

BELVIDERE CLUSTER CURRICULUM MAP - Updated July 2019

SUBJECT: Math

GRADE: Grade 4

PACING-->	UNIT #1 4 Weeks (SEPTEMBER)	UNIT #2 3 Weeks (OCTOBER)	UNIT #3 6 Weeks (NOVEMBER/DECEMBER)	UNIT #4 3 Weeks (JANUARY)
TOPIC/THEME AND OBJECTIVES	<p>Number Sense & Algebraic Concepts</p> <ul style="list-style-type: none"> Use the four operations with whole numbers to solve problems Generalize place value understanding for multi-digit whole numbers Organized procedure to solve word/application problems. Read and write multi-digit numbers in numerical, word, and expanded forms. Round multi-digit whole numbers. Recognize and extend a number or shape pattern. 	<p>Multiplication and Division Relationship</p> <p>Use the four operations with whole numbers to solve problems</p> <p>Generalize place value understanding for multi-digit whole numbers</p> <p>Identify and recognize the 5 multiplication properties and use them to solve equations.</p> <p>Find all factor pairs for a whole number in the range 1-100.</p> <p>Define the terms: factors and multiples and prime and composite.</p> <p>Solve multi-step word problems involving multiplication and division of whole numbers.</p>	<p>Division</p> <p>Use place value understanding and standard properties of operations to perform multi-digit arithmetic.</p> <p><i>Fluently multiply and divide whole numbers using the standard algorithms.</i></p> <p><i>Solve multi-step word problems involving multiplication and division of whole numbers.</i></p>	<p>Time, Volume, Mass</p> <p>Use the four operations with whole numbers to solve problems</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic</p> <p>Fluently add and subtract multi-digit whole numbers using the standard algorithms.</p> <p>Solve multi-step word problems involving addition and subtraction of whole numbers.</p>
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	<ul style="list-style-type: none"> How do we solve/balance algebraic equations? How do we solve word/application problems? How do we compare and contrast numbers? How do you recognize and extend a pattern of shapes or numbers? A quantity can be represented numerically in various ways. 	<ul style="list-style-type: none"> How do you factor a given number? Is a number prime or composite and why? How do I find multiples of a given number? How do numbers relate to each other when using multiplication and division? How do I solve word problems with unknown variables? Understand and use the inverse relationships between multiplication and division. Continue to develop proficiency with basic multiplication and division facts. 	<ul style="list-style-type: none"> Is my result of my computation reasonable? What makes a computational strategy reasonable? How do operations affect numbers? How can algorithmic thinking be used to solve problems? Computational fluency includes understanding not only the meaning, but also the appropriate use of numerical operations. Context is critical when using estimation. 	<ul style="list-style-type: none"> What makes a computational strategy both effective and efficient? How do operations affect numbers? Computational fluency includes understanding not only the meaning, but also the appropriate use of numerical operations. Understand and use the inverse relationships between addition and subtraction.
STANDARDS	<p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the</p>	<p>4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times</p>	<p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two</p>	<p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the</p>

	<p>four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. *(benchmarked)</p> <p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</p> <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. [Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.]</p> <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place. [Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.]</p>	<p>as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. *(benchmarked)</p> <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by</p>	<p>two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. [Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.]</p> <p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. [Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.]</p> <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. *(benchmarked)</p>	<p>four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. *(benchmarked)</p> <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm. [Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.] *(benchmarked)</p>
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		<p>applying concepts of place value and division. [Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.]</p>		
INSTRUCTIONAL PROCEDURES	<p>Whole Group Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Promote higher level thinking through direction instruction using Google Classroom</p> <p>Individual Math fact practice Technology (if available) Review lower level topics not yet mastered Independent Projects</p> <p>Small Groups Center based practice Small group projects Mini Lesson Partner work</p>	<p>Whole Group Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Promote higher level thinking through direction instruction using Google Classroom Karate Math Facts</p> <p>Individual Math fact practice Technology (if available) Review lower level topics not yet mastered Independent Projects</p> <p>Small Groups Center based practice Small group projects Mini Lesson Partner work</p>	<p>Whole Group Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Promote higher level thinking through direction instruction using Google Classroom</p> <p>Individual Math fact practice Technology (if available) Review lower level topics not yet mastered Independent Projects</p> <p>Small Groups Center based practice Small group projects Mini Lesson Partner work</p>	<p>Whole Group Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Promote higher level thinking through direction instruction using Google Classroom</p> <p>Individual Math fact practice Technology (if available) Review lower level topics not yet mastered Independent Projects</p> <p>Small Groups Center based practice Small group projects Mini Lesson Partner work</p>
INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS	<p>Materials GO Math EnVision Anchor Charts Manipulatives Games Technology devices Prodigy NJCTL Multiplication Chart Division Chart Reflex Math IXL Deck of Cards</p> <p>Leveled Texts Scholastic Math Reads Picture books that pertain</p>	<p>Materials GO Math EnVision Anchor Charts Manipulatives Games Technology devices Prodigy NJCTL Multiplication Chart Division Chart Reflex Math IXL Deck of Cards</p> <p>Leveled Texts Scholastic Math Reads</p>	<p>Materials GO Math EnVision Anchor Charts Manipulatives Games Technology devices Prodigy NJCTL Multiplication Chart Division Chart Reflex Math IXL Deck of Cards</p> <p>Leveled Texts Scholastic Math Reads</p>	<p>Materials GO Math EnVision Anchor Charts Manipulatives Games Technology devices Prodigy NJCTL Multiplication Chart Division Chart Reflex Math IXL Deck of Cards Gallon Man</p> <p>Leveled Texts Scholastic Math Reads</p>

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ASSESSMENTS	<p>Formative Test/Quizzes Fluency Sprints Homework Classwork Peer Review Exit Slips</p> <p>Summative Unit Test</p> <p>Benchmark Go Math Benchmark Acadience Data Analysis Easy CBM EnVision Benchmark MAPS NWEA</p> <p>Alternative Choice Boards- Projects Demonstration Journaling Conferencing</p>	<p>Formative Test/Quizzes Fluency Sprints Homework Classwork Peer Review Exit Slips</p> <p>Summative Unit Test</p> <p>Benchmark Go Math Benchmark Acadience Data Analysis Easy CBM EnVision Benchmark MAPS NWEA</p> <p>Alternative Choice Boards- Projects Demonstration Journaling Conferencing</p>	<p>Formative Test/Quizzes Fluency Sprints Homework Classwork Peer Review Exit Slips</p> <p>Summative Unit Test</p> <p>Benchmark Go Math Benchmark Acadience Data Analysis Easy CBM EnVision Benchmark MAPS NWEA</p> <p>Alternative Choice Boards- Projects Demonstration Journaling Conferencing</p>	<p>Formative Test/Quizzes Fluency Sprints Homework Classwork Peer Review Exit Slips</p> <p>Summative Unit Test</p> <p>Benchmark Go Math Benchmark Acadience Data Analysis Easy CBM EnVision Benchmark MAPS NWEA</p> <p>Alternative Choice Boards- Projects Demonstration Journaling Conferencing</p>
ACCOMMODATIONS (select all the apply, add more as necessary, delete those that do not apply)	<p>Special Education Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Preferential seating</p>	<p>Special Education Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Preferential seating</p>	<p>Special Education Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Preferential seating</p>	<p>Special Education Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length</p>

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<p>INTERDISCIPLINARY CONNECTIONS</p> <p>21ST CENTURY SKILLS/THEMES (P21.ORG)</p> <p>TECHNOLOGY INTEGRATION</p> <p>CAREER EDUCATION (NJDOE CTE Clusters)</p>	<p>Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology World languages <p>21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Media Literacy ICT (Information, Communication and Technology) Literacy <p>Technology Integration</p> <ul style="list-style-type: none"> Go Math EnVision IXL Prodigy Reflex Google Classroom Multiplication.com Extra Math 	<p>Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages <p>21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking 	<p>Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology World languages <p>21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication 	<p>Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages <p>21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy Creativity and

Career Education (select all the apply, add more as necessary, delete those that do not apply)

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics (STEM)
- Transportation, Distribution & Logistics

- Problem Solving
- Communication
- Collaboration
- Media Literacy
- ICT (Information, Communication and Technology) Literacy

Technology Integration

- Go Math
- EnVision
- IXL
- Prodigy
- Reflex
- Google Classroom
- Multiplication.com
- Extra Math

Career Education (select all the apply, add more as necessary, delete those that do not apply)

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 Distribution & Logistics

PACING-->	UNIT #5 4 Weeks (FEBRUARY)	UNIT #6 4 Weeks (MARCH)	UNIT #7 3 Weeks (APRIL)	UNIT #8 4 Weeks (May)
TOPIC/THEME AND OBJECTIVES	Fraction/Decimal Concepts Extend understanding of fraction equivalence and ordering. Understand decimal notation for fractions, and compare decimal fractions. Identify, read, write, and model fractions and equivalent fractions. Compare and order both fractions and decimals. Identify the direct relationship between fractions and decimals.	Fraction Computation Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Use models to represent mixed numbers and improper fractions. Add and subtract fractions with like denominators. They will also correctly multiply fractions by whole numbers.	Measurement and Data Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. <i>Convert measurements within a system.</i> <i>Measure to collect data to make a fraction line plot.</i> <i>Solve problems involving various measurement situations.</i>	Draw and identify lines and angles, and classify shapes by properties of their lines and angles. Understand concepts of angle and measure angles. Use area and perimeter formulas for rectangles. Identify and describe parallel, perpendicular, and intersecting lines. Recognize and draw lines of symmetry.
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	<ul style="list-style-type: none"> How can we compare and contrast numbers? How do mathematical ideas interconnect and build on one another? One representation may sometimes be more helpful than another: and used together, multiple representations give a fuller understanding of a problem. A quantity can be represented numerically in various ways. Problem solving depends upon choosing wise ways. 	<ul style="list-style-type: none"> How can we visually represent and verify fractional computation? One representation may sometimes be more helpful than another; and, used together, multiple representations give a fuller understanding of a problem. A quantity can be represented numerically in various ways. Problem solving depends on wise choices. 	<ul style="list-style-type: none"> How can measurements be used to solve problems? Measurement helps to describe our world using numbers. A practical knowledge of measurement tools and techniques are critical for students' understanding of the world around them. 	<ul style="list-style-type: none"> How can two-dimensional relationships be described by careful use of geometric language? How can measurements be used to solve geometric problems? What situations can be analyzed using symmetries. Identify, describe and classify two-dimensional figures, angles and objects. Use area and perimeter formulas for rectangles to solve real world problems.
STANDARDS	4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ	4.NF.B.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. 4.NF.B.3a. Understand addition and subtraction of fractions as joining and	4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement,	4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

	<p>even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>[Grade 4 expectations in this domain are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12 and 100.]</p> <p>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. [Grade 4 expectations in this domain are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12 and 100.]</p> <p>4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$. [Grade 4 expectations in this domain are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12 and 100.]</p> <p>4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram. [Grade 4 expectations in this domain are limited to denominators of 2, 3, 4, 5, 6,</p>	<p>separating parts referring to the same whole.</p> <p>4.NF.B.3b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2\frac{1}{8} = 1 + \frac{1}{8} = \frac{8}{8} + \frac{1}{8} + \frac{1}{8}$. [Grade 4 expectations in this domain are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12 and 100.]</p> <p>4.NF.B.3c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</p> <p>4.NF.B.3d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. [Grade 4 expectations in this domain are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12 and 100.]</p> <p>4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. 4.NF.B.4a. Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$. For example, use a visual fraction model to represent $\frac{5}{4}$ as the product $5 \times$</p>	<p>express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36).</p> <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>4.MD.B.4 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</p>	<p>4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p>4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p> <p>4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p> <p>4.MD.C.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.</p> <p>4.MD.C.5a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.</p> <p>4.MD.C.5b. An angle that turns through n one-</p>
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	<p>8, 10, 12 and 100.]</p> <p>4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model. [Grade 4 expectations in this domain are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12 and 100.]</p>	<p>(1/4), recording the conclusion by the equation $\frac{5}{4} = 5 \times (\frac{1}{4})$.</p> <p>4.F.4.B.4b. Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (\frac{2}{5})$ as $6 \times (\frac{1}{5})$, recognizing this product as $\frac{6}{5}$. (In general, $n \times (\frac{a}{b}) = (\frac{n \times a}{b})$.)</p> <p>4.NF.4.B.4c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</p> <p>[Grade 4 expectations in this domain are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12 and 100.]</p>		<p>degree angles is said to have an angle measure of n degrees.</p> <p>4.MD.C.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p> <p>4.MD.C.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p>
<p>INSTRUCTIONAL PROCEDURES</p>	<p>Whole Group Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Promote higher level thinking through direction instruction using Google Classroom</p> <p>Individual Math fact practice Technology (if available)</p>	<p>Whole Group Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Promote higher level thinking through direction instruction using Google Classroom</p> <p>Individual Math fact practice Technology (if available)</p>	<p>Whole Group Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Promote higher level thinking through direction instruction using Google Classroom</p> <p>Individual Math fact practice Technology (if available)</p>	<p>Whole Group Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Promote higher level thinking through direction instruction using Google Classroom</p> <p>Individual Math fact practice Technology (if available)</p>

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INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS	<p>Materials GO Math EnVision Anchor Charts Manipulatives Games Technology devices Prodigy NJCTL Multiplication Chart Division Chart Reflex Math IXL Deck of Cards</p> <p>Leveled Texts Scholastic Math Reads Picture books that pertain to topic talk Go Math, Math Concept Readers</p>	<p>Materials GO Math EnVision Anchor Charts Manipulatives Games Technology devices Prodigy NJCTL Multiplication Chart Division Chart Reflex Math IXL Deck of Cards</p> <p>Leveled Texts Scholastic Math Reads Picture books that pertain to topic talk Go Math, Math Concept Readers</p>	<p>Materials GO Math EnVision Anchor Charts Manipulatives Games Technology devices Prodigy NJCTL Multiplication Chart Division Chart Reflex Math IXL Deck of Cards Rulers Graph paper</p> <p>Leveled Texts Scholastic Math Reads Picture books that pertain to topic talk Go Math, Math Concept Readers</p>	<p>Materials GO Math EnVision Anchor Charts Manipulatives Games Technology devices Prodigy NJCTL Multiplication Chart Division Chart Reflex Math IXL Deck of Cards Protractors Rulers Conversion chart</p> <p>Leveled Texts Scholastic Math Reads Picture books that pertain to topic talk Go Math, Math Concept Readers</p>
ASSESSMENTS	<p>Formative Test/Quizzes Fluency Sprints Homework Classwork Peer Review Exit Slips</p> <p>Summative Unit Test</p> <p>Benchmark</p>	<p>Formative Test/Quizzes Fluency Sprints Homework Classwork Peer Review Exit Slips</p> <p>Summative Unit Test</p> <p>Benchmark</p>	<p>Formative Test/Quizzes Fluency Sprints Homework Classwork Peer Review Exit Slips</p> <p>Summative Unit Test</p> <p>Benchmark</p>	<p>Formative Test/Quizzes Fluency Sprints Homework Classwork Peer Review Exit Slips</p> <p>Summative Unit Test</p> <p>Benchmark</p>

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<p>ACCOMMODATIONS (select all the apply, add more as necessary, delete those that do not apply)</p>	<p>Special Education</p> <ul style="list-style-type: none"> - Printed copy of board work/notes provided - Additional time for skill mastery - Assistive technology - Behavior management plan - Center-Based Instruction - Check work frequently for understanding - Extended time on tests/quizzes - Have student repeat directions to check for understanding - Highlighted text visual presentation - Modified assignment format - Modified test content - Modified test format - Modified test length - Multiple test sessions - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Reduced/shortened reading assignments - Shortened assignments - Student working with an assigned partner - Teacher initiated weekly 	<p>Special Education</p> <ul style="list-style-type: none"> - Printed copy of board work/notes provided - Additional time for skill mastery - Assistive technology - Behavior management plan - Center-Based Instruction - Check work frequently for understanding - Extended time on tests/quizzes - Have student repeat directions to check for understanding - Highlighted text visual presentation - Modified assignment format - Modified test content - Modified test format - Modified test length - Multiple test sessions - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Reduced/shortened reading assignments - Shortened assignments - Student working with an assigned partner - Teacher initiated weekly 	<p>Special Education</p> <ul style="list-style-type: none"> - Printed copy of board work/notes provided - Additional time for skill mastery - Assistive technology - Behavior management plan - Center-Based Instruction - Check work frequently for understanding - Extended time on tests/quizzes - Have student repeat directions to check for understanding - Highlighted text visual presentation - Modified assignment format - Modified test content - Modified test format - Modified test length - Multiple test sessions - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Reduced/shortened reading assignments - Shortened assignments - Student working with an assigned partner - Teacher initiated weekly 	<p>Special Education</p> <ul style="list-style-type: none"> - Printed copy of board work/notes provided - Additional time for skill mastery - Assistive technology - Behavior management plan - Center-Based Instruction - Check work frequently for understanding - Extended time on tests/quizzes - Have student repeat directions to check for understanding - Highlighted text visual presentation - Modified assignment format - Modified test content - Modified test format - Modified test length - Multiple test sessions - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Reduced/shortened reading assignments - Shortened assignments - Student working with an assigned partner - Teacher initiated weekly

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	<p>Gifted and Talented</p> <ul style="list-style-type: none"> Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Independent research and projects Interest groups Learning contracts Leveled rubrics Literature circles Multiple intelligence options Multiple texts Personal agendas Project-based learning Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments Tiered products Varying organizers for instructions 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Independent research and projects Interest groups Learning contracts Leveled rubrics Literature circles Multiple intelligence options Multiple texts Personal agendas Project-based learning Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments Tiered products Varying organizers for instructions 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Independent research and projects Interest groups Learning contracts Leveled rubrics Literature circles Multiple intelligence options Multiple texts Personal agendas Project-based learning Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments Tiered products Varying organizers for instructions 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Independent research and projects Interest groups Learning contracts Leveled rubrics Literature circles Multiple intelligence options Multiple texts Personal agendas Project-based learning Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments Tiered products Varying organizers for instructions
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	<ul style="list-style-type: none"> - Extended time on tests/quizzes - Have student repeat directions to check for understanding - Highlighted text visual presentation - Modified assignment format - Modified test content - Modified test format - Modified test length - Multiple test sessions - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Reduced/shortened reading assignments - Shortened assignments - Student working with an assigned partner - Seacher initiated weekly assignment sheet - Use open book, study guides, test prototypes - Choice of books or activities - Cubing activities - Exploration by interest - Flexible grouping - Goal setting with students - Mini workshops to re-teach or extend skills - Open-ended activities - Think-Pair-Share - Varied supplemental materials 	<ul style="list-style-type: none"> - Extended time on tests/quizzes - Have student repeat directions to check for understanding - Highlighted text visual presentation - Modified assignment format - Modified test content - Modified test format - Modified test length - Multiple test sessions - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Reduced/shortened reading assignments - Shortened assignments - Student working with an assigned partner - Seacher initiated weekly assignment sheet - Use open book, study guides, test prototypes - Choice of books or activities - Cubing activities - Exploration by interest - Flexible grouping - Goal setting with students - Mini workshops to re-teach or extend skills - Open-ended activities - Think-Pair-Share - Varied supplemental materials 	<ul style="list-style-type: none"> - quizzes - Have student repeat directions to check for understanding - Highlighted text visual presentation - Modified assignment format - Modified test content - Modified test format - Modified test length - Multiple test sessions - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Reduced/shortened reading assignments - Shortened assignments - Student working with an assigned partner - Seacher initiated weekly assignment sheet - Use open book, study guides, test prototypes - Choice of books or activities - Cubing activities - Exploration by interest - Flexible grouping - Goal setting with students - Mini workshops to re-teach or extend skills - Open-ended activities - Think-Pair-Share - Varied supplemental materials 	<ul style="list-style-type: none"> - Check work frequently for understanding - Extended time on tests/quizzes - Have student repeat directions to check for understanding - Highlighted text visual presentation - Modified assignment format - Modified test content - Modified test format - Modified test length - Multiple test sessions - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Reduced/shortened reading assignments - Shortened assignments - Student working with an assigned partner - Seacher initiated weekly assignment sheet - Use open book, study guides, test prototypes - Choice of books or activities - Cubing activities - Exploration by interest - Flexible grouping - Goal setting with students - Mini workshops to re-teach or extend skills - Open-ended activities - Think-Pair-Share - Varied supplemental materials
<p>INSTRUCTIONAL AND SUPPLEMENTAL</p>	<p>Materials GO Math EnVision</p>	<p>Materials GO Math EnVision</p>	<p>Materials GO Math EnVision</p>	<p>Materials GO Math EnVision</p>

<p>MATERIALS/ LEVELED TEXTS</p>	<p>Anchor Charts Manipulatives Games Technology devices Prodigy NJCTL Multiplication Chart Division Chart Reflex Math IXL Deck of Cards Place Value Chart for decimals</p> <p>Leveled Texts Scholastic Math Reads Picture books that pertain to topic talk</p>	<p>Anchor Charts Manipulatives Games Technology devices Prodigy NJCTL Multiplication Chart Division Chart Reflex Math IXL Deck of Cards</p> <p>Leveled Texts Scholastic Math Reads Picture books that pertain to topic talk</p>	<p>Anchor Charts Manipulatives Games Technology devices Prodigy NJCTL Multiplication Chart Division Chart Reflex Math IXL Deck of Cards</p> <p>Leveled Texts Scholastic Math Reads Picture books that pertain to topic talk</p>	<p>Anchor Charts Manipulatives Games Technology devices Prodigy NJCTL Multiplication Chart Division Chart Reflex Math IXL Deck of Cards</p> <p>Leveled Texts Scholastic Math Reads Picture books that pertain to topic talk</p>
<p>INTERDISCIPLINARY CONNECTIONS</p> <p>21ST CENTURY SKILLS/THEMES (P21.ORG)</p> <p>TECHNOLOGY INTEGRATION</p> <p>CAREER EDUCATION (NJDOE CTE Clusters)</p>	<p>Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)</p> <p>English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages</p> <p>21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)</p> <p>Global Awareness Financial, Economic, Business and</p>	<p>Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)</p> <p>English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology World languages</p> <p>21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)</p> <p>Global Awareness Financial, Economic, Business and</p>	<p>Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)</p> <p>English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology World languages</p> <p>21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)</p> <p>Global Awareness Financial, Economic, Business and Entrepreneurial Literacy</p>	<p>Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)</p> <p>English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages</p> <p>21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)</p> <p>Global Awareness</p>

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Civic Literacy
Health Literacy
Environmental Literacy
Creativity and Innovation
Critical Thinking
Problem Solving
Communication
Collaboration
ICT (Information,
Communication and
Technology) Literacy

Technology Integration
Go Math
EnVision
IXL
Prodigy
Reflex
Google Classroom
Multiplication.com
Extra Math

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Agriculture, Food &
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Architecture &
Construction
Arts, A/V Technology &
Communications
Business Management &
Administration
Education & Training
Finance
Government & Public
Administration
Health Science
Hospitality & Tourism
Human Services
Information Technology
Law, Public Safety,
Corrections & Security
Manufacturing
Marketing

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Human Services
Information Technology
Law, Public Safety,
Corrections & Security
Manufacturing
Marketing
Science, Technology,
Engineering &
Mathematics (STEM)
Transportation,
Distribution & Logistics

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Marketing

	Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics	Mathematics (STEM) Transportation, Distribution & Logistics		Science, Technology, Engineering & Mathematics (STEM)
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