

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Mathematics
Grade 4

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The Trumbull Board of Education, as a matter of policy, prohibits discrimination on the grounds of age, creed, religion, sex, race, color, handicap, political affiliation, marital status, sexual orientation, or national origin.

TRUMBULL CORE VALUES AND BELIEFS

Our mission states, “Trumbull Public Schools, in partnership with the community, strives to meet the educational needs of all students within a challenging and supportive academic environment that empowers each student to become a life-long learner and to live and participate in a democratic, diverse and global society.” Trumbull Public Schools believes in a shared, collaboratively created vision of success for all students in our district. We work throughout the year to ensure all instruction is in service of supporting students to achieve a shared vision of knowledge and skills.

- We believe that all individuals are capable of learning.
- We believe that all individuals should have the resources necessary to achieve success within a challenging curriculum.
- We believe that a family, school, and community partnership is essential to our success.
- We believe that a safe and orderly environment is critical to learning.
- We believe that there is strength in diversity and that all individuals are worthy of our respect and dignity.
- We believe that our school climate must be welcoming, caring, and supportive for all members of the learning community.
- We believe that a reflective evaluation of present practices and processes is necessary in order to plan for our future.

INTRODUCTION

The Elementary Math Curriculum was last revised in 2023 and was aligned to the State of Connecticut Common Core State Standards (CCSS). It includes specific grade level expectations and resources appropriate for this grade, making it a teacher-friendly instructional guide for ease in delivery. Appropriate professional development will further aid in fidelity to the implementation of the CCSS and assured use of the resources provided for instruction.

Trumbull Elementary Schools will provide all students access to a rigorous mathematics curriculum that will prepare them for success in an ever changing global society. Our students will learn to use mathematical reasoning and critical thinking to problem solve and communicate. This curriculum will include strong number sense as a foundation. All students will develop a strong mathematical voice where they will be able to transfer and discuss their foundational skills to problem solving skills. Our educators will be supported through professional development, meaningful feedback and opportunities for collaboration.

PHILOSOPHY

Success in mathematics depends upon active involvement in a variety of interrelated experiences. When students participate in stimulating learning opportunities, they can reach their full potential.

The Trumbull Mathematics Program embraces these goals for all students.

Successful mathematicians:

- develop and demonstrate a balanced understanding of mathematics as conceptual, procedural, and application of skills.
- make meaningful mathematical connections to their world through peer collaboration.
- communicate effectively using mathematical terminology, both independently and collaboratively.
- solve problems utilizing a variety of strategies.
- utilize technology as a tool to enhance the problem solving process.
- use sound mathematical reasoning by utilizing the power of conjecture and proof in their thinking.
- become reflective thinkers through continuous self evaluation.
- become independent, self motivated, lifelong learners.
- engage in robust conversations and peer to peer interactions.
- demonstrate perseverance while building stamina when faced with challenging tasks.
- embody a growth mindset.
- take ownership and communicate their understanding and purpose of their learning.
- extend their learning beyond the classroom.

The Trumbull Mathematics Program promotes equity by setting high expectations with strong support for all math students in a differentiated environment. Students are empowered to embrace the skills needed to become successful in the 21st century. Students expand their mathematical abilities by investigating real world phenomena. Through such experiences, students make real world math connections and discover that math can have more than one method for achieving a correct answer and they can truly appreciate the impact math has on the world in which they live.

GOALS: Major Focus Areas for Grade 4 Mathematics

1. Use the four operations with whole numbers to solve problems.
2. Generalize place value understanding for multi-digit whole numbers.
3. Use place value understanding and properties of operations to perform multi digit arithmetic.
4. Extend understanding of fraction equivalence and ordering.
5. Build fractions from unit fractions by applying and extending previous understandings of operations.
6. Understand decimal notation for fractions, and compare decimal fractions.
7. Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving.
8. Add/subtract within 1,000,000.

Grade 4 Mathematics: Trimester 1 (61 Days)

Unit Name: Grade 4 Trimester 1				
Content and Skills				
Mathematical Practices: See page 16 for list of Mathematical Practices				
Numeration, Operations, and Algebraic Thinking:				
Operations and Algebraic Thinking				
▪ Use the four operations with whole numbers to solve problems. ▪ Gain familiarity with factors and multiples.				
Number and Operations in Base Ten				
▪ Generalize place value understanding for multi-digit whole numbers. ▪ Use place value understanding and properties of operations to perform multi-digit arithmetic.				
Quantity, Measurement, and Data:				
▪ Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.				
Essential Question(s): Taken from the CCSS Mathematical Practices				
▪ What is the problem asking? Does this make sense? (MP1) ▪ Can I clearly explain my reasoning? Can I understand the reasoning of others? Do I agree or disagree? (MP3) ▪ Can I model my thinking using manipulatives, words, numbers, or pictures? (MP4) ▪ Is my answer correct? How can I prove it mathematically? (MP6 and 7)				
Focus Question(s): These will be content specific (i.e. Explain how you arrived at an answer)				
▪ Can you solve using a different strategy? ▪ Can you critique or agree with another person’s strategy?				
Common Core State Standards for Mathematics <i>(See pages 13-16 for complete description)</i>		Time Allotment	Assured Learner Activities	Assessment
4.OA.1 4.OA.2 4.OA.3 4.OA.4 4.OA.5	4.NBT.1 4.NBT.2 4.NBT.3 4.NBT.4 4.NBT.5 4.NBT.6 4.MD.1 4.MD.2	70 minutes daily per Trumbull Board of Education Policy # 6112.2	▪ Great Minds: Eureka Math²	▪ Eureka Math² Assessments ▪ i-Ready Diagnostic Universal Screener ▪ Classroom mathematical discourse
Technology Competency Standards <i>(See page 17)</i>				
2. Communicate and Collaborate 4. Critical Thinking 5. Digital Citizenship				

Grade 4 Mathematics: Trimester 1 Vocabulary

Vocabulary:

Module 1:

New: billion, convert, ten-thousand, hundred thousand, kilometer, million, mixed units

Familiar: bundle, centimeter, exchange, expanded form, gram, kilogram, liter, mass, meter, milliliter, regroup, rename, round, standard algorithm, standard form, unbundle, unit form, word form, $\approx$

Academic Verbs: express, justify

Module 2:

New: associative property of multiplication, composite number, distributive property, divisible, formula, partial product, partial quotient, prime number, term (in a pattern)

Familiar: area, area model, commutative property of multiplication, factor, foot, inch, length, multiple, perimeter, product, quotient, total, width, yard

Academic Verbs: claim

Grade 4 Mathematics: Trimester 3 (60 Days)

Unit Name: Grade 4 Mathematics: Trimester 2

Content and Skills

Mathematical Practices: See page 16 for list of Mathematical Practices

Numeration, Operations, and Algebraic Thinking:

Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve problems.

Number and Operations in Base Ten

- Generalize place value understandings for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Gain familiarity with factors and multiples and Generate and analyze patterns.

Number and Operations - Fractions

- Extend understanding of fraction equivalence and ordering.
- Build fraction units from unit fractions by applying and extending previous understandings of operations on whole numbers.

Quantity, Measurement, and Data:

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.

Essential Question(s): Taken from the CCSS Mathematical Practices

- What is the problem asking? Does this make sense? (MP1)
- Can I clearly explain my reasoning? Can I understand the reasoning of others? Do I agree or disagree? (MP3)
- Can I model my thinking using manipulatives, words, numbers or pictures? (MP4)
- How can I attend to precision while using appropriate tools strategically? (MP5 and 6)

Focus Question(s): These will be content specific (i.e. Explain how you arrived at an answer)

- Can you solve using a different strategy?
- Can you critique or agree with another person's strategy?

Common Core State Standards for Mathematics <i>(See pages 13-16 for complete description)</i>		Time Allotment	Assured Learner Activities	Assessment
4.OA.3 4.NBT.5 4.NBT.6 4. NF. 1 4. NF. 2	4. NF. 3 4. NF. 4 4.MD.1 4.MD.2 4.MD.4	70 minutes daily per Trumbull Board of Education Policy # 6112.2	▪ Great Minds: Eureka Math²	▪ Eureka Math² Assessments ▪ i-Ready Diagnostic Universal Screener ▪ Classroom mathematical discourse
Technology Competency Standards <i>(See page 17)</i>				
2. Communicate and Collaborate 4. Critical Thinking 5. Digital Citizenship				

Grade 4 Mathematics: Trimester 2 Vocabulary

Vocabulary:

Module 3:

New: cup, gallon, long division, ounce, pint, pound, quart, remainder

Familiar: algorithm, area, area model, array, associative property of multiplication, commutative property of multiplication, compare, customary units, distribute, distributive property, divide, division, divisor, equation, expression, factor, hours, minutes, seconds, length, metric units, mixed units, multiple, multiply, multiplication, partial product, partial quotient, perimeter, place value, product, quotient, regroup, rename, rows, columns, total, width, yard

Academic Verbs: indicate, interpret

Module 4:

New: common denominator, common numerator, denominator, mixed number, numerator

Familiar: $>$, $=$, $<$ symbols, associative property of addition, associative property of multiplication, data, distributive property, equivalent fraction, fraction form, fraction greater than 1, fractional unit, line plots, multiple, partition, plot, unit form, unit fraction

Academic Verbs: N/A

Grade 4 Mathematics: Trimester 3 (60 Days)

Unit Name: Grade 4 Mathematics: Trimester 3				
Content and Skills Mathematical Practices: See page 16 for list of Mathematical Practices Quantity, Measurement, and Data: ▪ Solve problems involving and conversion of measurements from a larger unit to a smaller unit. ▪ Geometric measurement: understand concepts of angle and measure angles. Numeration, Operations, and Algebraic Thinking: Number and Operations – Fractions ▪ Understand decimal notation from fractions, and compare decimal fractions. Geometry: ▪ Draw and identify lines and angles, and classify shapes by properties of their lines and angles.				
Essential Question(s): Taken from the CCSS Mathematical Practices ▪ What is the problem asking? Does this make sense? (MP1) ▪ Can I clearly explain my reasoning? Can I understand the reasoning of others? Do I agree or disagree? (MP3) ▪ Can I model my thinking using manipulatives, words, numbers or pictures? (MP4) ▪ How can I attend to precision while using appropriate tools strategically? (MP5 and 6) Focus Question(s): These will be content specific (i.e. Explain how you arrived at an answer) ▪ Can you solve using a different strategy? ▪ Can you critique or agree with another person’s strategy?				
Common Core State Standards for Mathematics <i>(See pages 13-16 for complete description)</i>		Time Allotment	Assured Learner Activities	Assessment
4.NF.5 4.NF.6 4.NF.7	4.MD.2 4.MD.5 4.MD.6 4.MD.7 4.G.1 4.G.2 4.G.3	70 minutes daily per Trumbull Board of Education Policy # 6112.2	▪ Great Minds: Eureka Math²	▪ Eureka Math² Assessments ▪ i-Ready Diagnostic Universal Screener ▪ Classroom mathematical discourse
Technology Competency Standards <i>(See page 17)</i>				
2. Communicate and Collaborate 4. Critical Thinking 5. Digital Citizenship				

Grade 4 Mathematics: Trimester 3 Vocabulary

Vocabulary:

Module 5:

New: decimal form, decimal fraction, decimal number, decimal point, hundredths, tenths

Familiar: denominator, equivalent fraction, expanded form, fraction form, fraction greater than one, mixed number, numerator, sum, total, unit form

Academic Verbs: N/A

Module 6:

New: acute angle, acute triangle, adjacent angles, angle, complementary angles, degree, equilateral triangle, figure, intersect, isosceles triangle, line, line of symmetry, line segment, obtuse angle, obtuse triangle, parallel, perpendicular, point, ray, reflex angle, right angle, right triangle, scalene triangle, straight angle, supplementary angles, vertex

Familiar: benchmark, decompose, sum

Academic Verbs: construct, classify

INSTRUCTIONAL STRATEGIES

The curriculum writing team recognizes that these facilitation styles and routines are used in each unit. Within each unit is an outline for methods to reteach, support, and challenge all learners including multilingual learners.

Facilitation Styles	▪ Direct instruction ▪ Guided instruction ▪ Group work ▪ Partner work ▪ Independent practice ▪ Formative and summative assessments ▪ Brainstorming
Routines	▪ Math Chat ▪ Sprints ▪ Five Framing Questions ▪ Always Sometimes Never ▪ Co-Construction ▪ Critique a Flawed Response ▪ Numbered Heads ▪ Stronger, Clearer Each Time ▪ Take a Stand ▪ Which One Doesn't Belong?

PRIMARY RESOURCE

<i>Title</i>	<i>Publisher</i>	<i>Date of Publication</i>
Eureka Math²	<i>Great Minds</i>	<i>2021</i>

SUPPLEMENTARY MATERIALS, RESOURCES, and WEBSITES

Supplementary Materials:

- Manipulatives materials
 - Dry-erase markers
 - Personal whiteboards
 - Personal whiteboard erasers
 - Envelopes
 - Meter Sticks
 - Rulers
 - Eureka Math² place value disks sets, ones to millions
 - Paper strips, 1 inch by 12 inch
 - Chart paper
 - Timer
 - Index cards
 - Paper strips, 2 inch by 11 inch
 - Paper strips, $2\frac{1}{8}$ inch by $5\frac{1}{2}$
 - String
 - Eureka Math² deci-disks sets, thousandths to ones
 - Eureka Math² place value cards sets, to millions
 - Eureka Math² decimal place value cards set
 - 4 inch protractors (180 degrees)
 - Blank paper sheets
 - Cardstock circles, 4 inch diameter, Red
 - Cardstock circles, 4 inch diameter, White
 - Toothpicks

Resources/Websites:

- [Common Core State Standards for Mathematics](#)
- [National Council of Teachers of Mathematics](#)
- [Smarter Balanced Assessment Consortium](#)
- [Great Minds: Eureka Math²](#)
- [Khan Academy](#)
- [iReady Teacher Toolbox](#)
- [Grade 4 Math Workshop Activities by Topic](#)
- [International Society for Technology in Education](#)

Connecticut's Common Core Standards

Mathematics – 4th Grade Standards

Operations and Algebraic Thinking - Use the four operations with whole numbers to solve problems.

- 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 as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
- 4.OA.A2: 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. (Note: See Glossary, Table 2.)
- 4.OA.A3: 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.

Gain familiarity with factors and multiples.

- 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.

Generate and analyze patterns.

- 4.OA.B.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.*

Number and Operations in Base Ten - Note: Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

Generalize place value understanding for multi-digit whole numbers.

- 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 applying concepts of place value and division.*
- 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.
- 4.NBT.A.3: Use place value understanding to round multi-digit whole numbers to any place.

Use place value understanding and properties of operations to perform multi-digit arithmetic.

- 4.NBT.B.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- 4.NBT.B.5: Multiply a whole number of up to four digits by a one-digit whole number, and multiply two 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.

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.

Number and Operations – Fractions - Note: Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, & 100.

Extend understanding of fraction equivalence and ordering.

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 even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

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 $1/2$. 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.

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

4.NF.B.3: Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.

- a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
- b. 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:* $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.
- c. 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.
- d. 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.

4.NF.B.4: Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

- a. Understand a fraction a/b as a multiple of $1/b$. *For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.*
- b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)*
- c. 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 $3/8$ 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?*

Understand decimal notation for fractions, and compare decimal fractions.

- 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 $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.* (Note: Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.)
- 4.NF.C.6: Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*
- 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.

Measurement and Data - Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

- 4.MD.A.1: Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, 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)*
- 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.
- 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.*

Represent and interpret data.

- 4.MD.B.4: Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). 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.*

Geometric measurement: understand concepts of angle and measure angles.

- 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:
- 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 $1/360$ of a circle is called a “one-degree angle,” and can be used to measure angles.
 - An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
- 4.MD.C.6: Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

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.

Geometry -Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

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.

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.

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.

Mathematical Practices

- 1. Make sense of problems and persevere in solving them.**
- 2. Reason abstractly and quantitatively.**
- 3. Construct viable arguments and critique the reasoning of others.**
- 4. Model with mathematics.**
- 5. Use appropriate tools strategically.**
- 6. Attend to precision.**
- 7. Look for and make use of structure.**
- 8. Look for and express regularity in repeated reasoning.**

Technology Competency Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information.
4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
6. Technology Operations and Concepts – Students demonstrate a sound understanding of technology concepts, systems, and operations.