



Curriculum Update 2025

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Professional Development

June - January 2025

- Launch: Bringing *Eureka Math2* to Life
- Teach: Effective Instruction with *Eureka Math2*
- Lead: Administrators workshop for *Eureka Math2*
- Peer District visit 1/31
- Ongoing PLCs, Vertical Articulations, Hornet Walks etc.
- *Staff Check In (1 hour webinar...coming soon)*



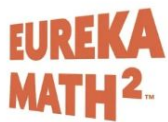


Student Centered Approach





- Student-led exploration that reinforces procedural fluency.
- ***Eureka Math²* makes knowledge stick so students grasp the ‘how’ and the ‘why’ behind the numbers.**
- Creates a common language in math across buildings.



Giving Your Student a Choice of Tools to Solve Math Problems

- Students learn traditional methods for computation. Sometimes students need more options—they need more tools in their toolbox. Students learn multiple math strategies.
- Students gain a deeper understanding of mathematics and how to use it in daily life.



Achievement Descriptors

Partially Proficient

Recognize related multiplication and division equations.

Which equation can be used to find 30?

- A. $5 \times \underline{\hspace{1cm}} = 30$
- B. $\underline{\hspace{1cm}} \div 5 = 30$
- C. $30 \times \underline{\hspace{1cm}} = 5$
- D. $30 \times 5 = \underline{\hspace{1cm}}$

Proficient

Represent division as an unknown factor problem using equations.

Pablo has 18 fish. He divides them equally into 3 bowls. How many fish are in each bowl?

Write a multiplication equation and a division equation to describe the problem. Use a letter to represent the unknown.

Highly Proficient

Explain division as an unknown factor problem.

Eva uses the equation $5 \times \underline{\hspace{1cm}} = 40$ to find $40 \div 5$.

Is her thinking correct? Explain.

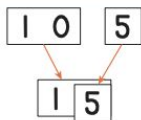
Module 6
Topic A

Dear Family,

Students develop an understanding of place value concepts as they count and write numbers 11–19. They discover that to write larger numbers, the digits 0–9 will be reused in different places, which affects the value they represent. Kindergarten students need to master a critical idea about the numbers 11–19: Each number is composed of 10 ones and some more ones. For example, students learn that in the number 15, the 1 represents a group of ten ones and the 5 represents 5 more ones. This understanding supports students' learning in future grades, when they use place value to add and subtract larger numbers.

10

5



Activity Idea 1 Finding Ten

Help your child collect 11–20 small items, such as toy cars or pennies. Ask your child to count how many. Once they've found the total, invite them to find a group of 10. For example, "You counted 15 beans. Can you find a group of 10?"

For an additional challenge, ask your child to count again the Say Ten way.

Activity Idea 2 Show My Number

Cut out the attached numeral cards and gather a set of 20 small items. Invite your child to select a card and use the items to make a group to match the number on the card. For each round, challenge them to add or subtract items to match the new card. If your child needs additional support, invite them to create a group of 10 first.

Module 1
Topic B

Dear Family,

In previous grades, your student learned about place value for numbers up to 1,000. Using that knowledge, your student explores counting with large sums of money as a context for understanding large numbers. They learn to read, write, and compare numbers up to 1,000,000. They also connect recent learning about times as much to realize that a digit represents 10 times the value of the same digit in the place right before it. A strong sense of place value understanding helps your student add, subtract, multiply, and divide with large numbers later this year.

Key Terms
hundred thousand
million
ten thousand
10 times as much



A place value chart organizes numbers and shows the relationships between place value units.

	thousands	hundreds	tens	ones
56,348				
$50,000 + 6,000 + 300 + 40 + 8$				
fifty-six thousand, three hundred forty-eight				
56 thousands 3 hundreds 4 tens 8 ones				

Writing numbers in various forms, such as in standard form, expanded form, word form, and unit form, enables flexible thinking.

10 times as much as 3 tens is 3 hundreds.
 $10 \times 30 = 300$
 3 hundreds is 10 times as much as 3 tens.
 $300 = 10 \times 30$

[Eureka Math Squared]

Professional Development

June - January 2025

- Implemented 3 MidSchool Math Workshops
 - *MidSchool Math Training (2 Days)*
 - *Math Best Practices*
- Ongoing PLCs, Vertical Articulations, Hornet Walks etc.
- Math Coach, Ron Mezzadri
- MidSchool Math Coach, Ryen Jackson (Next visit 2/18)



Core Curriculum™ by MidSchoolMath

The **highest scores possible**
on the latest criteria
on **EdReports***

*Based on the new criteria v1.5

14/14

Focus &
Coherence

18/18

Rigor & Mathematical
Practices

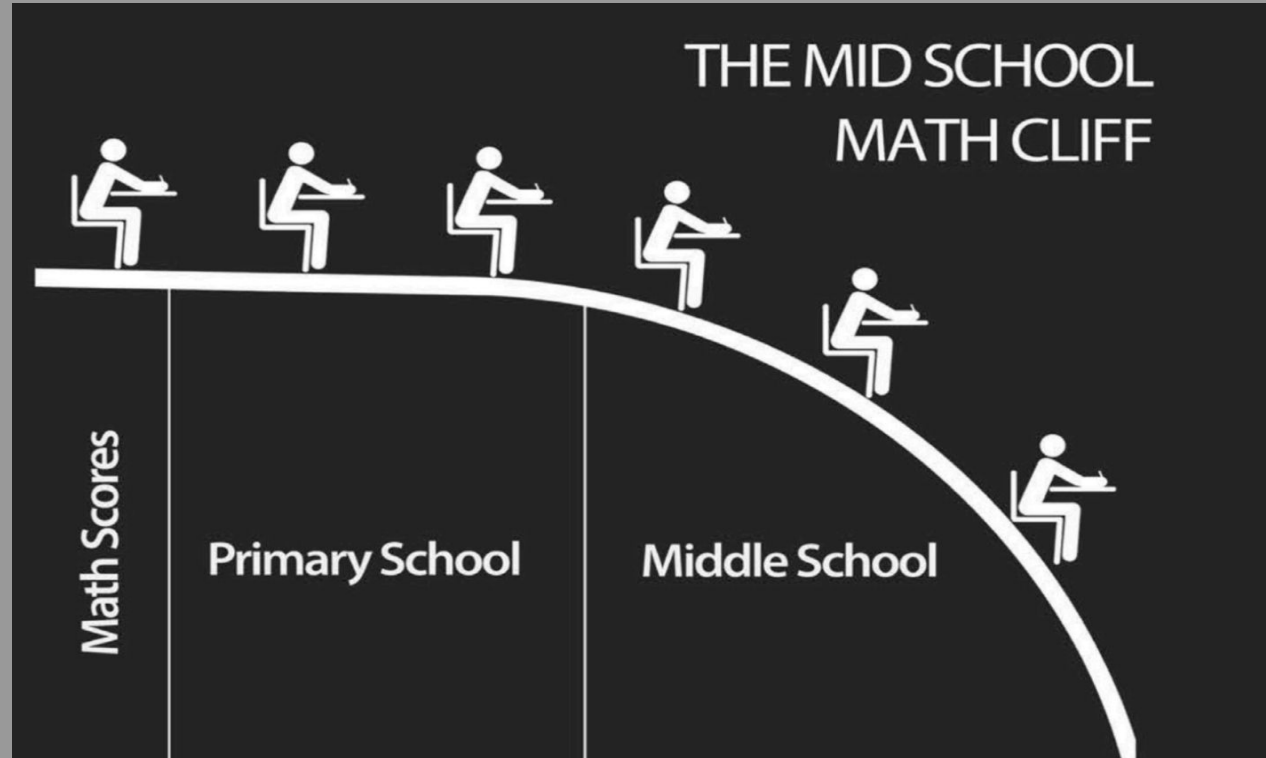
27/27

Usability

See the Curriculum

Core Curriculum™

by MidSchoolMath



Core Curriculum™ by MidSchoolMath

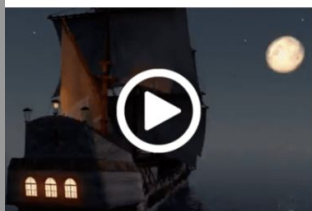
- **Growth Mindset Curriculum**
- **Each lesson is anchored with a memorable story which increases recall**
- **Engages visual learners**
- **Encourages student collaboration**

Core Curriculum™

by MidSchoolMath



The Math Simulator™
launches every lesson.



1. **Immersion:** A video that launches students into a rich, contextual situation in which a math problem naturally arises. The video ends with a simple question. For example, *Can the guard afford the all-inclusive resort?* Most notably, the *Immersion* video typically does not include data needed to solve the problem, triggering students to analyze the context in which the problem is to be solved.
 2. **Data and Computation:** Students receive the information they need to solve the problem and are encouraged to collaborate with one another to confirm answers. Teachers are encouraged to be 'less helpful' during this period, answering questions from students with additional questions rather than providing solutions.
 3. **Resolution:** A video that demonstrates how the math problem is solved and provides the resolution of the story.
- + **Simulation Trainer:** A rich immersive experience in a simulated, rigorous work environment that allows students to fail safely while building the confidence to master each standard.

[MidSchool Math]

Grade 7

Next Steps

February - June 2025

- Continued coaching and professional development
- Vertical articulations to rewrite curriculum using new resources, Conquer Training, and NJSLS Math 2023
- Revising the Scope & Sequence for each program
- Creating opportunities to support student transition from Grade 4 to Grade 5
- More Family Engagement Resources

TOGETHER WE FLY!

