POR Academic Math
Course Compendium

UNITS OF STUDY*

Unit 1- *Real Numbers*
Unit 2- *Operations with Numbers*
Unit 3- *Ratios, Proportions & Percents*
Unit 4- *Statistics & Data Analysis*
Unit 5- *Probability*
Unit 6- *Variables and Equations*
Unit 7- *The Coordinate Plane*
Unit 8- *Linear Relationships*
Unit 9- *Geometric Probability*
Unit 10- *Area and Perimeter*

INTERDISCIPLINARY CONNECTIONS

NJSLS Companion Standards Grades 6-8

RST.6-8.3. Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks.
RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*.
RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

21st Century Life and Careers

CRP1. Act as a responsible and contributing citizen and employee.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence
9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.
9.3.ST.6 Demonstrate technical skills needed in a chosen STEM field.

**See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments*

Technology

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
8.2.8.E.1 Identify ways computers are used that have had an impact across the range of human activity & within different careers where they are used.
8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product.
8.2.8.C.8 Develop a proposal for a chosen solution that include models (physical, graphical or mathematical) to communicate the solution to peers.
8.1.12.A.CS1 Understand and use technology systems.
8.1.12.B.CS1 Apply existing knowledge to generate new ideas, products, or processes.
8.2.12.E.1 Demonstrate an understanding of the problem-solving capacity of computers in our world.

<table>
<tr><th colspan="3">GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS</th></tr>
<tr><th>English Language Learners</th><th>Students Receiving Special Education Services</th><th>Advanced Learners</th></tr>
<tr>
<td>- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks

WIDA Can Do Descriptors for Grade 9-12
WIDA Essential Actions Handbook
FABRIC Paradigm
Wall Township ESL Grading Protocol

*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</td>
<td>- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Follow a routine/schedule
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

National Center on Universal Design for Learning - About UDL
UDL Checklist
UDL Key Terms</td>
<td>- Use of high level academic vocabulary/texts
- Problem-based learning
- Preassess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities
Knowledge and Skill Standards in Gifted Education for All Teachers
Pre-K-Grade 12 Gifted Programming Standards
Gifted Programming Glossary of Terms

Students with 504 Plan

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.</td>
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At Risk Learners / Differentiation Strategies		
Alternative Assessments	Independent Research & Projects	Jigsaw
Choice Boards	Multiple Intelligence Options	Think-Tac-Toe
Games and Tournaments	Project-Based Learning	Cubing Activities
Group Investigations	Varied Supplemental Activities	Exploration by Interest
Guided Reading	Varied Journal Prompts or RAFT Writing	Flexible Grouping
Learning Contracts	Tiered Activities/Assignments	Goal-Setting with Students
Leveled Rubrics	Tiered Products	Homework Options
Literature Circles	Graphic Organizers	Open-Ended Activities
Multiple Texts	Choice of Books/Activities	Use of Reading Buddies
Personal Agendas	Mini-Workshops to Reteach or Extend	Varied Product Choices
	Think-Pair-Share by readiness or interest	Stations/Centers
	Use of Collaboration of Various Activities	Work Alone/Together

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