.1. Identify an algebraic expression involving one arithmetic operation to represent a real-world problem.

Integration of Climate Change:

- A.CED.A.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. Climate Change Example: Students may create equations and/or inequalities to represent the economic impact of climate change.
- N.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. 2/2

Climate Change Example: Students may use units to guide the solution of multi-step problems about how variations in the flow of energy into and out of the Earth's systems result in climate change. Note: Changes in climate are limited to changes in surface temperatures, precipitation patterns, glacial ice volumes, sea levels, and biosphere distribution.

• N.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. Climate Change Example: Students may define appropriate quantities for a descriptive model of how variations in the flow of energy into and out of Earth's systems result in climate change. Note: changes in climate are limited to changes in surface temperatures, precipitation patterns, glacial ice volumes, sea levels, and biosphere distribution.

Career Readiness, Life Literacies and Key Skills			
Standard	Performance	Expectations	Core Ideas
9.4.12.Cl.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).		With a growth mindset, failure is an important part of success.
 Central Idea/Enduring Understanding: Real-life situations use different forms of real numbers. 		 Essential/Guiding Question: What information and strategies would you use to solve a multi-step word problem? 	

 Whole numbers, decimals, fractions and percentages are used in real-life situations. Data can be obtained and represented in different ways. 	 Where do we see numerals in the real world? How do I recognize what strategy to use for a specific problem? How are whole numbers, decimals and fractions used in real-life situations? How can data be collected?
Content:	Skills(Objectives):
Whole numbers	Identify and compare whole numbers, decimals and
Decimals	fractions.
Fractions	 Identify the place value of a digit in a number
 Calculating numerical expression 	(whole numbers and decimals.)
Data representation	Round whole numbers to specific places.
Data interpretation	Find and describe patterns.
Vocabulary	 Rewrite fractions in simplest form.
	 Compare numbers and units using ratios.
	 Convert between fractions, decimals, and percents.
	 Solve numerical expressions involving multiple operations.
	 Identify mean, median, mode and range of a set of numbers.
	 Create, read, interpret (pictograph, bar, step, line, and circle).
	 Construct the most appropriate graph for a given set of data.
	 Demonstrate correct usage of vocabulary.

Interdisciplinary Connections:

Interdisciplinary connections are integrated in each unit with connections to the mathematical practices.

1. Make sense of problems and persevere in solving them

- 2. Reason abstractly and quantitatively
- 3. Construct viable arguments and critique the reasoning of others
- 4. Model with mathematics
- 5. Use appropriate tools strategically
- 6. Attend to precision
- 7. Look for and make use of structure
- 8. Look for and express regularity in repeated reasoning

Stage 2: Assessment Evidence

Performance Task(s):	Other Evidence:
Performance Task:	Rubric for Performance Task
 You are planning the food for a party 	Daily Do Now Activities
with your friends. You need to	Exit Slips
determine what food to serve, find	Teacher Created Materials
recipes and double at least one recipe,	Class Participation
and create a grocery list.	Online Assessments
• To determine which food you are going	Class Discussions
to serve, survey your friends to see	Structured Observations

what food choices they would like	
From the survey of your friends, create	
a grocory list for your monu. Find	
a grocery list for your menu. Find	
recipes of an items that needs to be	
prepared. Double at least one recipe.	
 From your food selections and recipes 	
create a grocery list of the food items	
that you will need for your menu	
including the quantity needed.	
 Present the menu, recipe, and grocery 	
list to your class and teacher.	
Stage 3	: Learning Plan
Learning Opportunities/Strategies:	Resources:
Money	Google Classroom
 Teacher will review addition and 	Teacher created materials
subtraction decimals Teacher will	kahoot com
introduce and model the process for	nearnod com
adding and subtracting various	menu math by remedia
adding and subtracting validus	merket meth by remedia
amounts of money. Difficulty of	tooshorenoutoohere com
computation will be based upon	
students levels.	create a graph
Students will be introduced to the	nttp://www.matnplayground.com/matnattnemail2.ntml
different coins and their corresponding	www.brainpop.com
values. Teacher will model how to add	www.studyisland.com
amounts of coins. Teacher will	http://www.mathgoodies.com/lessons/toc_vol8.html
demonstrate how to write amounts of	
money using symbols and decimal	Inclusive Math Class
points.	
 Find the value of any collection of 	
coins and bills. Write amounts less	
than a dollar using the ¢ symbol and	
write larger amounts in decimal	
notation using the \$ symbol.	
 Students will be given an array of 	
envelopes with different amounts of	
money inside. Students will need to	
identify coins, and dollar amounts.	
Students will then add the total amount	
of money inside each envelope	
 Students will use authentic sample 	
menus to locate prices of various	
items	
 Students will identify prices and 	
• Students will identify pilces and	
Indicate the total amount.	
 Using authentic resources (menus, 	
store catalogs, internet resources),	

students will identify items of interest	
and calculate amounts of money.	
<u>Greater Than, Less Than, Equal</u>	
 Teacher will introduce the symbols for 	
greater than, less than, equal to.	
 Teacher will introduce tools (calculator, 	
number grid) to utilize for	
reinforcement of greater than, less	
than.	
 Students will work in partners, groups 	
to identify greater than, less than, or	
equal using a sampling of numbers,	
including amounts of money.	
Utilizing partnerships, students will	
compare individual money envelopes	
to identify greater than, less than, or	
an equal amount	
Place Value	
Teacher will review the concept of	
place value with the student	
 Watch lessons on place value on 	
www.studyisland.com	
 Play games and then take assessment 	
on Study Island	
on oldry loldrid.	
Fractions	
Watch Fraction videos on	
www.BrainPop.com	
 Using manipulatives students will 	
identify whole numbers and various	
fractions. Introduce the concent of	
fractions and provide examples of	
fractions using examples of nizzas	
nies etc. Students will explore	
fractions by creating pizzas with	
different toppings given task cards with	
various directions. Students will	
complete activities to determine	
individual mastery layele	
Inuividual mastery levels.	
 In partners, students will identify fractions and compare fractions to 	
iractions and compare fractions to	
determine greater than, less than, or	
equal.	
 Provide a visual presentation with 	
measuring cups and measuring	

spoons to compare common fractions,	
using greater than and less than	
statements. Provide students with	
samples of what doubling a recipe	
means using fractions. Students will	
identify one recipe from a Culinary	
class and locate the fractions used in	
the recipe Students will then need to	
double the recipe by adding the	
fractions	
 Students will investigate how to use 	
fractions in roal world applications	
(regines, measuring length, height	
(recipes, measuring length, height,	
time, etc)	
Percentages	
• leachers will introduce the concept of	
percentages. Teacher will model the	
relationship between fractions and	
percentages.	
 Students will explore and identify 	
where percentages are used	
(shopping, sales, completion of tasks,	
test results)	
Teacher will model how to calculate	
percentages (with and without a	
calculator) of sale items. Students will	
use a basic calculator including	
shortcut keys for fractions, decimals	
and percents	
 Working in pairs students find percent 	
change between "then and now" costs	
of 2 items listed on each card 16	
cards in total Students will compare	
the percent increases to determine	
which item's cost increased the most	
which items cost increased the most	
over the years. Students compare	
prices of food, cars, nomes, salaries	
and other items from what they cost in	
past decades to what they cost today.	
Prices are historically accurate, which	
provides discussion about inflation and	
the cost of living <u>.</u>	
 Students shop around your classroom 	
finding sales prices of 20 items.	
Included are: editable sales tags and	
two activity sheets. The first activity	

asks students to find sale prices of	
items given an original price and a	
percent discount that the teacher has	
set. The second activity asks students	
to find discounts and final prices when	
an additional conditional coupon is	
applied towards items over \$100.	
 Practice percentages and finding the 	
best deal while shopping at a virtual	
mall. (decimal operations, and	
percents, and percent of a number)	
(http://www.mathplayground.com/math	
atthemall2.html)	
 Using catalogues, menus, internet 	
resources, students will practice	
finding sale prices using percentages	
of popular items and determining the	
final cost. Students will compare	
original price and sale price and	
calculate the difference.	
Graphs	
Create 2 different graphs online using	
the Create a Graph Website.	
Maan Madian Mada Danga	
Mean, Median, Mode, Range	
 Complete lessons on mean, median, mede. and range 	
(http://www.mathgoodics.com/lossens/	
(<u>mp.//www.maingoodies.com/lessons/</u>	
<u>IUC_VUIO.11(111)</u>)	udente with 504 plane that require surricular assemmedations are
to refer to Struggling and/or Special Needs Section for	or differentiation
The reset to our agging and/or opeolar record occurring	

High-Achieving	On Grade Level	Struggling	Special Needs/ELL
Students	Students	Students	
Varying sets of reading	Course packet with	Varying sets of	Any student requiring further
social stories to focus	individualized	reading social	accommodations and/or
on specific behaviors	materials.	stories to focus on	modifications will have them
(either chosen by the	An adaptive	specific behaviors	individually listed in their 504 Plan
teacher or student).	assessment that	(either chosen by	or IEP. These might include, but
A personalized course	gets harder	the teacher or	are not limited to: breaking
packet with enrichment	depending on how	student).	assignments into smaller tasks,
materials.	a student is	A personalized	giving directions through several
An adaptive	performing.	course	channels (auditory, visual,
assessment that gets	One-on-one	individualized	kinesthetic, model), and/or small
harder depending on	coaching with a	packet.	group instruction for
how a student is	student, designed	An adaptive	reading/writing
performing.	around his/her	assessment that	

One-on-one coaching with a student, designed around his/her specific for higher thinking challenges.specific for higher thinking challenges.gets easier or harder depending on how a student is performing.ELL supports should include, but are not limited to, the following::Migher thinking challenges.Students grouped into small groups, which are designed strengths and weaknesses so that they can assist and challenge each otherOne-on-one coaching with a student, designed around their strengths and weaknesses so that they can assist and challenge each otherOne-on-one sudents grouped into small groups, which are designed other.ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Provide word banksVeaknesses so that they can assist and challenge each otherA personalized course packet with individualized remediation or enrichment materials.Students grouped around their strengths and weaknesses so that they can assist and challenge each other.Use of calculator Extended timeVeaknesses so that they can assist and challenge each otherA personalized course packet with individualized remediation or enrichment materials.Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and course packet with around theirUse of calculator small group instruction Task broken down into smaller parts Provide frequent reviews of current concepts and information taughtVeakly conference to set short term qoalsWeekly conference to set short term qoals<				
with a student, designed around his/her specific for higher thinking challenges.thinking challenges. Students grouped into small groups, which are designed around theirharder depending on how a student is performing.are not limited to, the following:: Extended timehigher thinking challenges.into small groups, which are designed around theirOne-on-one coaching with a student, designed around this/herRepeated directions Differentiate based on proficiencyStudents grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.Students grouped into small groups, which are designed around theirNow for translators, dictionariesStudents grouped weaknesses so that they can assist and challenge each otherA personalized course packet with individualized remediation or emetiationStudents grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and course packet with individualized remediation or emetiationUse of calculator Extended timeVereMay Can Ustor ach materials.A personalized other.Small group instruction Use of manipulatives remediation or assessments Provide study guidesSmall group instruction task broken down into smaller partsProvide frequent reviews of current concepts and information taughtAllow extra time on assessments Provide study guidesAssist with organizing classroom materials	One-on-one coaching	specific for higher	gets easier or	ELL supports should include, but
designed around his/her specific for higher thinking challenges.Students grouped into small groups, which are designed around theiron how a student is performing.Extended time Provide visual aidsStudents grouped into small groups, which are designed around theirstrengths and weaknesses so that challenge each other.One-on-one coaching with a student, designed specific challenges.Provide visual aids Repeated directionsStudents grouped into small groups, which are designed around their strengths and weaknesses so that challenge each challenge each otherStudents grouped into small groups, which are designedDifferentiate based on proficiency Provide word banksKepeated directionsStudent geigned into small groups, which are designedAllow for translators, dictionariesKepeated into weaknesses so that they can assist and challenge each otherA personalized other.Students grouped, which are designed around theirUse of calculator Extended timeKepeated instruction remediation or enrichment materials.A personalized they can tutor each other.Small group instruction task broken down into smaller partsProvide study guides Weekly conference to set short term qoalsProvide study assist with organizing classroom materials	with a student,	thinking challenges.	harder depending	are not limited to, the following::
his/her specific for higher thinking challenges.into small groups, which are designed around theirperforming. One-on-one coaching with a student, designed around theirProvide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionariesstrengths and weaknesses so that designed around their strengths and weaknesses so that they can assist and challenge each challenge each otherStudents grouped they can assist and challenge each other.Students grouped into small groups, which are designed around their strengths andUse of calculator Extended timekey can assist and challenge each otherA personalized remediation or enrichment materials.weaknesses so that they can tutor each other.Use of manipulatives Repeated instructionlindividualized remediation or enrichment materials.strengths and remediation or enrichment materials.Weaknesses so that they can tutor each other.Task broken down into smaller parts Provide frequent reviews of current concepts and information taught Assist with organizing classroom materials	designed around	Students grouped	on how a student is	Extended time
higher thinking challenges.which are designed around their strengths andOne-on-one coaching with a student, designed around his/herRepeated directionsStudents grouped into small groups, which are designed around their strengths andstrengths and weaknesses so that they can assist and challenge each other.around his/her specific challenges.Differentiate based on proficiency Provide word banks Allow for translators, dictionariesKepeated directionsDifferentiate based on proficiency Provide word banksweaknesses so that they can assist and challenge each otherA personalized course packet with individualized remediation or enrichment materials.Students grouped into small groups, which are designed around their strengths and weaknesses so that around their strengths andSmall group instruction Use of calculator Use of manipulativesKepeated instruction remediation or enrichment materials.Mich are designed around their strengths and weaknesses so that they can tutor each other.Small group instruction Task broken down into smaller partsProvide frequent reviews of current concepts and information assessments Provide study guidesCurrent concepts and information taughtWeekly conference to set short term ooalsWeekly conference to set short termAssist with organizing classroom materials	his/her specific for	into small groups,	performing.	Provide visual aids
challenges.around theircoaching with aDifferentiate based on proficiencyStudents grouped intostrengths andstudent, designedProvide word bankssmall groups, which areweaknesses so thataround his/herAllow for translators, dictionariesstrengths andchallenge eachStudents groupedUse of calculatorweaknesses so thatthey can assist andStudents groupedUse of manipulativesthey can assist andcourse packet witharound theirStrengths andUse of manipulativeschallenge each otherA personalizedweaknesses so thatStrengths andRepeated instructionindividualizedremediation orweaknesses so thatthey can tutor eachTask broken down into smallerenrichmentother.Allow extra time onassessmentsProvide frequent reviews ofcurrent concepts and informationassessmentsProvide studyAssist with organizing classroomweakly conferenceto set short termoalsWeekly conferenceAssist with organizing classroom	higher thinking	which are designed	One-on-one	Repeated directions
Students grouped into small groups, which are designed around their strengths andstrengths and weaknesses so that they can assist and challenge each other.student, designed around his/herProvide word banks Allow for translators, dictionariesweaknesses so that they can assist and challenge each otherchallenge each other.Students grouped into small groups, which are designed around their strengths andUse of calculator Extended timeKepeated into course packet with individualized remediation or enrichment materials.A personalized strengths and weaknesses so that they can tutor each other.Small group instruction Use of manipulatives Repeated instructionVery data to be course packet with individualized remediation or enrichment materials.A personalized other.Small group instruction Use of manipulatives Repeated instructionVery data to be course packet with individualized remediation or enrichment materials.A personalized other.Small group instruction Use of manipulatives Repeated instructionVery data to be course partsAllow extra time on assessments Provide study guidesTask broken down into smaller partsProvide study guidesWeekly conference to set short term goalsAssist with organizing classroom materials	challenges.	around their	coaching with a	Differentiate based on proficiency
small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.around his/her specific challenges. Students grouped into small groups, which are designed around their strengths and remediation or enrichment materials.Allow for translators, dictionariesStudents grouped other.Use of calculator Extended timeUse of manipulatives Small group instruction Use of manipulativesKalper they can assist and challenge each otherA personalized course packet with individualized remediation or enrichment materials.Which are designed around their strengths and weaknesses so that they can tutor each other.Small group instruction Use of manipulativesProvide frequent reviews of current concepts and information taughtAllow extra time on assessments Provide study guidesAssist with organizing classroom materials	Students grouped into	strengths and	student, designed	Provide word banks
designed around their strengths and weaknesses so that they can assist and challenge each other.they can assist and challenge each other.specific challenges. Students grouped into small groups, which are designed around theirUse of calculator Extended timeA personalized course packet with individualized remediation or enrichment materials.which are designed around their strengths and weaknesses so that they can tutor each other.Small group instruction Use of manipulativesA personalized course packet with individualized remediation or enrichment materials.weaknesses so that they can tutor each other.Repeated instructionProvide frequent reviews of current concepts and information taughtAllow extra time on assessments Provide study guidescurrent concepts and information taughtProvide study guidesMeekly conference to set short term goalsAssist with organizing classroom materials	small groups, which are	weaknesses so that	around his/her	Allow for translators, dictionaries
strengths and weaknesses so that they can assist and challenge each otherchallenge each other.Students grouped into small groups, which are designed around their strengths and weaknesses so that enrichment materials.Use of calculator Extended timeKepeated instruction use of manipulatives remediation or enrichment materials.Students grouped into small groups, strengths and weaknesses so that they can tutor each other.Use of calculator Extended timeVersion around their strengths and enrichment materials.Students grouped into small groups, strengths and weaknesses so that they can tutor each other.Use of calculator Extended timeVersion parts Provide frequent reviews of assessments Provide study guides Weekly conference to set short term goalsUse of calculator	designed around their	they can assist and	specific challenges.	
weaknesses so that they can assist and challenge each otherother.into small groups, which are designed around their strengths and weaknesses so that enrichment materials.Extended timeother.A personalized course packet with individualized remediation or enrichment materials.which are designed around their strengths and weaknesses so that they can tutor each other.Small group instruction Use of manipulatives Repeated instructionProvide frequent reviews of current concepts and information taughtCurrent concepts and information taughtProvide study guidesAssist with organizing classroom materials	strengths and	challenge each	Students grouped	Use of calculator
they can assist and challenge each otherA personalized course packet with individualized remediation or enrichment materials.which are designed around their strengths and weaknesses so that they can tutor each other.Small group instruction Use of manipulatives Repeated instructionProvide frequent reviews of current concepts and information taughtCurrent concepts and information taughtSaist with organizing classroom materials	weaknesses so that	other.	into small groups,	Extended time
challenge each othercourse packet with individualized remediation or enrichment materials.around their strengths and weaknesses so that they can tutor each other.Use of manipulatives Repeated instructionProvide frequent reviews of other.Task broken down into smaller partsAllow extra time on assessments Provide study guidesCurrent concepts and information taughtWeekly conference to set short term goalsMaterials	they can assist and	A personalized	which are designed	Small group instruction
individualized remediation or enrichment materials.	challenge each other	course packet with	around their	Use of manipulatives
remediation or enrichment materials.		individualized	strengths and	Repeated instruction
enrichment materials.they can tutor each other.parts Provide frequent reviews of current concepts and information taughtAllow extra time on assessmentscurrent concepts and information taughtProvide study guidesAssist with organizing classroom materialsWeekly conference to set short term goalsmaterials		remediation or	weaknesses so that	Task broken down into smaller
materials.other.Provide frequent reviews of current concepts and information taughtAllow extra time on assessmentscurrent concepts and information taughtProvide study guidesAssist with organizing classroom materialsWeekly conference to set short term goalsmaterials		enrichment	they can tutor each	parts
Allow extra time on assessmentscurrent concepts and information taughtProvide study guidesAssist with organizing classroom materialsWeekly conference to set short term goalsHereitals		materials.	other.	Provide frequent reviews of
assessments taught Provide study Assist with organizing classroom guides materials Weekly conference to set short term goals goals			Allow extra time on	current concepts and information
Provide study guides Weekly conference to set short term goals			assessments	taught
guides materials Weekly conference to set short term goals			Provide study	Assist with organizing classroom
Weekly conference to set short term goals			guides	materials
to set short term goals			Weekly conference	
qoals			to set short term	
J			goals	

<u>Unit Title</u>: Integrated Math I Unit 2: Expressions, Equations and Inequalities

Stage 1: Desired Results

Standards & Indicators:

New Jersey Student Learning Standards

N-RN.A.2 B. Use properties of rational and irrational numbers.

N-Q.A . Reason quantitatively and use units to solve problems.

A-SSE.A A. Interpret the structure of expressions

A-CED.A Create equations that describe numbers or relationships

A-REI.B Solve equations and inequalities in one variable

Dynamic Learning Maps- Essential Elements

M.EE.N-CN.2.a Use the commutative, associative, and distributive properties to add, subtract, and multiply whole numbers

M.EE.N-CN.2.b Solve real-world problems involving addition and subtraction of decimals and whole numbers, using models when needed

M.EE.N-CN.2.c Solve real-world problems involving multiplication of decimals and whole numbers, using models when needed.

Integration of Climate Change:

• A.CED.A.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential

 functions. Climate Change Example: Students may create equations and/or inequalities to represent the economic impact of climate change. N.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale ar the origin in graphs and data displays. Z Climate Change Example: Students may use units to guide the solution of multi-step problems about how variations in the flow of energy into and out of the Earth's systems result in climate change. Note: Changes in climate are limited to changes in surface temperatures, precipitation patterna, glasial isa values. 			or inequalities to represent the de the solution of multi-step hoose and interpret the scale and solution of multi-step problems arth's systems result in climate face temperatures, precipitation
 patterns, glacial ice volumes, sea levels, and biosphere distribution. N.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. Z Climate Change Example: Students may define appropriate quantities for a descriptive model of how variations in the flow of energy into and out of Earth's systems result in climate change. Note changes in climate are limited to changes in surface temperatures, precipitation patterns, glacial id volumes, sea levels, and biosphere distribution. 			tion. btive modeling. antities for a descriptive model of ems result in climate change. Note: res, precipitation patterns, glacial ice
Standard Performance		Energies and Re Expectations	Core Ideas
otandara			
9.4.12.Cl.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).		With a growth mindset, failure is an important part of success.
 Central Idea/Enduring Understanding: Real-world situations can be represented efficiently in Algebra by using symbols and operations. These symbols may represent unknown quantities which may or may not vary. Real-world scenarios can be transformed into equations so that solutions can be found. Situations in life are often represented as problems with more than one solution. Real-life mathematics requires you to convert information into a more usable form. Algebraic relationships can be represented graphically, numerically, symbolically, or verbally. Solutions to equations and inequalities can be interpreted according to the given situation. 		 How is it useful mathematical How are symbolic real-world situal What is the more processes to see the proce	It to represent the same idea in different ways? bols and operations used in ations? ost practical use of mathematical solve problems? tions be used to-solve real-world alities help us solve problems? use an inequality to describe a on? er conversions help us solve ge be best represented y? werage rate of change be aphically, numerically, symbolically, ions and inequalities help us solve
Content: Number classification Equations Formulas 		Skills(Objectives): Use real numbers. Write algebraid Rewrite and us	c expressions from words. se equations and formulas.

 Order of Operations 	 Use order of operations to evaluate expressions. 			
Inequalities	Solve equations.			
Fractions	Use number lines.			
Decimbals	Write and identify solutions of inequalities.			
Linear functions	Convert fractions to decimals.			
Slope	 Convert decimals to fractions. 			
Equations	Order sets of numbers.			
	 Describe how changing the slope and/or y-intercept affect the graph of a line. Write linear equations in slope-intercept form. Intercept slope as a rate of change. Write, graph, and identify solutions of equations and inequalities. 			
Interdisciplinary Connections:				
Interdisciplinary connections are integrated in ea	ach unit with connections to the mathematical practices.			
1. Make sense of problems and persevere in so	lving them			
2. Reason abstractly and quantitatively				
3. Construct viable arguments and critique the r	easoning of others			

- 4. Model with mathematics
- 5. Use appropriate tools strategically
- 6. Attend to precision
- 7. Look for and make use of structure
- 8. Look for and express regularity in repeated reasoning

Stage 2: Assessment Evidence

Performance Task(s):

Other Evidence:

Task 1 Fundraiser

- Your school is having a school wide fair. Your club has been assigned to rent tables for the fair, sell admission tickets, and sell hot dogs and juice. All of the profits will go to your club. As the Treasurer of your club, you need to set a fundraising goal, complete the chart and questions, and support your response to the open-ended question. Compare last year's expenses and income to help you determine what you need this year.
- What is your fundraising goal?
- Use 50 for the number of tables rented for this year's fair. The school is providing the tables so there is no cost to the club for the chairs. Find the profit P from renting yard-sale tables. Profit=Income-Cost (Equations may be provided).

Rubric to assess task Daily Do Now Activities Exit Slips Teacher Created Materials Class Participation Online Assessments Class Discussions Projects Structured Observations

 Suppose you make the tickets and you 	
sell the same number of tickets as last	
year. Find the price T to charge for	
each ticket to make the planned profit.	
 You calculate that you will have to pay 	
an average of \$0.35 per hot dog, bun,	
and toppings. If you sell the same	
amount as last year, how much will this	
cost in all?	
 Juice boxes cost you \$0.25 each. You 	
sell 200 juice boxes. How much will	
they cost in all?	
 How much h should you charge for 	
each hot dog?	
 How much, i, should you charge for 	
each juice box?	
 You could sell a hot dog and juice box 	
only as a combination. If you do, how	
much c. should vou charge for each	
"combo"?	
 Did you meet your fundraising goals? 	
Explain why or why not. Do your goals	
need to be adjusted?	
 How would you improve the treasurer's 	
chart? Provide data to students of	
tables last year 45 (\$35.00 a table)	
320 tickets sold profit \$800, 200 bot	
dogs sold profit \$280.00, 200 iuice	
boxos sold profit $$200.00$, 200 juice	
Task 2:	
<u>Iask Z.</u> Day call phone hill after selecting a call phone	
Pay cell-phone bill after selecting a cell phone	
Do o prico comporizon of two coll	
 Do a price comparison or two cell phone providers based on the number 	
phone providers based on the humber	
or text messages and minutes that are	
used to determine the cost of each	
plan per month.	
 Keep a log of cumulative number of 	
calling minutes and text messages on	
a spreadsheet for 10 days and make a	
prediction of the total number of	
minutes and text messages used for a	
30 day period (month). Support	
prediction with an algebraic model.	
 Present your spreadsheet and cell 	
phone company choice explaining	

which is the best and most cost	
effective and why.	
Stage 3	: Learning Plan
Learning Opportunities/Strategies:	Resources:
Converting between Decimals and Fractions	Google Classroom
 Students will review and explore 	Teacher created materials
http://ww.IXL.com/math/algebra	kahoot.com
	nearpod.com
<u>Algebraic Expressions:</u>	menu math by remedia
Teacher will introduce key vocabulary	market math by remedia
terms. Teacher will demonstrate the	teacherspaytechers.com
process for balancing equations	https://www.khanacademy.org/math/algebra/one-variable-
 Students will use the SmartBoard 	linear-equations/alg1-intro-equations/v/variables-expressi
interactive notebook to identify key	ons-and-equations
parts of algebraic expressions and to	www.brainpop.com
balance equations. There will be a	www.studyisland.com
balance, and students will bring	http://www.shodor.org/interactivate/activities/SlopeSliderh
together similar shapes on each side	ttp://www.crctlessons.com/one-step-equations-with-additi
to create balance.	<u>on.ntml</u>
 Using manipulatives, teachers and students will evalues belonging 	Inclusive Math Class
students will explore balancing	Inclusive Math Class
equations.	
 Students will use real life examples, such as going to a fast food place and 	
ordering different combinations of food	
items	
 Students will use the SmartBoard 	
interactive notebook to identify key	
narts of an algebraic expression write	
algebraic expressions from words	
rewrite and use literal equations and	
formulas.	
 Teacher will introduce and use the 	
order of operations to evaluate	
expressions.	
 Allow students to practice while giving 	
them the ability to self-check, thus	
ensuring students are practicing the	
correct procedure.	
 Teacher will model solving one step 	
equations with addition and subtraction	
http://www.crctlessons.com/one-step-e	
quations-with-addition.html	
Teacher will introduce and model how	
to use a calculator to find the value of	
an expression. Students will work in	

partners to solve equations and	
compare the answers.	
http://www.khanacademy.org/math/alg	
ebra/solving-linear-equations/v/variabl	
es-expressions-and-equations	
http://www.crctlessions.com/one-step-	
equations-with-addition.html	
Graphing Equations	
• Teacher will introduce key vocabulary	
terms: coordinate planes, ordered	
pairs, parallel, perpendicular,	
quadrants, slope,x,y,)	
Teacher will review a graph and	
students will practice graphing the	
ordered pairs.	
 Understanding slope - 	
http://education.ti.com/calculators/timat	
h/US/Activites/Detail?sa=5022&id=113	
<u>50</u>	
 Students will use 	
http://www.shodor.org/interactivate/acti	
vities/SlopeSlider/ and answer	
questions related to the coordinates	
and parts of the graph. Which number	
represents the slope of the line? Which	
number represents the y-intercept of	
the line?Explore slope for a few	
minutes. What do you notice about all	
lines that have negative slope? What	
do you notice about all lines that have	
positive slopes? What action occurs	
when you change the slope of the	
line? What action occurs when you	
change the y-intercept of the line?	
 Students will be given a graph and 8 	
ordered pairs. They will mark the x	
axis and the y axis, then graph the	
ordered pairs.	
• Given a set of points, students will plot	
making a picture.	
• Walk around graphing scavenger hunt.	
Teacher will Place 10 cards on the	
wall around the room. Students pick	
any card to begin with. To prevent	
students from all starting together,	
students will number off. They should	

graph the system from the bottom of	
the page. Upon completion of graphing	
on their own paper, students look	
around the room for a graph that	
matches their own. Then they graph	
the next problem. They should	
continue until they return to the card	
they started with. Teacher should	
have a set of graph paper that is	
laminated for students to use with this	
activity. The lamination allows students	
to write on it with a dry erase marker.	
Give each student 2 markers, and	
have them graph each equation with a	
different color. They walk around with	
their graph to find the match. Then	
they come back to their seat and write	
the matching number and sketch the	
graph on the answer sheet. Mistakes	
on the dry erase boards are easier to	
correct than pencil and paper.	

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

Lligh Ashieving On Crade Level Struggling Special Neede/ELL				
High-Achieving	On Grade Level	Struggling	Special Needs/ELL	
Students	Students	Students		
Varying sets of reading	Course packet with	An adaptive	Any student requiring further	
social stories to focus	individualized	assessment that	accommodations and/or	
on specific behaviors	materials.	gets easier or	modifications will have them	
(either chosen by the	An adaptive	harder depending	individually listed in their 504 Plan	
teacher or student).	assessment that	on how a student is	or IEP. These might include, but	
A personalized course	gets harder	performing.	are not limited to: breaking	
packet with enrichment	depending on how	One-on-one	assignments into smaller tasks,	
materials.	a student is	coaching with a	giving directions through several	
An adaptive	performing.	student, designed	channels (auditory, visual,	
assessment that gets	One-on-one	around his/her	kinesthetic, model), and/or small	
harder depending on	coaching with a	specific challenges.	group instruction for	
how a student is	student, designed	Students grouped	reading/writing	
performing.	around his/her	into small groups,		
One-on-one coaching	specific for higher	which are designed	ELL supports should include, but	
with a student,	thinking challenges.	around their	are not limited to, the following::	
designed around	Students grouped	strengths and	Extended time	
his/her specific for	into small groups,	weaknesses so that	Provide visual aids	
higher thinking	which are designed	they can tutor each	Repeated directions	
challenges.	around their	other.	Differentiate based on proficiency	
Students grouped into	strengths and	Allow extra time on	Provide word banks	
small groups, which are	weaknesses so that	assessments	Allow for translators, dictionaries	
designed around their	they can assist and			

strengths and	challenge each	Provide study	Vary grouping arrangements:
weaknesses so that	other.	guides	small, Increase adult support on
they can assist and	A personalized	Weekly conf	activities.
challenge each other.	course packet with		Weekly conference with students
	individualized		to go over progress and concerns.
	remediation or		large, and individual.
	enrichment		Technology to assist students with
	materials.		a language barrier or students that
	An adaptive		struggle with handwriting.
	assessment that		Assist with organizing classroom
	gets easier or		materials.
	harder depending		Provide frequent reviews of
	on how a student is		current concepts and information
	performing.		taught
	One-on-one		use of calculator
	coaching with a		extended time
	student, designed		small group instruction
	around his/her		use of manipulatives
	specific challenges.		repeated instruction
	Students grouped		task broken down into smaller
	into small groups,		parts
	which are designed		Provide frequent reviews of
	around their		current concepts and information
	strengths and		taught
	weaknesses so that		Assist with organizing classroom
	they can tutor each		materials.
	other.		

Unit Title: Integrated Math I Unit 3: Ratios and Proportional Relationships

Stage 1: Desired Results

Standards & Indicators:

New Jersey Student Learning Standards

N-RN.A.2 B. Use properties of rational and irrational numbers.

N-Q.A. Reason quantitatively and use units to solve problems.

A-SSE.A A. Interpret the structure of expressions

F-BF.2 Determine an arithmetic sequence with whole numbers when provided a recursive rule.

F-IF.1-3 Use the concept of function to solve problems.

Dynamic Learning Maps- Essential Elements

A-SSE.4 Determine the successive term in a geometric sequence given the common ratio.

EE.N-CN.2.b. Solve real-world problems involving addition and subtraction of decimals, using models when needed.

EE.N-CN.2.c. Solve real-world problems involving multiplication of decimals and whole numbers, using models when needed.

Integration of Climate Change:

 N.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. <i>²⁷</i> Climate Change Example: Students may use units to guide the solution of multi-step problems about how variations in the flow of energy into and out of the Earth's systems result in climate change. Note: Changes in climate are limited to changes in surface temperatures, precipitation patterns, glacial ice volumes, sea levels, and biosphere distribution. N.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. <i>²⁷</i> Climate Change Example: Students may define appropriate quantities for a descriptive model of how variations in the flow of energy into and out of Earth's systems result in climate change. Note: change in climate are limited to changes in surface temperatures, precipitation patterns, glacial ice volumes, sea levels, and biosphere distribution. 				
 F.IF.A.2 Use funct statements that use 	ion notation, evaluate f	functions fo terms of a c	r inputs in th	neir domains, and interpret
Climate Change E dioxide produced the number of mo	Example: Students may by burning a given nun lecules of carbon dioxid	/ use function nber of mol de.	on notation t ecules of et	to determine the amount of carbon hane (gasoline), m, where c(m) is
Career Readiness, Life Literacies and Key Skills				
Standard	Performance	Expectation	ons	Core Ideas
9.4.12.Cl.1	CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1 1 12 prof CR3a)		, analyze, s (e.g.,	With a growth mindset, failure is an important part of success.
Central Idea/Enduring Understanding: Es			/Guiding Q	uestion:
 Real life situations utilize whole numbers, decimals and fractions in various methods. Patterns can assist in solving real world problems. 		 How are whole numbers, decimals, and fractions used in real-life situations? How can you find and use patterns to model real-world situations? What pattern is being used in the function table? How can you use ratios in real life situations? 		
Content: S Decimals I • Tenths f		Skills(Objectives): Identify and compare whole numbers, decimals, and fractions		
 Tenths Hundredths Comparing Decim Functions Function Table Patterns Ratios 	als	Ide Ide Ro Fin Co Us On	entify place yound whole r ound whole r and and desc ompare num se patterns to ganize data	value of a digit in a number number to specific places ribe number patterns bers and units using ratios o complete function tables into tables
Interdisciplinary Coppe	ctions	• Ap	oply ratios to	real life situations

Interdisciplinary connections are integrated in each unit with connections to the mathematical practices.

- 1. Make sense of problems and persevere in solving them
- 2. Reason abstractly and quantitatively
- 3. Construct viable arguments and critique the reasoning of others
- 4. Model with mathematics

	5. Use appropriate tools strategically			
	6. Attend to precision			
	7. Look for and make use of structure			
	8. Look for and express regularity in repeated reasoning			
	Stage 2: As	sessment Evidence		
	Performance Task(s):	Other Evidence:		
	Task 1: Decimals	Daily Do Now Activities		
	Decimals: Coupons: Students will	Exit Slips		
	complete and end of the unit	Teacher Created Materials		
	assignment by shopping off a	Class Participation		
	supermarket list and looking to find the	Online Assessments		
	best prices. Students will use coupon	Class Discussions		
	fliers to get the best coupon. Students	Projects		
	will clip the coupon and attach it to	Structured Observations		
	their list. Students will add their	Budgeting Project		
	groceries before the coupons are used			
	and after to see the total savings.			
	Task 2: Functions and Ratios			
	 Functions and Ratios: Students will 			
	use orders from a fast food restaurant			
	to create ratios. Students will be given			
	an order and will be told to create a			
	ratio based on the picture. For			
	instance, the order might be five			
	burgers and three mes. The task			
	hight be to write the fatto of thes to			
	determining the cost of just one item in			
	a package. For example, a pack of			
	twelve pencils. They will have to divide			
	to find the price of just one pencil			
	They can then use the unit rate of			
	items to compare various prices from			
	stores.			
Stage 3: Learning Plan				
	Learning Opportunities/Strategies:	Resources:		
	Decimals:	Google Classroom		
	Teachers will introduce place value in	Teacher created materials		
	relation to the decimal. Students will	kahoot.com		
	connect prior knowledge of using	nearpod.com		
	decimals when identifying money	Online sites		

www.teacherpayteachers.com

www.Edhelper.com

www.kahoot.com

amounts.
Students will use the knowledge of place value to compare decimals.

 Connecting prior knowledge, students will review greater than, less than and equal. Teacher will model addition and subtraction using decimals. Students will compute addition and subtraction of decimals by lining up the decimal point. Students will use calculators to do operations with decimals. 	www.cashvilleKidz videos www.practicemoneyskills.com Inclusive Math Class
 Functions and Ratios: Students will follow function rules to complete tables Students will represent visuals as a ratio in three ways: using a colon, a fraction, or the word "to." Students will use unit rates to compare prices of items in stores. 	

<u>Differentiation</u>*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving	On Grade Level	Struggling	Special Needs/ELL
Students	Students	Students	
Varying sets of reading	Course packet with	Varying sets of	Any student requiring further
social stories to focus	individualized	reading social	accommodations and/or
on specific behaviors	materials.	stories to focus on	modifications will have them
(either chosen by the	An adaptive	specific behaviors	individually listed in their 504 Plan
teacher or student).	assessment that	(either chosen by	or IEP. These might include, but
A personalized course	gets harder	the teacher or	are not limited to: breaking
packet with enrichment	depending on how	student).	assignments into smaller tasks,
materials.	a student is	A personalized	giving directions through several
An adaptive	performing.	course	channels (auditory, visual,
assessment that gets	One-on-one	individualized	kinesthetic, model), and/or small
harder depending on	coaching with a	packet.	group instruction for
how a student is	student, designed	An adaptive	reading/writing
performing.	around his/her	assessment that	
One-on-one coaching	specific for higher	gets easier or	ELL supports should include, but
with a student,	thinking challenges.	harder depending	are not limited to, the following::
designed around	Students grouped	on how a student is	Extended time
his/her specific for	into small groups,	performing.	Provide visual aids
higher thinking	which are designed	One-on-one	Repeated directions
challenges.	around their	coaching with a	Differentiate based on proficiency
Students grouped into	strengths and	student, designed	Provide word banks
small groups, which are	weaknesses so that	around his/her	Allow for translators, dictionaries
designed around their	they can assist and	specific challenges.	
strengths and	challenge each	Students grouped	Increase adult support on
weaknesses so that	other.	into small groups,	activities.

they can assist and challenge each other.A personalized course packet with individualized remediation or enrichment materials.which are designed around their strengths and they can tutor each other.Weekly conference with students to go over progress and concerns.Vary grouping arrangements: remediation or materials.weaknesses so that they can tutor each other.Weekly conference with students to go over progress and concerns.An adaptive assessment that gets easier or performing. One-on-one coaching with a student, designed around his/herAllow extra time on assessmentsTechnology to assist students with a language barrier or students that struggle with handwriting. Assist with organizing classroom materials.Very grouping arrangements: weaknesses so that they can tutor each on how a student is build.Provide frequent reviews of current concepts and information use of calculator extended time small group instruction use of manipulatives repeated instruction task broken down into smaller parts.Provide frequent reviews of current concepts and information taght.Provide frequent r				
challenge each other.course packet with individualized remediation or enrichment materials.around their strengths and weaknesses so that they can tutor each other.to go over progress and concerns. Vary grouping arrangements: small, large, and individual.An adaptive assessment that gets easier or performing.Allow extra time on assessments performing.Technology to assist students with a language barrier or students that struggle with handwriting. Assist with organizing classroom materials.One-on-one coaching with a student, designed into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.Weekly conference to set short term goals.Provide frequent reviews of current concepts and information use of calculator extended time small group instruction task broken down into smaller parts.Provide frequent reviews of current concepts and information use of manipulatives repeated instruction task broken down into smaller parts.Provide frequent reviews of current concepts and information task broken down into smaller parts.Provide frequent reviews of current concepts and information taught.Provide frequent reviews of current concepts and information taught.Assist with organizing classroom materials.Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.Assist with organizing classroom materials.Weekly conference specific challenges.Student, designed around their strengths and weaknesses so that they can tutor each other. <t< td=""><td>they can assist and</td><td>A personalized</td><td>which are designed</td><td>Weekly conference with students</td></t<>	they can assist and	A personalized	which are designed	Weekly conference with students
individualized remediation or emrediation or emrediation or enrichmentstrengths and weaknesses so that they can tutor each other.Vary grouping arrangements: small, large, and individual.enrichment materials.they can tutor each other.Technology to assist students with a language barrier or students that struggle with handwriting.An adaptive assessment that gets easier or harder depending on how a student is performing.Allow extra time on assessmentsAssist with organizing classroom materials.One-on-one coaching with a student, designed around his/her specific challenges.Weekly conference to set short term goals.Provide frequent reviews of current concepts and information use of calculator extended time small group instruction task broken down into smaller parts.Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.Provide frequent reviews of current concepts and information task broken down into smaller parts.Provide frequent reviews of current concepts and information task broken down into smaller parts.Provide frequent reviews of current concepts and information taught.Assist with organizing classroom materials.Hereinals.	challenge each other.	course packet with	around their	to go over progress and concerns.
remediation or enrichment materials. An adaptive assessment that gets easier or harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other. Allow extra time on assessments Provide study guides. Provide study guides. Provide frequent reviews of current concepts and information use of calculator extended time small group instruction use of manipulatives repeated instruction task broken down into smaller parts. Provide frequent reviews of current concepts and information task broken down into smaller parts. Provide frequent reviews of current concepts and information task broken down into smaller parts. Provide frequent reviews of current concepts and information task broken down into smaller parts. Provide frequent reviews of current concepts and information task broken down into smaller parts. Provide frequent reviews of current concepts and information taught. Assist with organizing classroom materials.		individualized	strengths and	Vary grouping arrangements:
enrichment materials.they can tutor each other.Technology to assist students with a language barrier or students that struggle with handwriting.An adaptive assessment that gets easier or harder depending on how a student is performing.Allow extra time on assessmentsTechnology to assist students with a language barrier or students that struggle with handwriting.One-on-one coaching with a student, designed around his/her specific challenges.Provide study goals.Provide frequent reviews of current concepts and information use of calculator extended time small group instruction use of manipulatives repeated instruction task broken down into smaller parts.Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.Frequent reviews of current concepts and information task broken down into smaller parts.Provide frequent reviews of current concepts and information taught.Provide frequent reviews of current concepts and information taught.		remediation or	weaknesses so that	small, large, and individual.
materials.other.a language barrier or students thatAn adaptiveAllow extra time onstruggle with handwriting.assessment thatassessmentsAssist with organizing classroomgets easier orProvide studymaterials.harder dependingguides.Provide frequent reviews ofon how a student isWeekly conferencecurrent concepts and informationperforming.to set short termuse of calculatorOne-on-onegoals.small group instructionstudent, designedaround his/hersmall group instructionspecific challenges.Students groupedtask broken down into smallerbrowich are designedaround theirparts.strengths andweaknesses so thatthey can tutor eachother.other.and		enrichment	they can tutor each	Technology to assist students with
An adaptive assessment that gets easier or harder depending on how a student is performing.Allow extra time on assessmentsstruggle with handwriting. Assist with organizing classroom materials.One-on-one coaching with a student, designed around his/herWeekly conference to set short term goals.Provide frequent reviews of current concepts and information use of calculator extended time small group instruction use of manipulatives repeated instruction task broken down into smaller parts.Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.Allow extra time on assessments Provide study guides.Students grouped into small groups, which are designed around their strengths andAllow extra time on assessments Provide frequent reviews of current concepts and information taught.Assist with organizing classroom materials.Assist with organizing classroom materials.		materials.	other.	a language barrier or students that
assessment that gets easier or harder depending on how a student is performing.assessments Provide study guides.Assist with organizing classroom materials.One-on-one coaching with a student, designed around his/her specific challenges.Drovide study guides.Provide frequent reviews of current concepts and information use of calculator extended time small group instruction use of manipulatives repeated instruction task broken down into smaller parts.Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.Assist with organizing classroom materials.Assist with organizing classroom materials.Assist with organizing classroom materials.		An adaptive	Allow extra time on	struggle with handwriting.
gets easier or harder depending on how a student is performing.Provide study guides.materials.One-on-one coaching with a student, designed around his/herWeekly conference to set short term goals.current concepts and information use of calculator extended time small group instruction use of manipulatives repeated instruction task broken down into smaller parts.Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.Provide frequent reviews of current concepts and information use of calculator extended time small group instruction use of manipulatives repeated instruction task broken down into smaller parts.Provide frequent reviews of current concepts and information taught.Provide frequent reviews of current concepts and information taught.		assessment that	assessments	Assist with organizing classroom
harder depending on how a student is performing.guides.Provide frequent reviews of current concepts and information use of calculator extended timeOne-on-one coaching with a student, designed around his/hergoals.extended time small group instruction use of manipulatives repeated instruction task broken down into smaller parts.Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.Provide frequent reviews of current concepts and information use of manipulatives repeated instruction task broken down into smaller parts.Provide frequent reviews of current concepts and information task broken down into smaller parts.Provide frequent reviews of current concepts and information taught.		gets easier or	Provide study	materials.
on how a student is performing.Weekly conference to set short term goals.current concepts and information use of calculator extended timeOne-on-one coaching with a student, designed around his/hersudent, designed around his/hersmall group instruction use of manipulatives repeated instruction task broken down into smaller parts.Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.Provide frequent reviews of current concepts and information use of manipulatives repeated instruction task broken down into smaller parts.		harder depending	guides.	Provide frequent reviews of
performing.to set short term goals.use of calculator extended timeOne-on-one coaching with a student, designed around his/her specific challenges.small group instruction use of manipulatives repeated instruction task broken down into smaller parts.Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.to set short term goals.use of calculator extended time small group instruction use of manipulatives repeated instruction task broken down into smaller parts.Provide frequent reviews of current concepts and information taught.current concepts and information taught.		on how a student is	Weekly conference	current concepts and information
One-on-one coaching with a student, designed around his/her specific challenges.goals.extended time small group instruction use of manipulatives repeated instruction task broken down into smaller parts.Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.poals.extended time small group instruction use of manipulatives repeated instruction task broken down into smaller parts.Provide frequent reviews of current concepts and information taught.eurent concepts and information taught.Assist with organizing classroom materials.materials.		performing.	to set short term	use of calculator
coaching with asmall group instructionstudent, designeduse of manipulativesaround his/herrepeated instructionspecific challenges.task broken down into smallerStudents groupedparts.into small groups,Provide frequent reviews ofwhich are designedcurrent concepts and informationaround theirtaught.strengths andAssist with organizing classroomweaknesses so thatmaterials.they can tutor eachother.		One-on-one	goals.	extended time
student, designed around his/her specific challenges.use of manipulatives repeated instruction task broken down into smaller parts.Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.Use of manipulatives repeated instruction task broken down into smaller parts.Image: strength sector of the sector of		coaching with a		small group instruction
around his/herrepeated instructionspecific challenges.task broken down into smallerStudents groupedparts.into small groups,Provide frequent reviews ofwhich are designedcurrent concepts and informationaround theirtaught.strengths andAssist with organizing classroomweaknesses so thatmaterials.they can tutor eachother.		student, designed		use of manipulatives
specific challenges.task broken down into smaller parts.Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.Provide frequent reviews of current concepts and information taught.MarkensesAssist with organizing classroom materials.		around his/her		repeated instruction
Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.parts. Provide frequent reviews of current concepts and information taught.Provide frequent reviews of current concepts and information taught.		specific challenges.		task broken down into smaller
into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.Provide frequent reviews of current concepts and information taught. Assist with organizing classroom materials.		Students grouped		parts.
which are designed around their strengths and weaknesses so that they can tutor each other.current concepts and information taught. Assist with organizing classroom materials.		into small groups,		Provide frequent reviews of
around theirtaught.strengths andAssist with organizing classroomweaknesses so thatmaterials.they can tutor eachother.		which are designed		current concepts and information
strengths andAssist with organizing classroomweaknesses so thatmaterials.they can tutor eachother.		around their		taught.
weaknesses so that materials. they can tutor each other.		strengths and		Assist with organizing classroom
they can tutor each other.		weaknesses so that		materials.
other.		they can tutor each		
		other.		

Pacing Guide

Course Name	Resource	Standards
MP 1		
Unit 1	Chapters:	New Jersey Student Learning
Number Sense (18 days)	Money	<u>Standards</u>
	Greater Than, Less Than, Equal	N-RN.A.2 B.
	Place Value	N-Q.A .
	Fractions	A-SSE.A A.
	Percentage	A-CED.A
	Graphs	
	Mean Median Mode	Dynamic Learning Maps-
		Essential Elements
	Unit Assessment: Party Planning	M.EE.N-CN.2.a.
	Scenario Task (3 days)	M.EE.N-CN.2.b
		M.EE.N-CN.2.c
		EE.A-SSE.1.

Unit 2 Expressions, Equations and Inequalities (18 days)	Chapters: Converting between Decimals and Fractions Algebraic Expressions: Graphing Equations Unit Assessment: Fundraiser Project (3 days)	New Jersey Student Learning Standards N-RN.A.2 B N-Q.A . A-SSE.A A. A-CED.A A-REI.B Dynamic Learning Maps- Essential Elements M.EE.N-CN.2.a M.EE.N-CN.2.b M.EE.N-CN.2.c
MP 2		
Unit 2 Expressions, Equations and Inequalities (20 days)	Chapters: Converting between Decimals and Fractions Algebraic Expressions: Graphing Equations Unit Assessment: Cell Phone Project (3 days)	New Jersey Student Learning Standards N-RN.A.2 B N-Q.A . A-SSE.A A. A-CED.A A-REI.B Dynamic Learning Maps- Essential Elements M.EE.N-CN.2.a M.EE.N-CN.2.b M.EE.N-CN.2.c
Unit 3 Ratios and Proportional Relationships (18 days)	Chapters: Decimals Functions and Ratios Unit Assessment: Decimal Project (3 days) Function and Ratio Task (3 days)	New Jersey Student Learning Standards N-RN.A.2 B. N-Q.A A-SSE.A A F-BF.2 F-IF.1-3 Dynamic Learning Maps- Essential Elements A-SSE.4 EE.N-CN.2.b. EE.N-CN.2.c.