








Trimester	Unit Title	Recommended Instructional Days
2	<b>Factors, Multiples, and Number Patterns</b>	<b>7-9 days</b>
<b>Domain: Operations and Algebraic Thinking</b>		
<p><i>Strand:</i></p> <p> <b>4.OA.A.2</b> 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> <b>4.OA.B.4</b> 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> <b>4.OA.C.5</b> 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. <i>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.</i></p> <p>Key:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <b>Major Cluster</b></div> <div style="text-align: center;"> <b>Supporting Cluster</b></div> <div style="text-align: center;"> <b>Additional Cluster</b></div> <div style="text-align: center;"> <b>Climate Change Opportunity</b></div> </div>		
<p><b>Progress Indicator:</b> ◊ Tests ◊ Homework / Classwork ◊ Projects ◊ Formative assessments ◊ Summative assessments ◊ Performance assessments</p>		
<b>Mathematical Practices:</b>		
<ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reason of others.</li> <li>4. Model with mathematics.</li> </ol>		

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 NJSL-CLKS within Unit**

**Essential Questions:**

Lesson 8.1: How can you tell if one number is a factor of another number?

Lesson 8.2: How are factors and multiples alike? How are they different?

Lesson 8.3: What is the difference between prime and composite whole numbers?

Lesson 8.4: How can you identify a pattern and extend it to find the next part of the series?

**Essential Understandings:**

Lesson 8.1: Determine if one number is a factor of another number.

Lesson 8.2: Recognize how factors and multiples are related.

Lesson 8.3: Determine whether a whole number is prime or composite.

Lesson 8.4: Make, describe, and extend patterns.

**Vocabulary**

- divisible
- common multiple
- prime number
- composite number
- pattern
- term

**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 NJSL, 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 #13 on TB page 319.
2. Problem #12 on TB page 325.
3. Problem #12 on TB page 331.
4. Problem #7 on TB page 337.

<p><b>Science:</b></p> <ol style="list-style-type: none"> <li>1. See Cross-Curricular box on Teacher Edition page 337.</li> </ol> <p><b>Social Studies:</b></p> <ol style="list-style-type: none"> <li>1. Connect to Social Studies on TB page 330.</li> <li>2. See Cross-Curricular box on Teacher Edition page 337.</li> </ol> <p><b>Art:</b></p> <ol style="list-style-type: none"> <li>1. UNLOCK the Problem on TB page 315.</li> <li>2. Problem #6 on TB page 337.</li> </ol> <p><b>Spot Light On:</b> <i>Use multiple ways of assessing student understanding.</i></p>	
<b>Social and Emotional Learning: <i>Competencies</i></b>	<b>Social and Emotional Learning: <i>Sub-Competencies</i></b>
<p>SEL Competencies:</p> <ul style="list-style-type: none"> <li>• Self- awareness</li> <li>• Social Awareness</li> <li>• Self- Management</li> <li>• Relationship Skills</li> <li>• Responsible Decision-Making</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing the importance of self-confidence in handling daily tasks and challenges.</li> <li>• Demonstrate an awareness of the expectations for social interactions in a variety of ways.</li> <li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li> <li>• Identify and apply ways to persevere through alternative methods to achieve goals.</li> <li>• Utilize positive communication and social skills to interact effectively with others.</li> <li>• Develop, implement, and model effective problem solving and critical thinking skills.</li> </ul>
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>	<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
<p><b><u>Formative Assessments:</u></b></p> <p>• Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments</p>	<p><b><u>Benchmarks &amp; Summative Assessments:</u></b></p> <p>Chapter/Unit Assessments • Standardized Tests • Project-based Assessments</p>

<b>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
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
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Chromebooks • Online math manipulatives</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
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.		
--	--	--	--

<b>NJSLS CAREER                  READINESS, LIFE                  LITERACIES &amp; KEY                  SKILLS</b>	<b>Disciplinary Concept(s):</b> Leadership		
	<b>Core Ideas:</b>	Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation.	
	<b>Performance Expectation/s:</b>	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.	
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>		
	<p><b>Act as a responsible and contributing community member and employee.</b></p> <p><b>Attend to financial well-being.</b></p> <p><b>Consider the environmental, social and economic impacts of decisions.</b></p> <p><b>Demonstrate creativity and innovation.</b></p> <p><b>Utilize critical thinking to make sense of problems and persevere in solving them.</b></p> <p><b>Model integrity, ethical leadership and effective management.</b></p> <p><b>Plan education and career paths aligned to personal goals.</b></p> <p><b>Use technology to enhance productivity, increase collaboration and communicate effectively.</b></p> <p><b>Work productively in teams while using cultural/global competence.</b></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>	<b>X</b>	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>
---	---	---	----------	--	---