



BOE Approved 4/15

Cliffside Park Public Schools

Department: <h1 style="text-align: center;">Mathematics</h1>		Course Title <h1 style="text-align: center;">College Prep Mathematics</h1>	
Textbook(s): <i>College Algebra & Trigonometry</i>			
Date:	Unit 1, September 4-30		
Essential Question(s):	<ul style="list-style-type: none"> • How do we use functions to solve real world problems? • How can we model a real-life situation with a linear function? • What is the difference between standard, point-slope and slope-intercept forms of linear equation? • How do we choose most appropriate form of linear equation for a given problem? • How do we apply the distance and midpoint formulas? • How do we determine whether two lines are parallel, perpendicular, or neither? • What is the geometric meaning of the solution of system of linear equations? • How do we apply algebra formulas to solve geometry problems? • How the different forms of the equation of a line can be derived from the standard form? • Is the slope-intercept form of linear equation applicable for vertical lines? 		
Content	<ul style="list-style-type: none"> • 1.1 Linear Functions. Points and Lines • 1.2 Slopes of Lines. • 1.3 Finding Equations of Lines. • 1.4 Linear Functions and Models. 		
Skills:	<ul style="list-style-type: none"> • Evaluate expressions and formulas, including correct units in answers. • Find the intersection of two lines. • Find the length and midpoint of a segment. • Rewrite formulas. • Solve and check linear equations. • Solve and check systems of linear equations. • Graph the solution of systems of linear equations. 		



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	<ul style="list-style-type: none"> • Use linear equations to solve real-world problems. • Find the slope of a line. • Determine whether two lines are parallel, perpendicular, or neither. • Find an equation of a line given certain geometrical properties of the line. • Model real-world situations by means of linear function. 	
Standards/Benchmarks	A-CED 1-4; A-REI 1-2,5-7; F-IF 1-2, 4-5; N-Q 1-3; N-RN	•
Assessments/Resources	<ul style="list-style-type: none"> • Tests/Textbooks/Notebooks • Projects/ Reports/Presentations • Effective use of the Promethean board 	•

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Department:	Course Title
Mathematics	College Prep Mathematics
Textbook(s): <i>College Algebra & Trigonometry</i>	
	Unit 2, October 1-31
Essential Question(s):	<ul style="list-style-type: none"> • What is a perfect-square trinomial? • What is the difference between standard form of quadratic equation and vertex form? • How do we transform quadratic equations from standard form to vertex form? • How do we add, subtract, multiply and divide complex numbers? • How do we determine the complex conjugate? • Can we recognize relationships between complex and real numbers? • How do we determine how many real solutions does a quadratic equation have? • What is the Discriminant? What is the Quadratic Formula? • How do we determine the nature of the solutions to the quadratic equation?



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	<ul style="list-style-type: none"> • What is the geometrical meaning of real solutions to the quadratic equation? • Can we use a quadratic equation to model real-life situation? • How do we determine if a quadratic model is appropriate? • Can we use a quadratic model to make a real-life prediction? 	
Content	<ul style="list-style-type: none"> • 1.5 The Complex Numbers. • 1.6 Solving Quadratic equations. • 1.7 Quadratic Functions and their Graphs. • 1.8 Quadratic Models. 	•
Skills:	<ul style="list-style-type: none"> • Add, subtract, multiply, and divide complex numbers. • Solve quadratic equations using different methods. • Use quadratic function to solve real –world problems. • Define and graph quadratic functions. • Model real-world situations using quadratic functions. Transform quadratic equations from standard form to vertex form and vice versa. • Use quadratic equations to solve area problems or problems dealing with velocity and acceleration. • Graph the parabola. • Find the vertex, y-intercept and x-intercepts of the parabola. • Find an equation for the line of symmetry of parabola 	•
Standards/Benchmarks	<p>N-CN 1-3, 5-9; A-CED 1-2; A-APR 1; F-IF 4-5, 7a, 8a; A-REI 4</p>	•
Assessments/Resources	<ul style="list-style-type: none"> • Tests/Textbooks/Notebooks • Projects/ Reports/Presentations • Effective use of the Promethean board 	•



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Department:	Course Title
Mathematics	College Prep Mathematics
Textbook(s): <i>College Algebra & Trigonometry</i>	
	Unit 3, November 1 – December 19
Essential Question(s):	<ul style="list-style-type: none"> • What is the difference between long and synthetic division? • What is a polynomial? How do we classify polynomials? • How do we identify a particular term of a polynomial? • How do we graph a polynomial function? • What is the effect of a squared or cubed factor? • What is the procedure of finding maximums and minimums of polynomial functions? • Can we determine zeros of a polynomial function from its graph? • How do we apply polynomials to solve real-world problems?
Content	<ul style="list-style-type: none"> • 2.1 Polynomials. • 2.2 Synthetic Division. The Remainder and Factor Theorems. • 2.3 Graphing Polynomial Functions. • 2.4 Finding Maximums and Minimums of Polynomial Functions. • 2.5 Using Technology to Approximate Roots of Polynomial Equations. • 2.6 Solving Polynomial equations by Factoring. • 2.7 General Results for Polynomial Equations.
Skills:	<ul style="list-style-type: none"> • Identify a polynomial function. • Evaluate a polynomial function using synthetic substitution. • Determine zeros of a polynomial function. • Use synthetic division and apply the remainder and factor theorems. • Graph a polynomial function and determine an equation for a polynomial graph. • Write a polynomial function for a given situation. • Find the maximum or minimum value of the function. • Solve polynomial equations by various methods of factoring.



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	<ul style="list-style-type: none">• Use the rational root theorem to solve polynomial equation.• Apply general theorems about polynomial functions.	
Standards/Benchmarks	F-IF 1-5, 7c; A-APR 1-7; A-CED 1-2; A-REI 1,4,10	<ul style="list-style-type: none">•
Assessments/Resources	<ul style="list-style-type: none">• Tests/Textbooks/Notebooks• Projects/ Reports/Presentations• Effective use of the Promethean board	<ul style="list-style-type: none">•



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Department: Mathematics	Course Title College Prep Mathematics
Textbook(s): <i>College Algebra & Trigonometry</i>	
	Unit 4, December 22 – January 22
Essential Question(s):	<ul style="list-style-type: none">• What is the difference between “and” and “or” in mathematical use?• When do we reverse the inequality sign?• What are the basic techniques of factoring?• What are properties of real numbers used in solving linear inequalities?• How do we give a set of inequalities that defines the given shaded region?• What is the geometrical meaning of absolute value?• How do we solve combined absolute value inequalities?• How do we solve a polynomial inequality by analyzing its graph?• How do we use a sign analysis to solve a polynomial inequality?• How do we determine whether a polynomial will change sign at a zero?• How do we know whether the point is above, on, or below the graph of the equation?• What is the Linear Programming?• What is the feasible region?• What is the Corner-Point Principle?
Content	<ul style="list-style-type: none">• 3.1 Linear Inequalities; Absolute Value.• 3.2 Polynomial Inequalities in One Variable.• 3.3 Polynomial Inequalities in Two Variables.• 3-4 Linear Programming.



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Skills:	<ul style="list-style-type: none">• Solve and graph linear inequality in one variable.• Solve and graph polynomial inequalities in one variable.• Graph polynomial inequalities in two variables.• Graph the solution set of a system of inequalities.• Solve certain applied programs using linear programming.• Perform basic operations on polynomials.• Factoring polynomials by grouping.• Perform a sign analysis to solve a polynomial inequality.• Solve rational polynomial inequalities.• Write a set of inequalities that defines the given shaded region.• Solve real-world problems using systems of linear inequalities.• Use a computer or graphing calculator to solve systems of inequalities.	•
Standards/Benchmarks	A-CED 1-4; A-APR 1; A-REI 1-7, 10-12; N-Q 1-3	•
Assessments/Resources	<ul style="list-style-type: none">• Tests/Textbooks/Notebooks• Projects/ Reports/Presentations• Effective use of the Promethean board	•



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Department: <h2 style="text-align: center;">Mathematics</h2>	Course Title <h2 style="text-align: center;">ICM</h2>	
Textbook(s): <i>College Algebra & Trigonometry</i>		
	Unit 5, January 23 - February 23	
Essential Question(s):	<ul style="list-style-type: none"> • How do we use functions to solve real world problems? • What is the meaning of the domain and range of a function? • What is the difference between dependent variable and independent variable? • What is the Vertical –Line Test and the Horizontal-Line Test? • How do we determine whether a relation is a function? • How do we determine the domain, range, and values of a function from its graph? • What is the definition of the composite of two functions? • Is function composition commutative? • How do we find the domain of a composite of functions? • What is the inverse of a relation? • How do we determine the domain and range of a relation and its inverse? • How do we determine whether the inverse of a function is a function? • How do we graph the inverse of the given function? 	
Content	<ul style="list-style-type: none"> • 4.1 Functions. • 4.2 Operations on Functions. • 4.3 Reflecting Graphs; Symmetry. • 4.4 Periodic Functions; Stretching and Translating Graphs. • 4.5 Inverse Functions. • 4.6 Functions of two variables. 	



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<p>Skills:</p>	<ul style="list-style-type: none"> • Determine the domain, range, and values of function. • Identify a function; Use function notation; Graph function. • Perform operations on functions; Rewrite formulas. • Reflect graphs and use symmetry to sketch graphs. • Use linear equations to solve real-world problems. • Apply the Vertical –Line Test and Horizontal –Line Test. • Find values and rules for composites of functions. • Find the inverse of relation. • Make and interpret graphs of inverses of relations • Determine periodicity and amplitude from graphs. • Stretch and shrink graphs. • Form a function of one variable from a verbal description. • Graph functions of two variables in a two-dimensional coordinate system. 	<ul style="list-style-type: none"> •
<p>Standards/Benchmarks</p>	<p>F-BF 1-5; F-IF 1-9; A-REI 10-11; N-Q 1-3</p>	<ul style="list-style-type: none"> •
<p>Assessments/Resources</p>	<ul style="list-style-type: none"> • Tests/Textbooks/Notebooks • Projects/ Reports/Presentations • Effective use of the Promethean board 	



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Textbook(s): <i>College Algebra & Trigonometry</i>	
<p style="text-align: center;">Unit 6, February 24 – March 13</p>	
Essential Question(s):	<ul style="list-style-type: none"> • How do we apply the laws of exponents? • How do we simplify a rational expression? • What is the natural exponential function? • How do we apply the compound interest formula to sole real-world problems? • Can we recognize properties of the graph of exponential functions? • What is The Rule of 72? • What is the number e? • What is the effective annual yield?
Content	<ul style="list-style-type: none"> • 5.1 Growth and Decay: Integral Exponents. • 5.2 Growth and Decay: Rational Exponents. • 5.3 Exponential functions. • 5.4 The number e and the Function e^x.
Skills:	<ul style="list-style-type: none"> • Graph exponential functions. • Define and apply integral exponents. • Recognize properties of exponents. • Use properties of exponents. • Evaluate powers with negative exponents. • Perform operations with rational exponents. • Solve real-world problems dealing with compound and simple interest. • Use simple interest formula. • Apply the compound interest formula. • Define and use exponential functions.



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	<ul style="list-style-type: none"> • Simplify expressions using Rational Exponent Theorem. • Solve exponential equations. • Recognize properties of negative rational exponents. • Define and apply the natural exponential functions. • Estimate the time it takes for a quantity to double. • Use exponential functions to describe exponential growth and decay. 	
Standards/Benchmarks	N-RN 1-3, A-SSE 3c; F-LE 1-5; F-BF 1; N-Q 1-3	•
Assessments/Resources	<ul style="list-style-type: none"> • Tests/Textbooks/Notebooks • Projects/ Reports/Presentations • Effective use of the Promethean board • Additional reinforces – Master Lessons “Exponential functions” 	•

Department:	Mathematics	Course Title	ICM
Textbook(s):	<i>College Algebra & Trigonometry</i>		
	Unit 7, March 14 – March 31		
Essential Question(s):	<ul style="list-style-type: none"> • What is the common logarithm? • What is the base of the natural logarithm? • How do we find a logarithm without a calculator? • Can we find a logarithm of a negative number? • What is the domain of a logarithmic function? • How do we evaluate logarithmic expressions? • How do we change logarithms from one base to another? 		



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	<ul style="list-style-type: none"> • What is a logarithmic scale? • Do we know any applications of logarithms? • What is the unit of measuring the loudness of a sound? • How the decibel is related to the intensity of a sound? • Which techniques do we use to solve logarithmic equations? 	
Content	<ul style="list-style-type: none"> • 5.5 Logarithmic Functions. • 5.6 Laws of Logarithms. • 5.7 Exponential Equations; Changing Bases. 	•
Skills:	<ul style="list-style-type: none"> • Define and apply logarithms. • Find the domain, range, and zeros of logarithmic functions. • Recognize properties of logarithmic function from its graph. • Graph logarithmic function. • Prove and apply laws of logarithms. • Write a logarithmic expression as a rational number or as a single logarithm. • Simplify logarithmic expressions. • Solve logarithmic equations. • Solve exponential equations. • Change logarithms from one base to another. • Evaluate logarithmic expressions. • Apply logarithms to solve real-world problems 	•
Standards/Benchmarks	F-LE 2-5; A-SSE 3c; F-IF 4-5, 7e; F-BF 5	•
Assessments/Resources	<ul style="list-style-type: none"> • Tests/Textbooks/Notebooks • Projects/ Reports/Presentations • Effective use of the Promethean board 	•



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Department:	Mathematics	
	ICM	
Textbook(s):	<i>College Algebra & Trigonometry</i>	
	Unit 8, April 1 – April 21	
Essential Question(s):	<ul style="list-style-type: none"> • What is the difference between degrees and radians? • When do we use radians to measure the angle? • What is the standard position of an angle? • What is the meaning of a negative angle? • How do we convert radians to degrees? • What are coterminal angles? • How many coterminal angles each angle has? • What is the object's apparent size? • What is the unit circle? • How do we indicate where the sin and cosine functions have positive and negative values? • What is a fundamental period of sine and cosine functions? • How do we find exact values of sine and cosine functions by considering the unit circle? • How do we recognize how many solutions has the given trigonometric equation? 	
Content	<ul style="list-style-type: none"> • 7.1 Angles, Arcs, and Sectors. Measurement of angles. • 7.2 Sectors of Circles. • 7.3 The Sine and Cosine Functions. 	



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Skills:	<ul style="list-style-type: none">• Find the measure of an angle in either degrees or radians.• Find coterminal angles.• Convert radian measure to degrees and vice versa.• Find the arc length.• Find the area of a sector of a circle.• Solve problems involving apparent size.• Use the definition of Sine and Cosine to find values of these functions.• Solve simple trigonometric equations.• Indicate where the sine and cosine functions have positive and negative values.• Compare values of sine and cosine functions of different angles.• Determine exact values of sine and cosine by considering the unit circle.	•
Standards/Benchmarks	F-TF 1-4; F-IF 1-2, 4-5; N-Q 1-3; F-BF 1; A-SSE 1-2	•
Assessments/Resources	<ul style="list-style-type: none">• Tests/Textbooks/Notebooks• Projects/ Reports/Presentations• Effective use of the Promethean board	•



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Textbook(s): <i>College Algebra & Trigonometry</i>	
<p style="text-align: center;">Unit 9, April 22 – May 8</p>	
Essential Question(s):	<ul style="list-style-type: none"> • What is the reference angle? • How do we use calculators and tables to find value of the sine and cosine functions? • How do we sketch the graphs of Sine and Cosine? • What symmetry does the graph of the sine function have? • What symmetry does the graph of the cosine function have? • How do we explain the features (x-intercepts, vertical asymptotes, periodicity, and so on) of the trigonometric functions? • What is one-to-one function? • Why we have to restrict the domain of the trigonometric function in order to define the inverse?
Content	<ul style="list-style-type: none"> • 7.4 Evaluating and Graphing Sine and Cosine. • 7.5 The other Trigonometric Functions. • 7.6 The Inverse Trigonometric Functions.
Skills:	<ul style="list-style-type: none"> • Use reference angles to find value of the sine and cosine functions. • Use special angles and tables to find value of the sine and cosine functions. • Sketch the graphs of the sine and cosine functions. • Find sin and cosines of special angles. • Find values of the tangent, cotangent, secant, and cosecant functions and sketch the functions' graphs. • Analyze the domain of the tangent, cotangent, secant, and cosecant functions.



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	<ul style="list-style-type: none">• Give the values of angles for which the tangent, cotangent, secant, and cosecant functions are undefined or equal to zero.• Find values of the inverse trigonometric functions without a calculator.• Find domain and range of inverse trigonometric functions.	
Standards/Benchmarks	F-TF 1-9; F-IF 1-2, 4-5; N-Q 1-3; A-REI 10	<ul style="list-style-type: none">•
Assessments/Resources	<ul style="list-style-type: none">• Tests/Textbooks/Notebooks• Projects/ Reports/Presentations• Effective use of the Promethean board	<ul style="list-style-type: none">•



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Textbook(s): <i>College Algebra & Trigonometry</i>	
<div style="text-align: center; font-weight: bold;">Unit 10, May 9 – May 28</div>	
Essential Question(s):	<ul style="list-style-type: none"> What is the inclination of a line? How are the slope of a line and the angle of inclination related? How do we find the inclination of a given line? How do we solve trigonometric equations without using tables or a calculator? How do we find the period and amplitude of sine and cosine curves? What is the geometrical meaning of a trigonometric equation? How do we solve a trigonometric equation graphically? What are applications of trigonometric functions? How do we translate sine and cosine graphs horizontally and vertically? What are Pythagorean Relationships? What are Cofunction Relationships? What do we call trigonometric identities?
Content	<ul style="list-style-type: none"> 8.1 Equations and applications of Sine Waves. Simple Trigonometric Equations. 8.2 Sine and Cosine Curves. 8.3 Modeling Periodic Behavior. 8.4 Identities and Equations. Relationships Among the functions. 8-5 Solving More Difficult Trigonometric Equations.
Skills:	<ul style="list-style-type: none"> Solve simple trigonometric equations. Apply trigonometric equations. Find equations of different sine and cosine curves and apply these equations. Use trigonometric functions to model periodic behavior.



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	<ul style="list-style-type: none">• Simplify trigonometric expressions.• Prove trigonometric identities.• Find period and amplitude of Sine and Cosine curves.• Use trigonometric identities to solve more difficult trigonometric equations.• Translate sine and cosine graphs.• Model real-world problems using trigonometry.	
Standards/Benchmarks	F-TF 1-9; F-IF 1-2, 4-5; N-Q 1-3; A-REI 1-4	•
Assessments/Resources	<ul style="list-style-type: none">• Tests/Textbooks/Notebooks• Projects/ Reports/Presentations• Effective use of the Promethean board	•



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<p>Textbook(s): <i>College Algebra & Trigonometry</i></p>		
	<p>Unit 11, June 1 – June 11</p>	
<p>Essential Question(s):</p>	<ul style="list-style-type: none"> • How do we solve right triangles using trigonometry? • How do we use triangle trigonometry in real life? • How do we apply the formula of the area of a triangle to solve real-world problems? • What is Law of Sines? • How do we derive the Law of Sines? • What is the Law of Cosines? • How do we apply the Law of Sines and Cosines? 	
<p>Content</p>	<ul style="list-style-type: none"> • 9.1 Solving Right Triangles. • 9.2 The Area of a Triangle. • 9.3 The Law of Sines. • 9.4 The Law of Cosines. • 9.5 Applications of Trigonometry to Navigation and Surveying. 	
<p>Skills:</p>	<ul style="list-style-type: none"> • .Use trigonometry to find unknown sides or angles of a right triangle. • Find the area of a triangle given the length of two sides and the measure of the included angle • Use the law of sines to find unknown parts of triangle. • Use the law of cosines to find unknown parts of a triangle. • Apply Law of Sines and Law of Cosines to solve geometry problems. • Use trigonometry to solve navigation and surveying problems. 	



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Standards/Benchmarks	F-TF 3-9; N-Q 1-3; A-REI 1-4; A-CED 1, 4; A-SSE 1-2	•
Assessments/Resources	<ul style="list-style-type: none">• Tests/Textbooks/Notebooks• Projects/ Reports/Presentations• Effective use of the Promethean board	•



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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities</p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p>	<p>Modifications for Classroom</p> <p>Assign a peer helper in the class setting</p> <p>Use Smartphone as dictionary</p> <p>Use Dictionary</p> <p>Use materials in native language, if available</p> <p>Modifications for Homework/Assignments</p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p>	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p>



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<p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p>	<p>Use graphic organizers</p> <p>Modifications for Assessments</p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Use dictionary or approved electronic device</p>	<p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	<p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p>
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		<p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p>	<p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and</p>
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		<p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Modifications for Assessments</p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments</p>	<p>explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, and topic).</p> <p>Modifications for Assessments</p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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