



PISCATAWAY TOWNSHIP SCHOOLS

Dr. William Baskerville
Assistant Superintendent of Curriculum and Instruction

GENERAL INFORMATION

- Purpose of the Evening
- [K-12 Amistad/Holocaust/LGBTQ/AAPI Crosswalk](#)
- Comprehensive Health and PE (Opt-Out)
- [Test/Practice Resources](#)
- [Academies](#)
- Engineering / PLTW / CTE
- [Behavioral Expectations](#)
- Learning Loss (District Learning Acceleration Plan)
- Summer Programs/Work
- [Academic Performance \(Student Performance Reports\)](#)



General Overview of ELLs Grades 6-8

Glennysha Jurado-Moran

District Supervisor of World Language and ELL/ESL, K-12



NJDOE ELL Legal Requirements

1. Screening process
2. Annual monitoring
3. Exit criteria
4. 2-year monitoring
5. Parent notification

ELL Proficiency Levels

WIDA ELD FRAMEWORK 2020

1. Entering	Knows and uses minimal social language and minimal academic language with multimodal and graphic support
2. Emerging	Knows and uses some social English and general academic language with multimodal and graphic support
3. Developing	Knows and uses social English and some specific academic language with multimodal and graphic support
4. Expanding	Knows and used social English and some technical academic language. (4.5 needed to exit program)
5. Bridging	Knows ad used social and academic language when working with grade level material
6. Reaching	Knows and uses social and academic language at the highest level measured by this assessment.

How to help your student at home

Build literacy skills & learn English together

- ✓ Keep developing literacy skills in your home language
 - Read books in home language
- ✓ Listen to English as much as possible
 - Watch your favorite show but change the language to English using the SAP button on your remote
 - Listen to children's songs
- ✓ Visit the library

Resource for families

<https://www.colorincolorado.org/families>

Social Emotional Learning and Child Development

Dr. Kelvin Rogers

Counselor, Conackamack Middle School

Piaget vs. Vygotsky

Piaget's theory differs in important ways from those of [Lev Vygotsky](#), another influential figure in the field of child development. Vygotsky acknowledged the roles that curiosity and active involvement play in learning, but placed greater emphasis on society and culture.

Piaget felt that development is largely fueled from within, while Vygotsky believed that external factors (such as culture) and people (such as parents, caregivers, and peers) play a more significant role.

Our natural environment: school, sports, home, places of worship, etc.

2020 APA Study: We need society rather than social networks and video calls- 7/10 Gen Z individuals reported.

Study noted: Different Demographics- same problems with the same common denominator of parental involvement.

Piaget's Child Development and Critical Stages

Concrete Operational Stage

7-11 yrs. Common Sense and Based on what I can see
(Facts)

Formal Operational Stage

Ages 12 and Beyond- Abstract Ideas and Life's
Experiences



Irvin Yalom (1970)

11 Principles of Life

#1 is Hope and some other principles include:

- Interpersonal Learning
- Group Cohesiveness
- Universality
- This takes us to some current events in our schools and society: Conflicts and types of mediation along with its resources.

Classical Theories and Theorists

- Theories from a psychological perspective often concentrate on development in terms of phases or stages that individuals progress through as they grow and develop. Several of the main theorists associated with such an approach include:
 - **Sigmund Freud** (1856-1939): explored stages of early childhood development to explain behaviors and psychological problems.
 - **Jean Piaget** (1896-1990): developed a theory of cognitive development based on the belief that children seek to understand and adapt to their environment and to do so they undertake certain actions as they move through progressive stages of development.
 - **Erik Erikson** (1902-1994): saw individuals moving through a series of stages and 'crisis' points as they developed their identity; the move through this process by virtue of increasing age and negotiation of each stage or 'crisis' successfully contributes to healthy development.

What is the CASEL SEL framework?

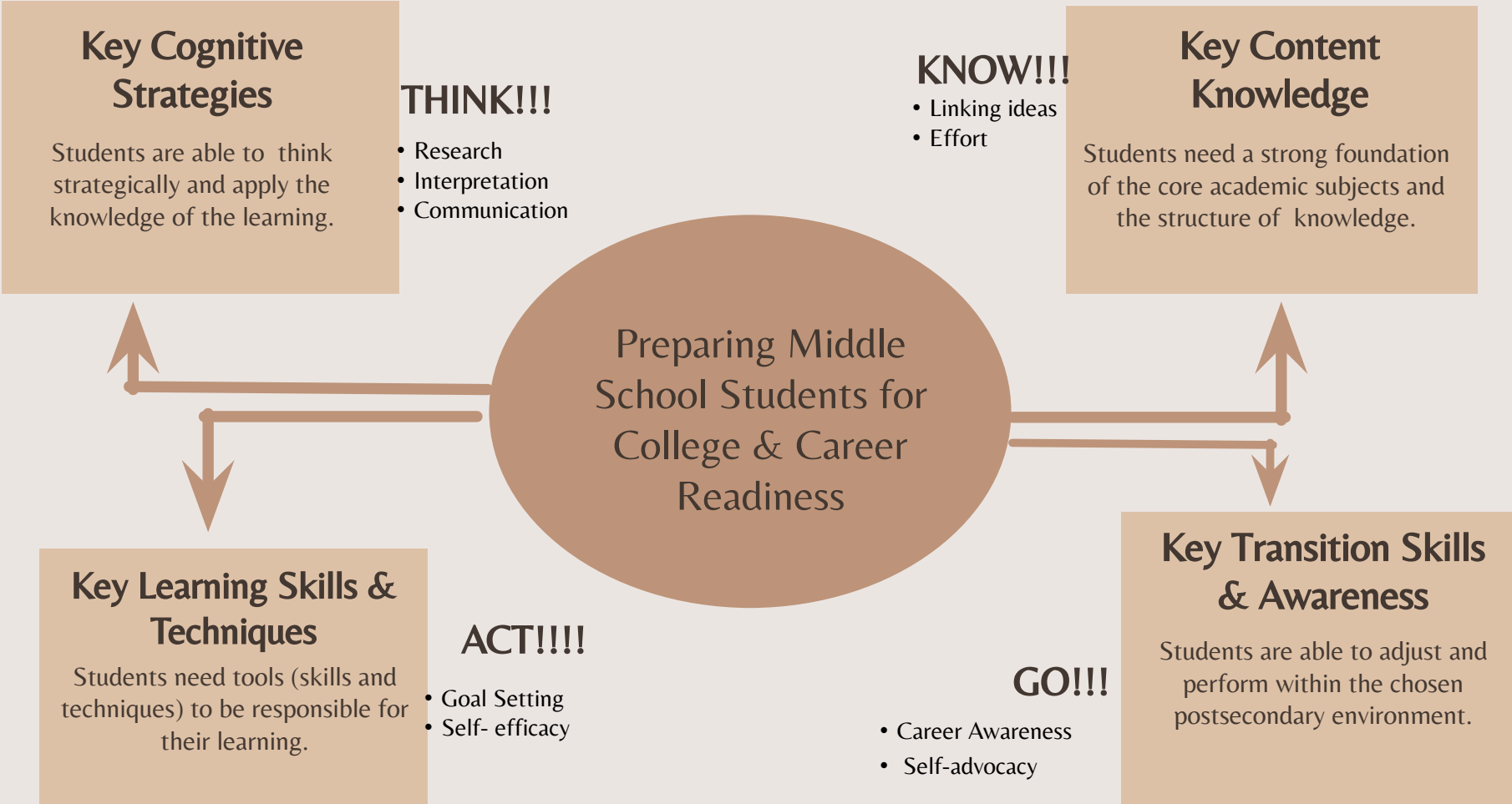
For many, our framework is known as the “CASEL wheel.” At the center are the five core social and emotional competencies—broad, interrelated areas that support learning and development. Circling them are four key settings where students live and grow. School-family-community partnerships coordinate SEL practices and establish equitable learning environments across all of these contexts.

[Explore the CASEL Framework](#)



College & Career Readiness

Yashmine Cooper
Vice Principal, Knollwood Elementary School



Diversity, Equity, and Inclusion (DEI)

Dr. C. Alex Gray
Director of Diversity, Equity & Inclusion

District DEI Efforts

Embedded in what we already do in our schools

- District DEI goals
- DEI Committees in each building
- Connecting students/families to information & opportunities
- Supporting students/families during school transitions
- Analyzing data on student achievement, discipline, etc.
- Taking action based on what is revealed in the data
- Removing barriers for students, especially those from marginalized groups
- Helping staff positively connect w/ ALL students/families

Equity in Piscataway Schools

How Equity is Achieved

- There is a place for Equality
- We must also embrace Equity
- Appreciate similarities
- Acknowledge diversity
- Invest time to learn about each student
- We help each student learn to the best of their ability



Internet Safety



John Bartruff
Manager of Information Systems

What we do:

- Leverage content filtering on all district issued devices
- Ipad applications are offered in a control app portal.
- Train staff yearly on internet safety and usage
- Provide ongoing security assessment of filtering tools



What our teachers do:

- Provide our students an understanding of digital citizenship
- Discuss the appropriateness of social media
- Address the “dangers” of the internet and the associated consequences to include cyberbullying
- Emphasize Information Literacy



What you can do:

- Monitor your child(ren)'s internet and social media usage
- Establish “house rules” between you and your child(ren) concerning internet based devices, such as a cell phone contract.
- Listen and ask questions!



For additional topics found within the district's digital literacy curriculum guides, click the link or scan the qr code to the right:

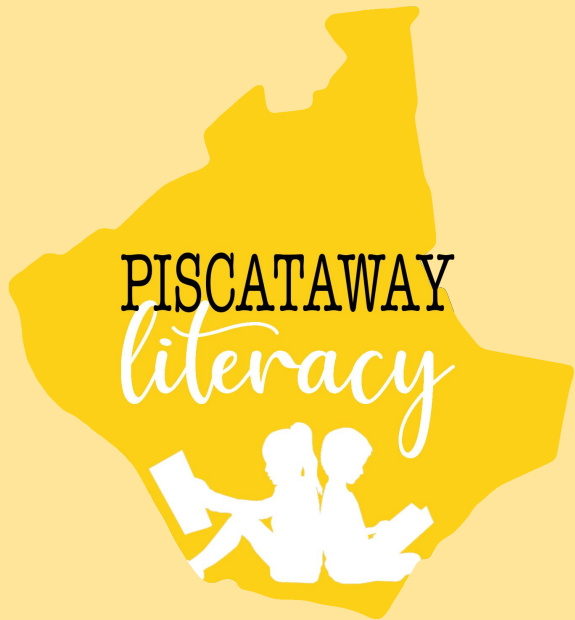
[Media/Tech Curriculum Guides](#)



Curriculum Guides



[https://www.piscatawayschools.org/
curriculum/curriculum_guides](https://www.piscatawayschools.org/curriculum/curriculum_guides)



Middle School Literacy

Janine Albanese

District Supervisor of Literacy, K-12

jalbanese@pway.org

Lesson Structure of a Workshop

MINILESSON/TEACHING POINT

- This time is dedicated to **explicit teaching**, where the teacher and students come together

A lesson is taught with a focused teaching point. Students then **actively engage** with practicing this concept (with a partner) before the minilesson is over.

INDEPENDENT READING OR WRITING/WORK SESSION

- This is not sustained silent reading! This is the busiest part of Workshop!

SMALL GROUP/CONFERRING WORK

- The teacher meets with strategically-formed **small groups** of students to focus on strategy work, skills work, guided reading, for example.

Sample Units for Middle School Literacy Workshop

6th Grade

Investigating Social Issues Through Literary Essay
A Deep Study of Character and Realistic Fiction

7th Grade

Argument Writing and Essential Research Skills
Investigating Characterization and Writing About Reading

8th Grade

Critical Literacy and Memoir
Reading Analytically and Characterization



District Assessments in Literacy

Timed Reading Learning Tasks

- NJSLA-like tasks in Reading that allow teachers to determine areas for more targeted instruction before state assessments are administered.
- Beginning, middle, and end-of-year

On-Demand Writing

- This genre of writing is end-of-unit writing that is administered in a timed setting after students engage in the entire process of writing this genre after a unit of study.
- Beginning, middle, and end-of-year



Resources/Materials

Core Materials

- Teachers College Reading and Writing Units of Study



Supplemental Resources

- Learning Ally (audiobooks)
- Epic! (digital/e-books)



Middle School Literacy

A group of diverse middle school students are sitting on the floor in a circle, engaged in reading. They are holding various books and papers. In the foreground, a soccer ball is visible. The background shows a brick building with windows.

Joseph Protomastro
Conackamack Teacher

Sample *Blended Unit Session*:
“Writing about Reading”
“Investigating Characterization”

Flying Lessons & Other Stories
By Matt de la Peña

- **Close read select excerpts**
- **Characterize and discuss Character’s motivation**
- **Analyze theme for real-world relevance**
- **Take detailed notes for essay**



“Writing about Reading” Day 2

- **Development of a claim:**
- ***Usually* driven by theme or character**
- **Carefully-selected quotes for analysis**
- **Small-group critical analysis**

Topic (Statement): In the story “Ordinary Hoop Court”, the characters show the importance of relaxation.

Elaborate: Throughout the school year he is being kept busy with lots of school work. His mother also pushes him to do more homework in his free time. So, when summer finally arrives, the narrator is relieved that he has more time to relax.

Quote Intro: For example, in the story it says,

Quote: “For people like you, ball is more than just ball. It’s a way out.”

Quote Analysis: The narrator needs basketball. He doesn’t have any other way to calm himself after a stressful day. Without basketball, he would be overwhelmed with essays, homework’s, etc. Unlike the narrator who knows and understands that his passion for basketball is a way to calm himself, his father doesn’t have an escape from the stress and anxiety. From what the story shows that his father spends most of his time at work and doesn’t have any hobbies that he enjoys. Because of how often he works, he could be too overwhelmed. This could end up affecting his mental health long term. Throughout the story, the father could’ve used a way of relaxation.

Closing Statement: Although the narrator and his father may be busy each day, they both need a way out of the anxiety in their every day lives.

Middle School Literacy



Matthew Zrebiec
Quibbletown 8th Grade Literacy

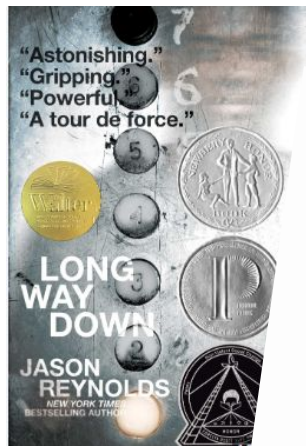
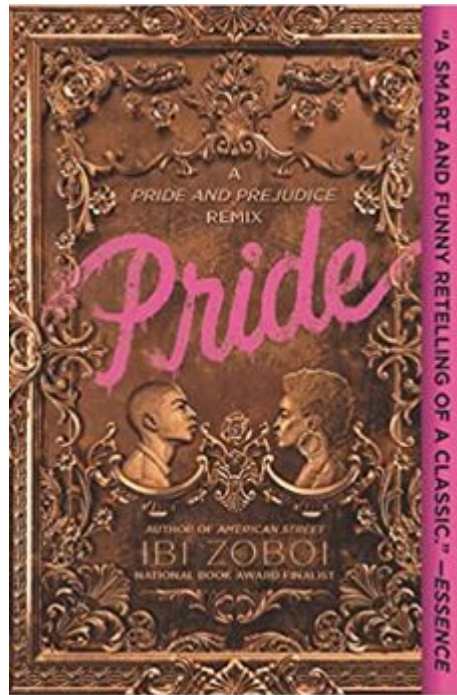
Mentor Text

SAMPLE LESSON

Teaching Point

Today I want teach you that, readers pay attention to their own perspective as they read, noticing how parts of a novel feel familiar or unfamiliar. We see ourselves through mirrors and windows.

Book Club Group Book Choices



To read more sophisticated novels, readers...



Seek reviews: research characters, settings, conflicts, issues.



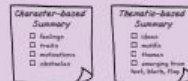
Pay attention to their own perspective, alert to mirrors and windows.



Reflect on their own identities, turning identity lenses into interpretation lenses.



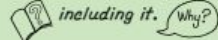
Summarize to hold onto the story.



Use notebooks to synthesize and develop thinking.



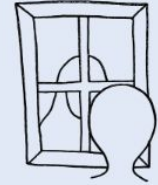
When a part seems irrelevant or confusing, ask what reason the author might have for including it. Why?



*To read more
sophisticated
novels, readers...*



*Pay attention to their
own perspective, alert to
mirrors and windows.*



Mirrors VS Windows

Mirrors:

When we see ourselves and OUR lives and OUR experiences REFLECTED in the stories of others

Reading these stories can help us not feel alone in the world.

Windows

We can see into the lives of others through the stories they tell, which often differs from our own lives and perspectives.

Reading these stories can help us better understand others and build empathy.

Students Turn their Identities into a Lense to Read and Analyze Characters

Dear Martin: Nic Stone 67

2-6-2023

Mirrors	Windows
<p>- "Sometimes, it really bugs me that Manny spends so much time with those guys... but it's hard to see my boy hang out with dudes who are blatantly disrespectful to our people" (Stone 37). I also get mad at my friends who become friends with people who are disrespectful to my culture, race, religion, etc. It feels like they don't care about you or your feelings.</p> <p>- "I've been tellin' you since you were small that you gotta make a place for yourself in this world," she said (Stone 36). My parents are always encouraging me to be someone special in society and weather the hardest for me to succeed.</p>	<p>- "He cares a bit, obviously. If he didn't, he wouldn't've walked a mile from Manny's house at three in the morning. All to keep his drunken disaster of an ex from driving." (Stone 4) I understand that Jus feels bad for his ex but if my ex (which I never had) ever ended up like Mel, I'd be happy for them because they did me wrong and that is just karma coming to bite back.</p> <p>- "Yeah, they're all right. Mel gave me this weird ointment from Norway. Smells like Alford-covered feet, but it's doing the trick... We got back together last night." (Stone 16). Jus must have attachment issues because I would never go back to someone who did me wrong in more ways than one.</p>



Mirrors and Windows:

Mirrors	Windows
<p>"Stephen Keller clearly didn't understand my social standing at Chapel Hill High School." This relates to me in the way that a lot of the time my parents advise me to speak out more but my school status is so set to introverted.</p> <p>"I was overweight, period, which is why Stephen Keller was always harassing me in school too." I can relate to this in the way that I have seen that a lot of the time parents tend to point out people's insecurities, even if they don't mean to be mean about it.</p>	<p>"It's my hair, dad," I said. "Why is it such a big deal for you anyway?" I can see how it could sometime be seen as annoying when parents are constantly on their kids' business, but I believe that they just want to be included in their life.</p> <p>"We didn't watch The Next Generation that night. There wasn't time, with all the packing. Besides, Star Trek was when we acted like we were a real father and son." This shows me how sometimes parents and kids don't get along with each other. I understand this because I knew that parents and kids...</p>

Social Studies



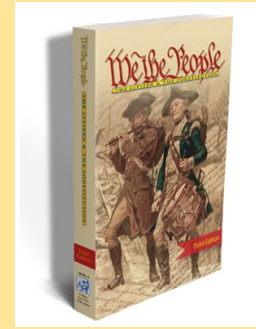
Christopher Irovando

District Supervisor of Social Studies, K-8

cirovando@pway.org

Resources/Materials

- Lessons are created using teacher-created discussions and lessons.
- Grade 6- US History: “Road to Revolution” to “American Civil War”
- Grades 7 & 8- Ancient History
- Civics Mandate- Grade 6 marking periods 2 and 3
- Personal Finance Mandate- Grades 7 & 8
- Primary sources/documents
- Schoology “tech-book”
- Analytical writing and document-based question (DBQ)



Lesson Structure

- Introduction
The teacher poses question(s) to class to gauge previous knowledge of person/topic discussed for the lesson.
- Whole Class/Group Discussion
Students have opportunity to discuss as a whole-class or in “turn and talk” sessions.
- Presentation of book/article/video clip
Teacher will share written or multimedia resource to continue discussion, introduce new vocabulary, and provide information for student activity.
- Group/Independent Work Session/Centers
Students participate in an independent/group task or project. Teacher can assess via observations, questioning, and producible.
- Closure Activity/Discussion
Students are given the opportunity to reflect on the lesson and link the lesson to the next lesson, where applicable. Assessment opportunities exist in observations, questioning, and producible.

District Assessment

- District assessments for Social Studies given at all grades.
- Four assessments each year (Google Form), with a possible shift to a project assessment for one assessment.
- No more than twenty multiple choice questions per assessment
- Results are used to determine future resources/practice



Grade 6 Lesson Overview/Sample



Mrs. Erin Torres
Schor Middle School

You Can Do It!



Welcome to 6th Grade Social Studies!

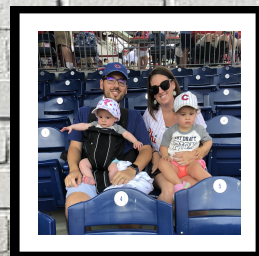
Ms. Erin Torres

Email: etorres@pway.org

Welcome to 6th Grade
Social Studies!

15

HISPANIC HERITAGE MONTH
SEPTEMBER 15 - OCTOBER 15



hi





Think about it:

What would our classroom look like if there were no rules?

What would the hallways look like if there were no rules?

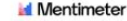
What would the bus be like on the ride home if there were no rules?

Brainstorm with your group and share using the QR Code

Sample Do Now - Getting students ready to talk

Go to www.menti.com and use the code 8786 0129

Write the 3 most important words/phrases from the French and Indian War



Voting is closed

13



Sample Mentimeter Do Now - Conversation Starter

Questions to consider - State of Nature

- > What might be some advantages and disadvantages of living in a state of nature?
- > What rights, if any, might you expect to have in a state of nature?
- > What might people who are weaker or less skilled than others try to do? Why?
- > Would anyone have the right to govern you? Would you have a right to govern anyone else? Why?
- > Who would make the rules?



Two Definitions of the “common good”

Actions that governments take that are either shared or for the benefit of the whole community



Actions that individuals take that are for the benefit of the community rather than simply their own self-interests



D. Hobbes vs. Locke. Decide whether Hobbes and Locke would agree about each statement.

There are no laws in a state of nature, and people are always at war.



Hobbes & Locke would:
 Agree about this
 Disagree about this

People need government to create laws, protect citizens, and provide services.



Hobbes & Locke would:
 Agree about this
 Disagree about this

Rulers should have complete power and should not be able to be kicked out by citizens.



Hobbes & Locke would:
 Agree about this
 Disagree about this

If there is a statement where Hobbes and Locke would disagree, explain their differences:

Guided Notes

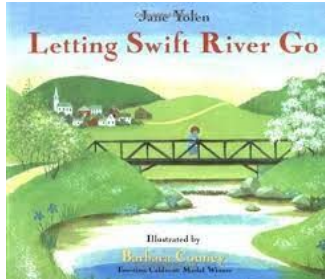
SS - 1/4/23 - State of Nature

Discussion Post

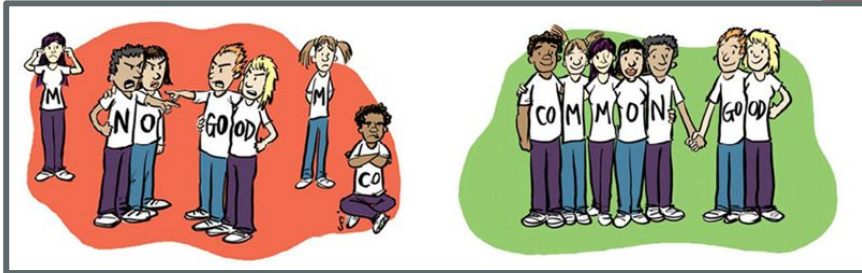
SS - 1/6/22 - Common Good

Post a full paragraph response to the following question in the Schoology Discussion:

Men and women like Harriet Tubman and Martin Luther King, Jr., who took great risks to act on behalf of others, exemplify individuals who have contributed to the common good. Think of someone you have learned about, either in this class or another class, that has worked for the common good of others. Write a paragraph explaining how they contributed to the common good of others. Make sure to give examples.



Books used to discuss
"Common Good" theme



Fairy Tale Project

Doing what is in the common good is not always so easy and often involves difficult decisions. It is essential for government and for individuals to work for the common good in order for individuals and society to flourish.

Task: Create a children's fairytale where you address the common good. Choose a problem that affects people and tell a story to come up with a solution to that problem.

- ★ **Step 1:** After you choose a story idea, complete the Story Planning Page (to point classwork grade)
- ★ **Step 2:** Using the checklist below make your Common Good Fairytale. You may use the app of your choice (using the *Pages App* and the *Children's Book Template* is recommended) to create your final project or use paper and colored pencils (provided by me).

Checklist of items to include in your book

1. Title of your Story (1 page)
2. 4 or more main characters
3. Introduce your characters and the problem that they will solve (2-3 pages)
4. Action to solve the problem (2-3 pages)
5. A solution to the problem that improves the common good (1-2 pages)
6. Colored and organized

Step 3: Use the rubric provided to review your final project draft. Then submit your final project in Schoology.



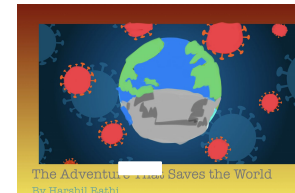
Student Stories included:

- Putting Recycling bins in schools
- Regulating new social media apps that harm students
- Sanitation workers have Covid and the town needs to work together to clean the neighborhood
- Kids stuck on a deserted island have to work together to seek food and shelter
- Changing cars to run on pollution instead of gasoline
- Saving a town from water pollution

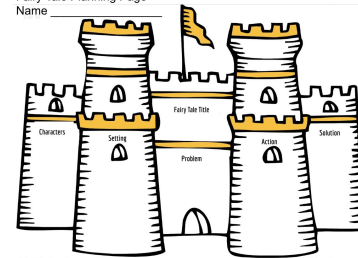
Culminating Project

Adhika Sha

The "Unnecessary" Necessities



Fairy Tale Planning Page
Name _____



Grade 7/8 Lesson Overview/Sample



Ms. Carleigh Zielinski- Grade 7
Quibbletown Middle School



The Holocaust

Grade 7 Lesson

Do Now: What do you know about the Holocaust?

Who was Adolf Hitler? If you are not sure, what questions do you have?

** Have students share out & discuss**

Mini Lesson: Introduction to the task, stations, and closing assignment.

Work Period: Students will move from station to station over the course of 3 days, analyzing, exploring, watching, listening, and reading about events before, during, and after the Holocaust.

Closing Assignment: Reflection questions in packet, and Student ID Book

Who:

- **Hitler** was the dictator (leader) of Germany from 1933-1945. He was responsible for organizing the **Nazi Party** and the Holocaust.
- Groups Targeted- Although Jews were primarily targeted, Gipsy's, homosexuals, disabled, along with other groups.



What:

- The Holocaust was **genocide**, or the systematic (organized) killing of about six million Jews and 5 million non-Jews by the Nazi's. The Holocaust refers to a gradual progression of worsening treatment starting with removal of rights within the society to finally Concentration Camps (Work Camps).

When:

- 1933-1945

Where:

- Poland

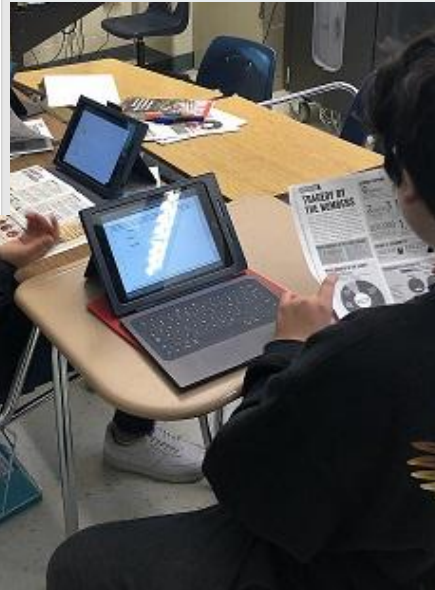
Why:

- The Germans felt that they were "racially superior" (better than the Jews and other groups based on their race).

Task:

You are a family living in Poland during the time of the Holocaust. Throughout the stations, you will encounter various points and events that changed your location and the outcome.

- Station 1: Jewish Life before the Holocaust
- Station 2: Night of the Broken Glass
- Station 3: The Ghetto
- Station 4: Intake
- Station 5: Food as Weapon
- Station 6: Auschwitz
- Station 7: Life After the Holocaust
- Station 8: The People who Saved the Children



United States
Holocaust Memorial
Museum:



Station 3:



Station 3: Ghetto

Imagine one day you are living in a spacious apartment and the next, you are told that you have to move out of your apartment. You are only allowed to take what you can carry on your back.

Discuss with your group what the term "ghetto" means to you today. Jot these ideas down on the web.

Skim the article and discuss how ghettos then to our current understanding of a "ghetto".

GHETTOS <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005059>

THAN DECIDE,

What 2 items would you take? Why?

1-

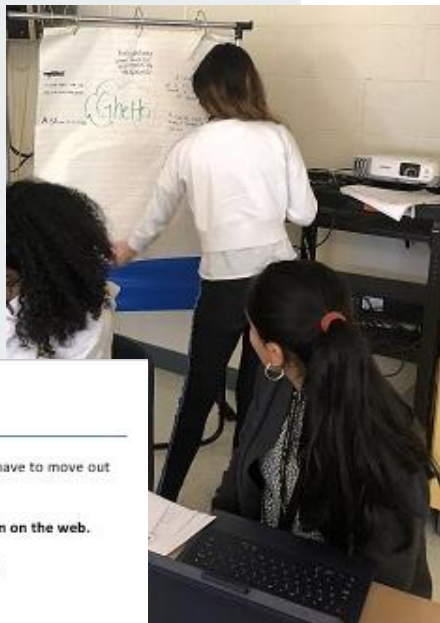
Why?

2-

Why?

Life in the ghetto was unbearable. Multiple families were forced to live in one tiny apartment. Disease and starvation were both extremely common. Look at the pictures around you to get a better sense of life in the ghetto.

Read and respond to the primary source documents and answer the questions that follow. The first document is about a child's birthday within the ghetto. The second story was about the conditions within the ghetto.



Abraham Lewent- Warsaw Ghetto

Born: 1924, Warsaw, Poland

The hunger in the ghetto was so great, was so bad, that people were laying on the streets and dying, little children went around begging, and, uh, everyday you walked out in the morning, you see somebody is laying dead, covered with newspapers or with any kind of blanket they found, and you found...those people used to carry the dead people in little wagons, used to bring them down to the cemetery and bury them in mass graves. And every day thousands and thousands died just from malnutrition because the Germans didn't give anything for the people in the ghetto to eat. There was no such thing. You can't walk in and buy anything, or getting any rations. It's your hard luck. If you don't have it, you die, and that's what it was.

What were conditions like in the Ghetto?

Did the Germans help people within the Ghetto?

Gerda Weissmann Klein- Birthday in the Ghetto

Born: 1924, Bielsko, Poland

My mother decided that I'm going to have a party. And uh, I just had a wonderful thing, I just had a, another big birthday, my sixty-fifth. And a friend of mine who now lives in Detroit met my uh--husband and children gave me a party--she came to the party and she was in in Arizona now, and she was at that birthday party. The birthday party was rather grand because my mother had some oatmeal and she had made some wonderful cookies which we all swore were absolutely like uh tasted like uh nuts. And I had a birthday party which was crowned by an incredible thing. I got an orange. I always loved oranges. Only later did I find out that my mother had gone out of the ghetto, sold a diamond and pearl ring to get me an orange. That was the last birthday gift from my parents.

How did she celebrate her birthday?

What did her parents get her for her birthday?

What did her mother have to sell in order to get the birthday gift?



NJ State Standards & K-12 Crosswalk

6.1.12.HistoryUP.11.b*: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

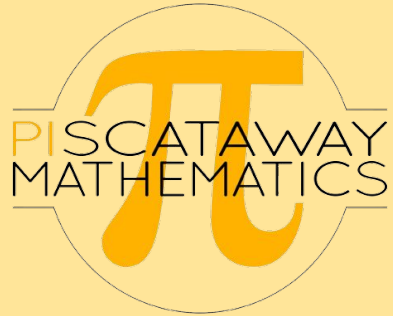
6.2.12.CivicsHR.4.a*: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.

6.2.12.HistoryCC.4.g*: Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”

6.2.12.HistoryUP.4.c*: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

SS: Students in grade 7 begin the study of civilizations in ancient Africa and Israel. Within these studies, students learn the origins and struggles of African and Jewish societies. These origins and struggles help to establish the roots of modern culture as students explore areas of Amistad and Holocaust studies.

Mathematics



Rebecca Dayton

District Supervisor of Mathematics, K-6

rdayton@pway.org

Frank Wrublevski

District Supervisor of Mathematics, 7-12

fwrublevski@pway.org

Lesson Structure

Grades 6-8: 56 minutes daily

Opener

- Prompt to begin class that promotes student analysis, reasoning, and peer discourse

Teacher-Led Mini-Lesson



- Teacher facilitates learning of content using a variety of instructional strategies including, modeling, online resources, and stations.

Work Period

- Includes independent and group work for formative assessment of content instructed
- Stations with varied mathematics tasks, games, practice, etc. to meet the differentiated needs of students

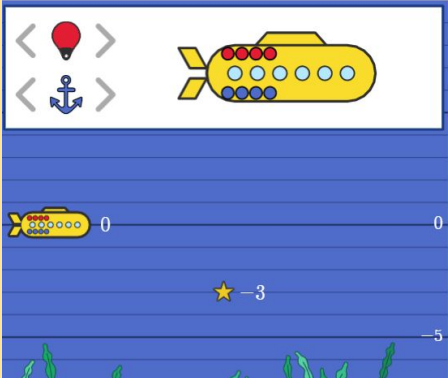
Closure

- Summary, reflection, and assessment of learning

STUDENT SCREEN PREVIEW   < 3 of 12 Next >

Multiple Solutions

The table shows one way to collect the star at -3 units.
Find at least two more ways.
Each time you're successful, we'll add a row to the table.



Start	Action	Final
0	Add 3 anchors	-3
0		

[Check My Work](#)

Resources/Materials

Core Resources

- Desmos



Supplemental Resources

- IXL
- Deltamath

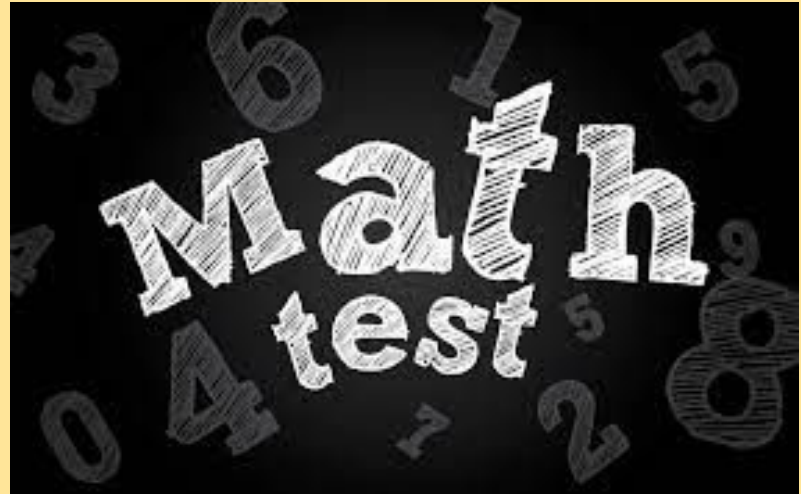


DeltaMath

District Assessment

- **Learning Targets:**
Math 6, 7, 8 and Accelerated Math 6
- **Star Renaissance:** Middle and End of Year
- **Unit Exams:**
Accelerated Math 7

Algebra 1, Honors Algebra 1, Honors
Geometry (Aligned with HS assessments)



Why have district assessments?

7.EE.B.4	Use variables to represent quantities in a real-world or mathematical problem, a	60	59
7.G.A.1	Solve problems involving scale drawings of geometric figures, including computir	52	58
7.G.B.4	Know the formulas for the area and circumference of a circle and use them to so	47	46
7.G.B.6	Solve real-world and mathematical problems involving area, volume and surface	31	69
7.RP.A.1	Compute unit rates associated with ratios of fractions, including ratios of lengths	60	63
7.RP.A.2	Recognize and represent proportional relationships between quantities.	53	65
7.RP.A.2a	Decide whether two quantities are in a proportional relationship, e.g., by testing	75	97
7.RP.A.2c	Represent proportional relationships by equations.	24	74
7.RP.A.2d	Explain what a point (x, y) on the graph of a proportional relationship means in t	60	59
7.RP.A.3	Use proportional relationships to solve multistep ratio and percent problems.	64	67

Pathway 1

6th	Math 6 At Grade Level
7th	Math 7 At Grade Level
8th	Math 8 At Grade Level
9th	Algebra 1 At Grade Level
10th	Essentials of Geometry or Geometry At Grade Level
11th	Essentials of Algebra 2 or Algebra 2 At Grade Level
12th	Precalculus or Topics of Precalculus

Pathway 2

6th	Accelerated Math 6 Above Grade Level
7th	Accelerated Math 7 Above Grade Level
8th	Algebra 1 or Honors Algebra 1 Above Grade Level
9th	Geometry or Honors Geometry Above Grade Level
10th	Algebra 2 or Honors Algebra 2 Above Grade Level
11th	Precalculus or Honors Precalculus Above Grade Level
12th	Honors Calculus or AP Calculus

Pathway 3

6th	Accelerated Math 7 Above Grade Level
7th	Honors Algebra 1 Above Grade Level
8th	Honors Geometry Above Grade Level
9th	Honors Algebra 2 Above Grade Level
10th	Honors Precalculus Above Grade Level
11th	AP Calculus Above Grade Level
12th	Math Elective

Pathway 4

6th	Math 6 At Grade Level
7th	Math 7 At Grade Level
8th	Math 8 At Grade Level
9th	Algebra 1 At Grade Level
10th	Geometry and Algebra 2 At Grade Level
11th	Precalculus At Grade Level
12th	Honors Calculus

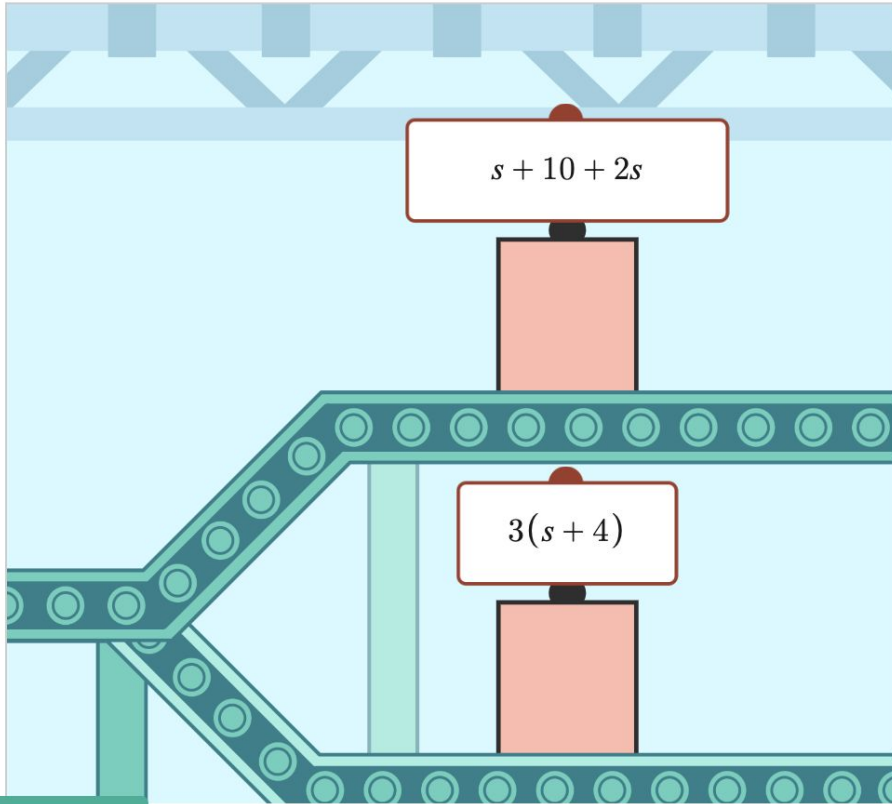
6th Grade Math Opener

What Number Does Not Belong?

3	27
123	31

8th Grade Math Opener

Warm-Up



Here are two new number machines.

Try to find a number to put into both machines to get the same number out.

You have 0 tries remaining.

Input	Top Machine Output	Bottom Machine Output
2	16	18
-4	-2	0
0	10	12
-5	-5	-3
10	40	42

Continued exploration...

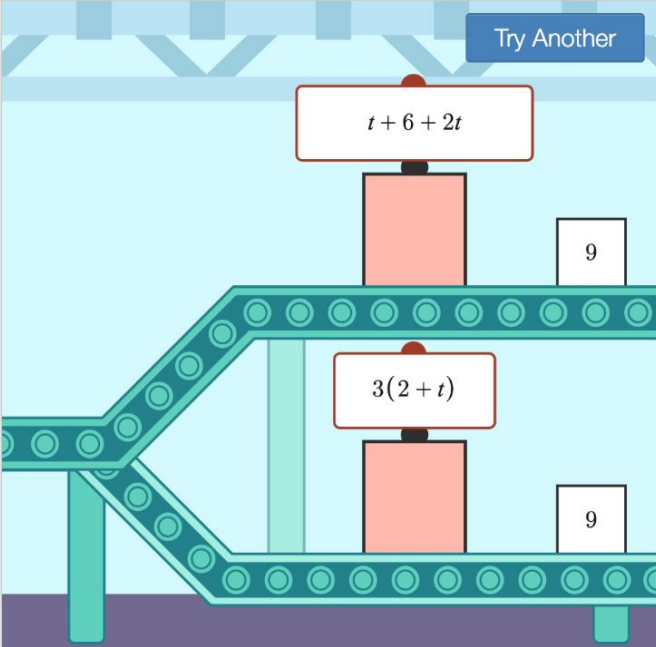
- Students are presented scenarios where outputs are **always the same, never the same**, and only **one specific input** has the same output.
- These situations ask them to **explain** how they can tell and also to **create** their own for each scenario.

- We can see and also give feedback to every student answer.

Ibn al-Haytham
Student 3 of 16

Always-Equal Outputs

Try Another



Here are two number machines that ALWAYS give the same number for any input.

Use the machines' expressions to explain why both machines will produce the same outputs for any input.

They are equivalent. On the bottom one you have to distribute so it would be $6+3t$. And on the top you mix t and $2t$ getting $3t+6$ so it would be the same

Edit my response

Three other students' responses would show up here.

Lesson Feedback

Unread by Student

I love how you simplified to determine that they are equivalent!

a few seconds ago ▾ Screen 3

Send feedback to Ibn al-Haytham

Connecting the Content

- After group discussions, students practice their skills determining how many solutions an equation has through sorting.

Sort these equations into three types: true for all values, true for one value, or true for no values.

True for All Values

$$2n = 2n$$

True for No Values

$$\frac{1}{2} + x = \frac{1}{3} + x$$

$$3(n + 1) = 3n + 1$$

$$2t + 6 = 2(t + 3)$$

True for One Value

$$2n = n$$

$$v + 2 = v - 2$$

$$y \cdot -6 \cdot -3 = 2 \cdot y \cdot 9$$

$$7 - r = r - 7$$




**True for
No Values**

$$\frac{1}{2} + x = \frac{1}{3} + x$$

Never True

Kiandra looked at this equation and, without writing anything, said it must never be true.

Explain what she may have noticed to lead to this conclusion.



Share With Class

Lesson Synthesis

Discuss how you know whether an equation will be true for all values of x , one value of x , or no values of x .

Then select one choice and record your response.

Write an equation that is true for:

No values of x

All values of x

One value of x



Share With Class

Teacher Dashboard

- Up-to-Date Results
- Teacher can assess how all students are progressing from one screen.
- If projected during class, students can also get live feedback on their work.



The screenshot shows a teacher dashboard with a blue header. On the left, there are icons for 'Anonymize', 'Pacing', and 'Pause', along with '22 of 24' and 'Time Entered'. On the right, there are four activity cards: '1 Warm-Up', '2 Warm-Up', '3 Always...', and '4 Make Al...'. Below the header is a table with student names and progress indicators.

Student Name	Activity 1	Activity 2	Activity 3	Activity 4
Daina Taimina	●	●	●	✕
Etta Zuber Falco...	●	●	●	✕
Ibn al-Haytham	●	●	●	✓
Zhang Heng	●	●	●	✓
Al-Khwarizmi	●	●	●	✓
Winifred Edgerto...	●	●	●	✓
Nalini Joshi	●	●	●	✓
Vivienne Malone...	●	●	●	✓
Concha Gómez	●	●	●	✕
Margaret H. Ha...	●	■	■	✓
Ami Radunskaya	●	●	●	●
Ahmes	●	●	●	✓

Guided Notes

Lessons: 8.4.7 - 8.4.8

Lessons Big Ideas (8.EE.C.7a, 7b):

- How do I know how many solutions a linear equation has?
- How do you solve a multi step equation?

Notes (For use Before or after 8.4.7 - 8.4.8)

Let's look at some examples of equations with different types of solutions:

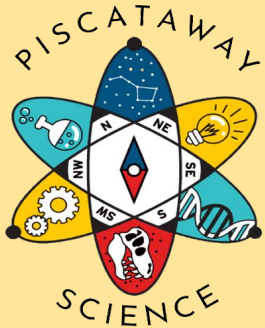
One solution	
No solutions	
Infinitely many solutions	

Determine the number of solutions for each of the following equations. Try to do this without completely solving the equation.

1) $x - 12 = x + 3$	
2) $x + 7 = 3x - 7$	
3) $3(x - 5) = 2(x - 7.5) + x$	
4) $x - 3 = 2x - 3 - x$	

How would you explain to someone how to determine the number of solutions in an equation?

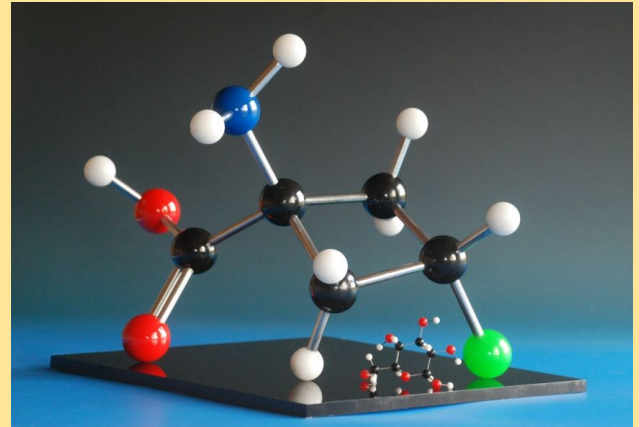
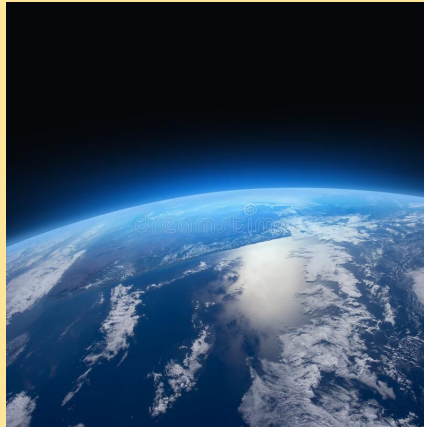
Science



Dr. Jeffrey Celebre
District Supervisor of Science, K-8
jcelebre@pway.org

Integrated Science Curriculum

- Discipline-based vs Integrated
- Benefits of an Integrated Science Curriculum
 - Engagement in each discipline every year
 - Continues spiral curriculum design from K-5 AND within 6-8
 - Reduces gaps in when content is taught from MS to HS
 - Content is placed in a cognitively appropriate sequence
- 3 year roll-out of integrated curriculum



Unit Structure

- Unit→Bundles→Threads
- Phenomenon-Based Learning
 - Unique phenomenon to open each thread
 - Students develop investigatable questions that will be answered throughout thread
- Discovery-Focused Investigations
 - Subsequent lessons engages students in hands on discovery
 - MS science places emphasis on *conceptual understanding*
 - Focus on purpose, application of content, and communication
- Independent Demonstrations of Understanding
 - Phenomenon is revisited at the end of each thread where students provide an explanation



Resources/Materials

- ExploreLearning Gizmos
- Kesler Science
- Mosa Mack Science
- District-Created Lessons



**MOSA
MACK
SCIENCE**



**PISCATAWAY
SCIENCE**

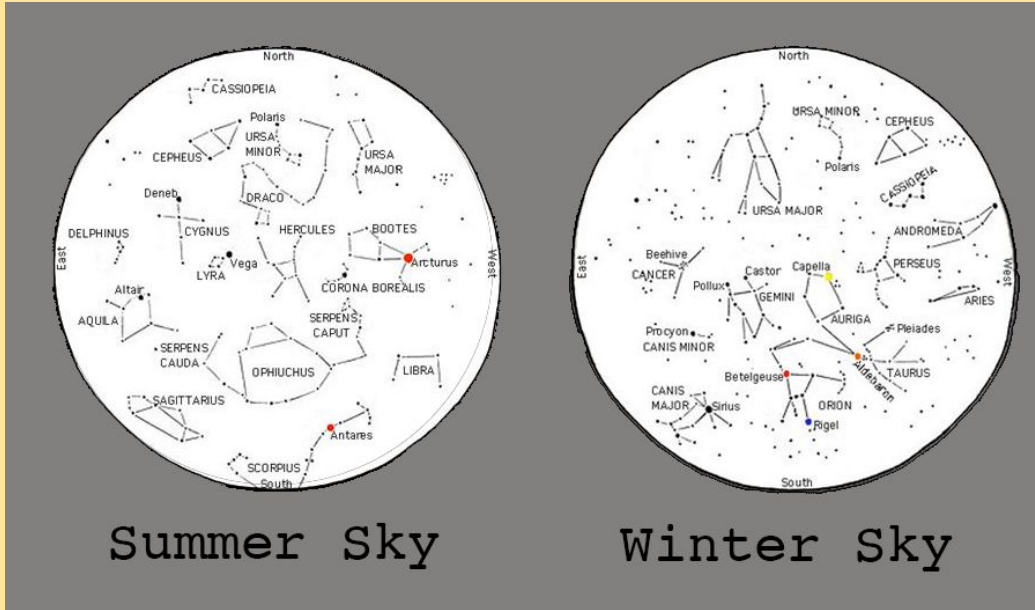
District Assessment

- 3 assessments per year (unit-based)
- Albert.iO
 - Multiple choice
 - Dropdown menu/fill in the blank
 - True/false
- Application-based questions
 - Reading for information
 - Conceptual understanding in context
 - Science Practices inclusion
- Resemble NJSLA-Science questions

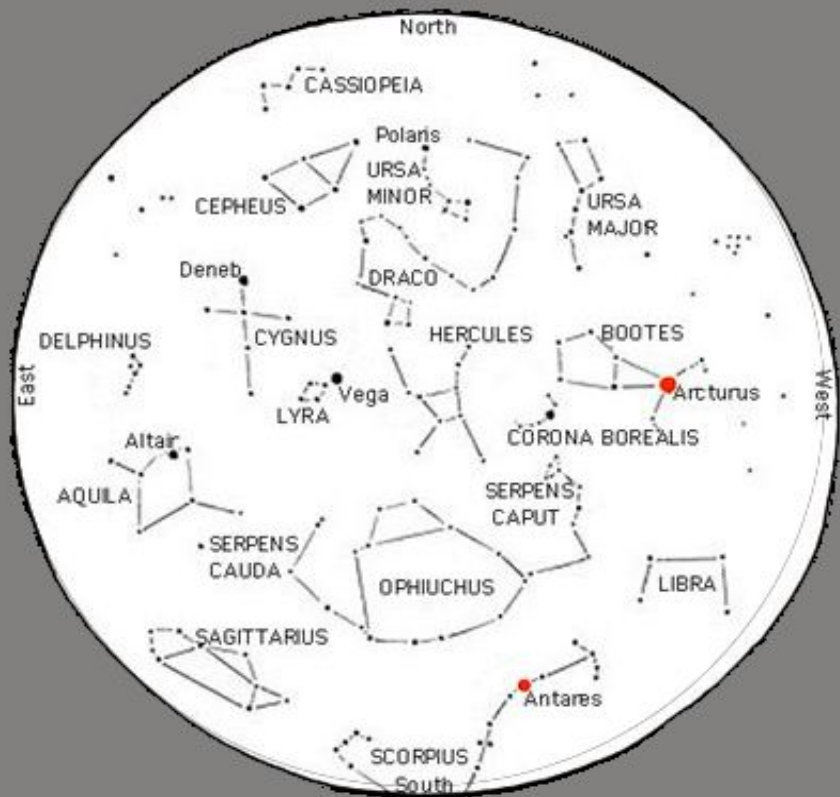


ALBERT

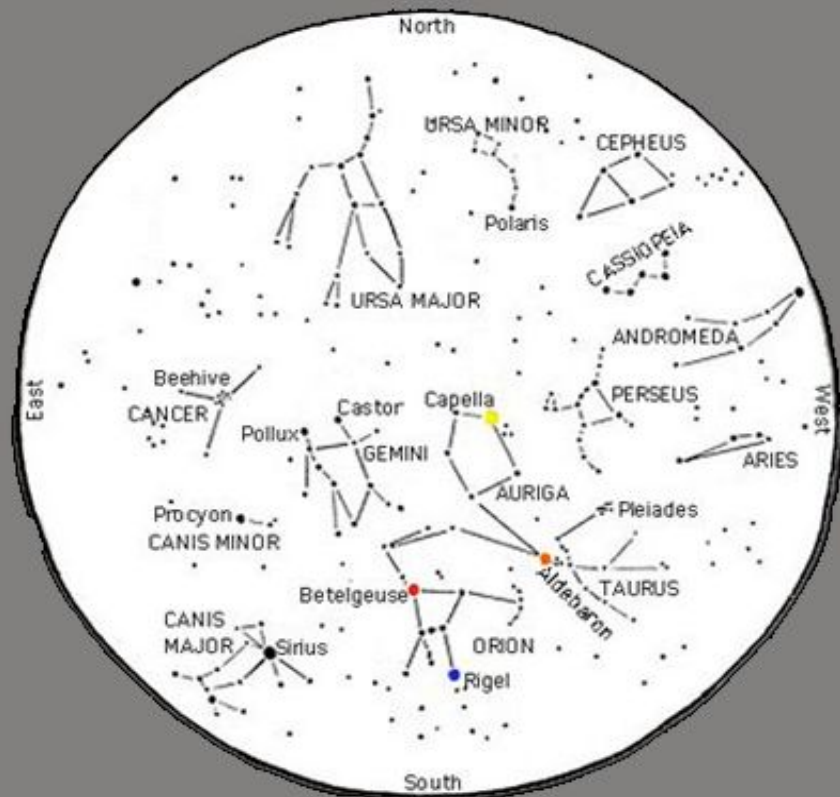
Making Observations



- Look closely and write down observations (larger on next slide).

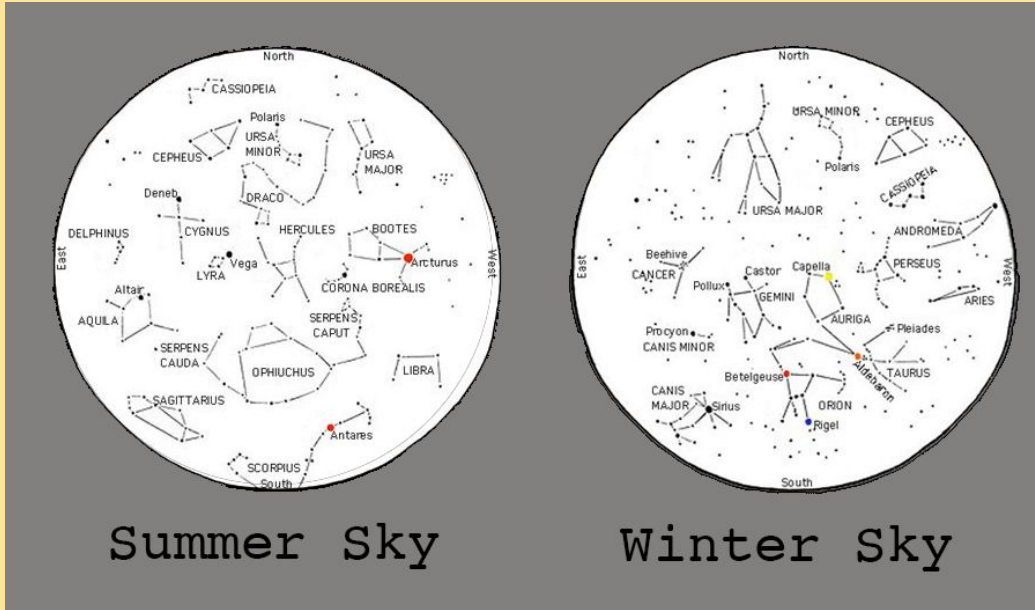


Summer Sky

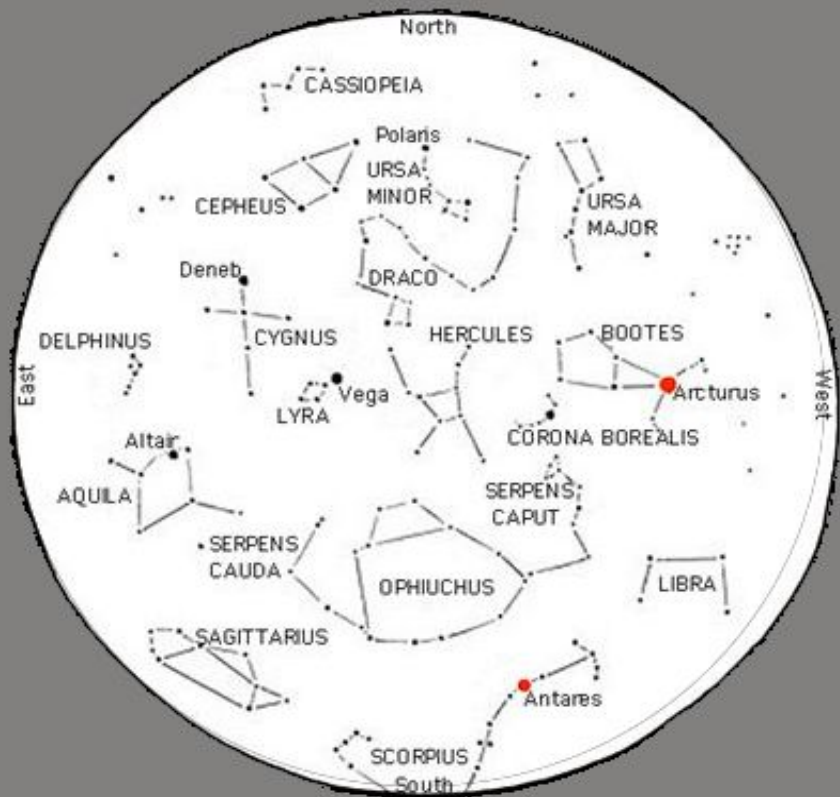


Winter Sky

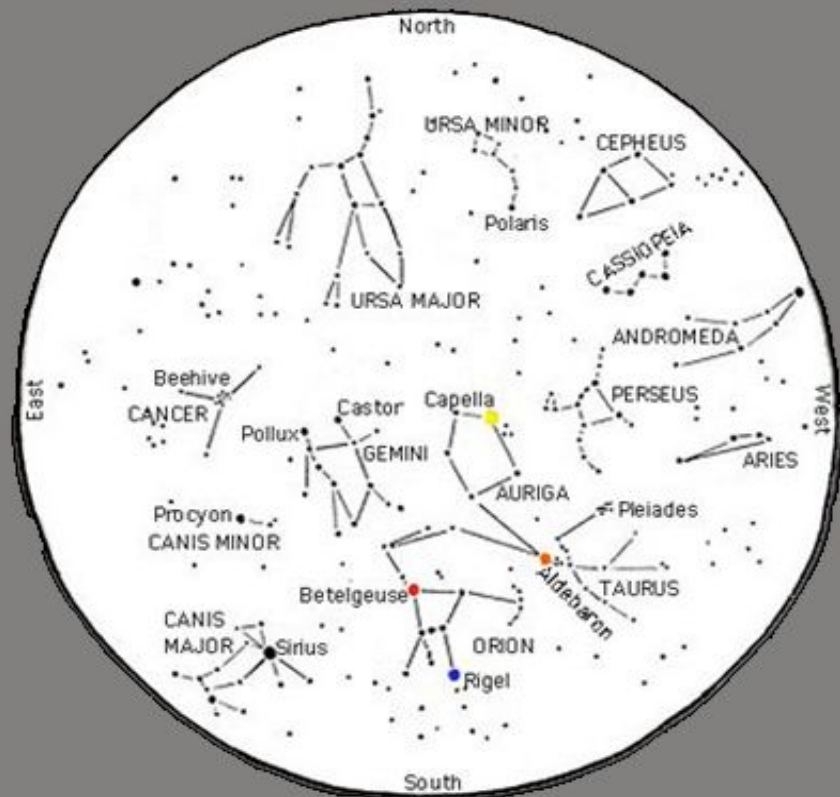
Making Observations



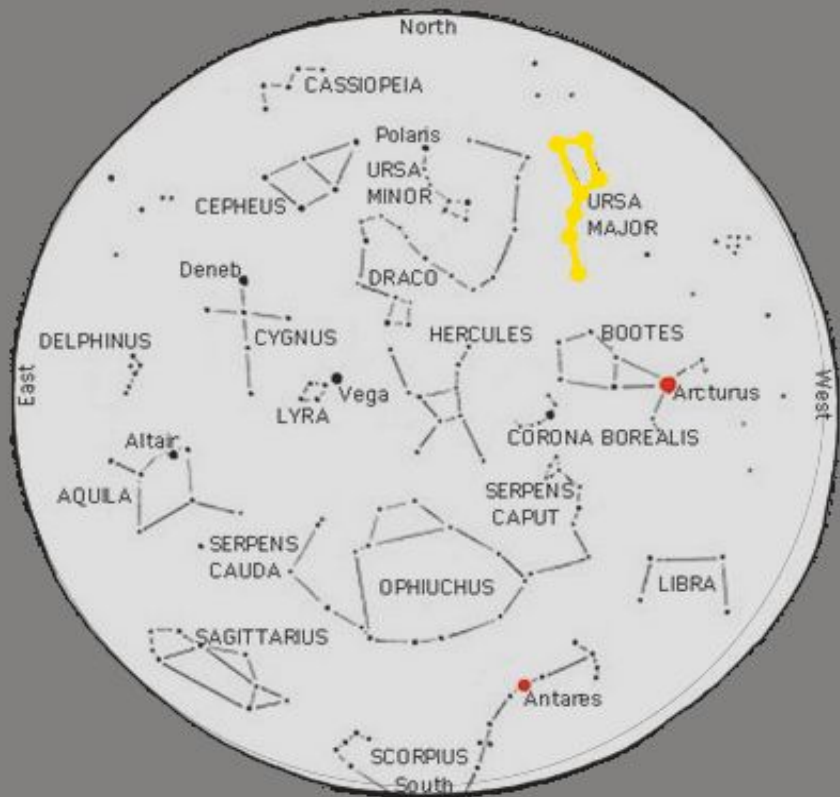
- Look closely and write down observations specifically about any patterns or changes you notice in the constellations. Focus in on the highlighted constellation as well on the next 2 slides.



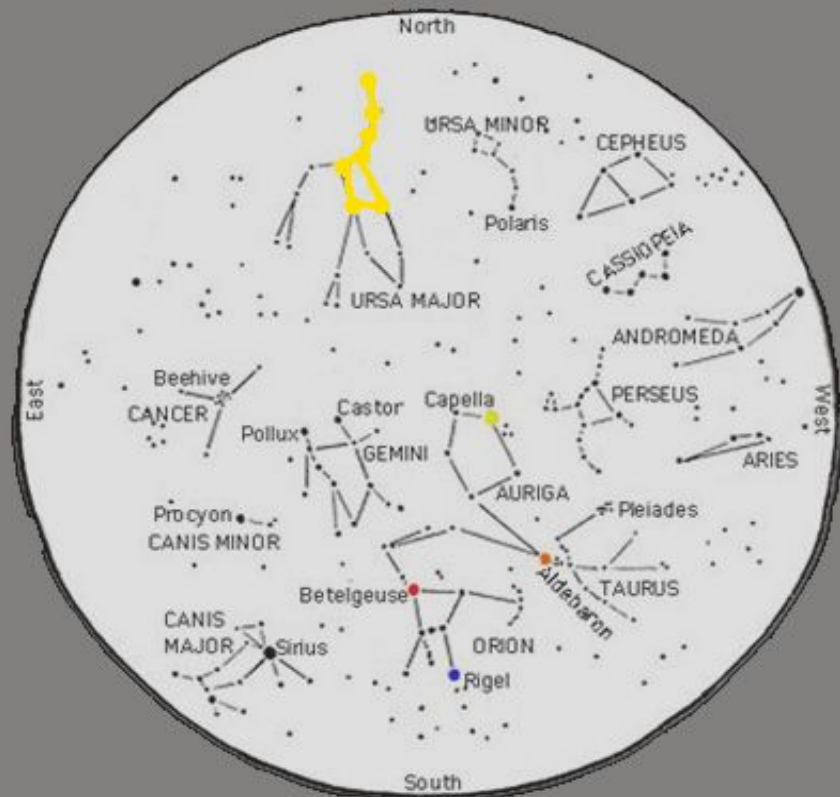
Summer Sky



Winter Sky

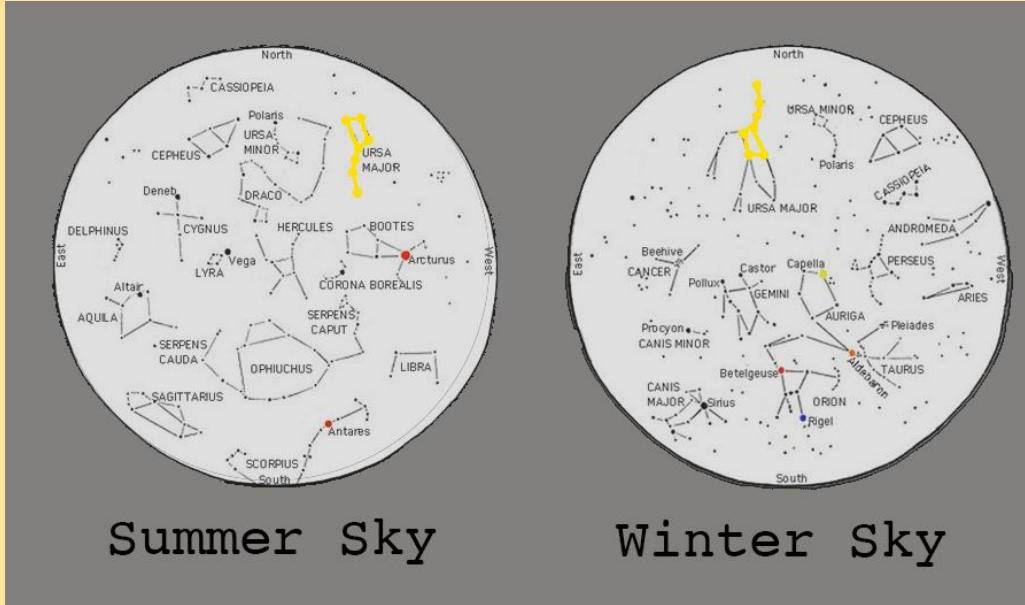


Summer Sky



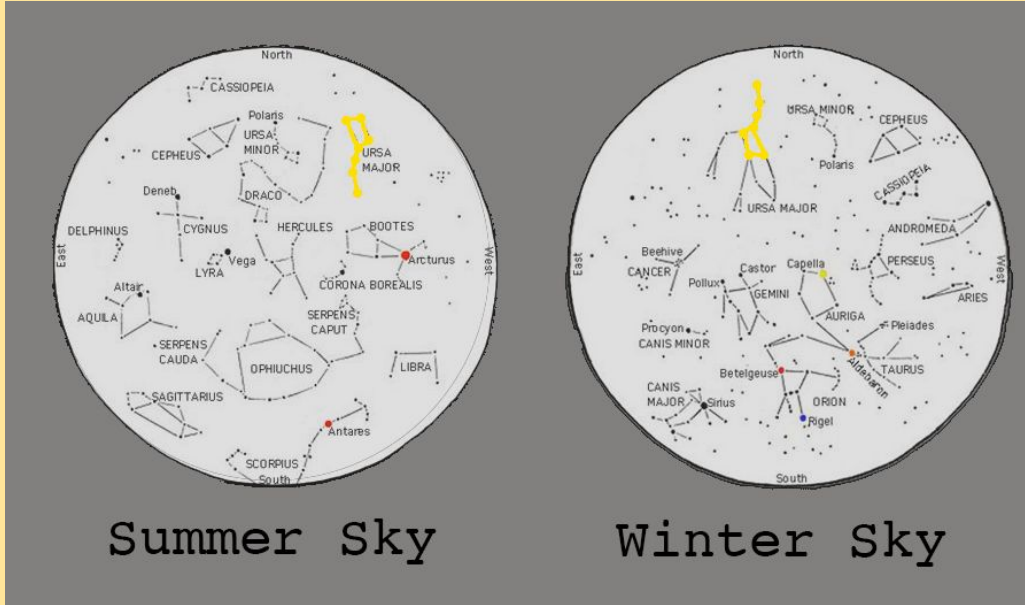
Winter Sky

The Phenomenon Is...

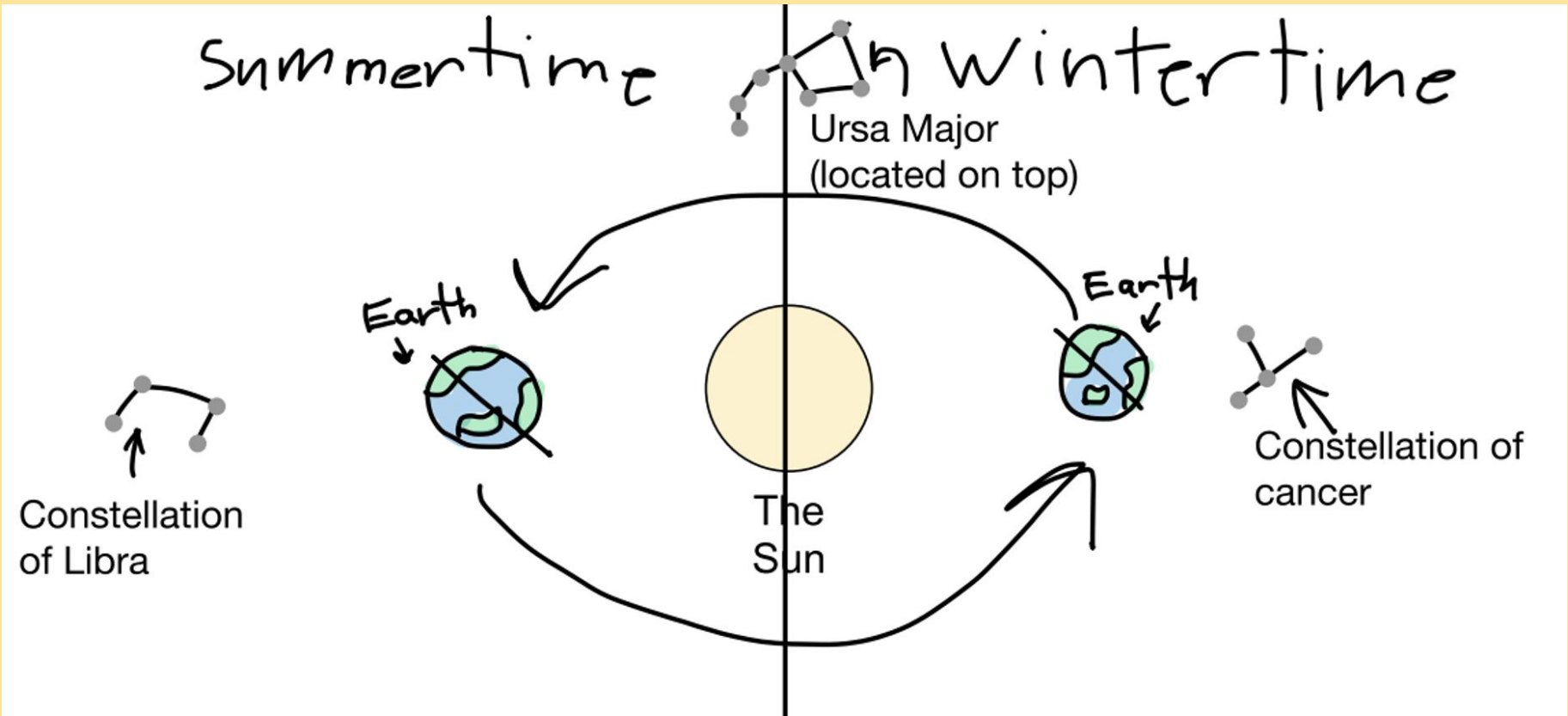


- The constellation Ursa Major is visible year round, but others are only visible for part of the year.

Asking Questions



- The constellation Ursa Major is visible year round, but others are only visible for part of the year.
- What questions, if answered, would help us to explain what is happening in these pictures?



Grade 7 Phenomenon Sample - Student Response