**Orange Township Public Schools**
Mathematics & Science Department
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**Superintendent of Schools**

# Non-Negotiables for Mathematics 5-8

The list below outlines district expectations regarding the district's Mathematics programs in grades 5-8.

- District-approved curriculum/ unit guides and adopted programs (e.g. Eureka Math, Math in Focus, Illustrative Mathematics) are to be used as the primary instructional supports; making use of all essential components
- Every core lesson should reflect the Ideal Math Block breakdown specific to their respective grade span
- All students must maintain a Math Notebook
- Physical space should promote the teaching and learning of mathematics. Expected items are:
  - Progressive Word/Vocabulary Walls
  - Current student work exemplars
  - Anchor Charts that convey big ideas
  - 8 Standards of Mathematical Practices
  - 5 Practices for Orchestrating Productive Math Discourse
  - Grouping Chart with students
  - Objectives/Learning Targets posted on the board
  - Hundred Chart and Number Lines posted in the classroom
  - Daily itineraries (*optional)*
- Rotation Stations should reflect the needs of the students based on various types of data with activities that help to address learning gaps.
  - K-8:
    - Rotation Stations must occur at least 3 times per week
    - Stations must include technology, student exploration and teacher led small group instruction
    - iReady Digital Platform must be used 45-50 minutes per week in the technology station

- Physical resources / Manipulatives that are grade ban specific.
    - Use of document camera throughout a lesson
    - Use of manipulatives must be evident when introducing / reinforcing a concept.
    - Manipulatives should support the major work of the grade. For example,
        - Base ten blocks for place value concepts
        - Two color counter when working with integers
        - Number lines for fractional understanding
        - Patty paper for work with transformations

- Lessons must include opportunities for students to be exposed to problem solving. This includes:
    - Anchor Task
    - Exit Ticket
    - Student Exploration
    - Guided / Independent Practice

- Use of the 5 practices for Orchestrating Productive Math Discourse (anticipate, monitor, select, sequence, connect) must be evident. Rich math discourse must be:
    - Prompted by teacher questioning
    - Allowing for students to reason / show their thinking
    - Provide opportunities for students to engage in discourse with peers

- Student Portfolios
    - Include ECRs with Corresponding Scoring Rubrics
    - Graded Curriculum Performance Tasks

- Teacher- Led Small Group Instruction:
    - Area that is identified for small group must be evident and include: dry erase boards, chart paper, manipulatives, and in proximity to anchor charts