









Trimester	Unit Title	Recommended Instructional Days
1	Divide by 1-Digit Numbers	9-11 days
Domain: Number and Operations in Base Ten; Operations and Algebraic Thinking		
<p><i>Strand:</i></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.</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. </p> <p>Key:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> Major Cluster</div> <div style="text-align: center;"> Supporting Cluster</div> <div style="text-align: center;"> Additional Cluster</div> <div style="text-align: center;"> Climate Change Opportunity</div> </div>		
<p>Progress Indicator: ◇ Tests ◇ Homework / Classwork ◇ Projects ◇ Formative assessments ◇ Summative assessments ◇ Performance assessments</p>		
Mathematical Practices:		
<ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reason 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.

Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-CLKS within Unit

Essential Questions:

- Lesson 6.1: How can we use repeated subtraction to find quotients?
Lesson 6.2: How can we use partial quotients to divide by 1-digit divisors?
Lesson 6.3: How can we use base-ten blocks and drawings to model division with regrouping?
Lesson 6.4: How can we use place value to know where to place the first digit in the quotient?
Lesson 6.5: How can we divide numbers up to 9,999 by a 1-digit number?
Lesson 6.6: How can we solve multi-step real-world division problems?

Essential Understandings:

- Lesson 6.1: Using repeated subtraction to find quotients helps us understand the concept of division as successive subtraction, reinforcing our comprehension of how many times a divisor can be subtracted from the dividend.
Lesson 6.2: Using partial quotients to divide by 1-digit divisors allows us to break the division process into simpler, more manageable steps, enhancing our understanding and accuracy in solving division problems.
Lesson 6.3: Modeling division with base-ten blocks and drawings helps us visualize the regrouping process, making it easier to understand and execute the steps involved in division.
Lesson 6.4: Using place value to determine the placement of the first digit in the quotient ensures that our division is organized and accurate.
Lesson 6.5: Dividing numbers up to 9,999 by a 1-digit number involves breaking down the division process into smaller, sequential steps using place value.
Lesson 6.6: Solving multi-step real-world division problems requires us to apply division skills in practical contexts, integrating different mathematical operations and critical thinking to find solutions effectively.

Vocabulary

- partial quotient

Suggested Activity Description:

Waggle, On the Spot Videos, Tier 2 and 3 Intervention Resources, Vocabulary Activities, Grab and Go Differentiation Kit, Explore and Guided/Independent Practice related to the NJSLs, Essential Question Discussion and Check-In, Share and Show, Basic Skills Review, Manipulative Activity, Reteach Activity, Reading Strategies Activity, Making Connections, Multilingual Support, Performance Task, Enrich Activity, Exit Ticket

Interdisciplinary Connections:

Language Arts:

1. Problem #9 on TB page 243.

2. Problem #11 on TB page 249.
3. Problem #6 on TB page 255.
4. Problem #11 on TB page 261.
5. Problem #6 on TB page 267.

Science:

1. Problem #17 on TB page 250.
2. Problem #9 on TB page 261.



Climate Change: Students may, knowing that energy and fuels are derived from natural resources and that their uses affect the climate, use the four operations to solve multi-step word problems posed with whole numbers, having whole-number answers and that are based on energy, fuels, and natural resources.

Spot Light On: *Show students the why behind how things are done when possible.*

Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>
SEL Competencies: • Self- awareness • Social Awareness • Self- Management • Relationship Skills • Responsible Decision-Making	<ul style="list-style-type: none"> • Recognizing the importance of self-confidence in handling daily tasks and challenges. • Demonstrate an awareness of the expectations for social interactions in a variety of ways. • Demonstrate an understanding of the need for mutual respect when viewpoints differ. • Identify and apply ways to persevere through alternative methods to achieve goals. • Utilize positive communication and social skills to interact effectively with others. • Develop, implement, and model effective problem solving and critical thinking skills.
<p style="text-align: center;">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p style="text-align: center;">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p>Formative Assessments: • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments</p>	<p>Benchmarks & Summative Assessments: Chapter/Unit Assessments • Standardized Tests • Project-based Assessments</p>

Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
Go Math Workbook, Interactive Student Edition, ST MATH 60 minutes a week, Waggle, Math on the Spot Videos, iReady, Khan Academy, Illustrative Mathematics, Learn360, TeacherTube, BrainPOP, Freckle, LearnZillion, MobyMax, Achieve the Core, Desmos, RTI	Reteaching worksheets, Skill building workbook, Math manipulatives, iTools, Leveled practice worksheets	Multilingual glossary, eGlossary, Multilingual Activities on ED, Vocabulary Cards, Success for English Learners worksheets, Leveled Strategies for English Learners, Linguistic Support	ST MATH special projects, Enrichment worksheets, Art of Problem Solving, Leveled assessments
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> • Chromebooks • Online math manipulatives <p>Other:</p> <ul style="list-style-type: none"> • Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit,	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related

	provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.		
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept(s): Responsible and Contributing Community Member		
	Core Ideas:	Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation.	
	Performance Expectation/s:	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.	
	Career Readiness, Life Literacies, & Key Skills Practices		
	<p>Act as a responsible and contributing community member and employee. Attend to financial well-being. Consider the environmental, social and economic impacts of decisions. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management. Plan education and career paths aligned to personal goals. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.</p>		

New Jersey Legislative Statutes and Administrative Code (place an “X” before each law/statute if/when present within the curriculum map)									
	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>