








Trimester	Unit Title	Recommended Instructional Days
3	Temperature and Time	6-8 days
<b>Domain: Measurement</b>		
<p><b>Strand:</b></p> <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;"></div> <div> <p><b>4.M.A.1</b> 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, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>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), ...</i></p> </div> </div> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;"></div> <div> <p><b>4.M.A.2</b> 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> </div> </div> </div> <p><b>Key:</b></p> <div style="display: flex; justify-content: space-around; align-items: center; gap: 20px;"> <div style="display: flex; align-items: center;">  <span><b>Major Cluster</b></span> </div> <div style="display: flex; align-items: center;">  <span><b>Supporting Cluster</b></span> </div> <div style="display: flex; align-items: center;">  <span><b>Additional Cluster</b></span> </div> <div style="display: flex; align-items: center;">  <span><b>Climate Change Opportunity</b></span> </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 NJSLs-CLKS within Unit**

**Essential Questions:**

Lesson 17.1: How do we estimate and measure temperature using a thermometer?

Lesson 17.2: How do we use models to compare units of time?

Lesson 17.3: How can we solve real-world problems involving elapsed time?

**Essential Understandings:**

Lesson 17.1: Estimating and measuring temperature with a thermometer helps us accurately determine temperature readings.

Lesson 17.2: Using models to compare units of time allows us to visualize and understand the relationships between different time measurements, enhancing our ability to manage and convert between hours, minutes, and seconds.

Lesson 17.3: Solving real-world problems involving elapsed time requires us to calculate and understand the duration between events.

**Vocabulary**

- second

**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 #12 on TB page 707.
2. Problem #5 on TB page 713.

**Science:**

1. See Cross-Curricular: Science on TB page 706.

**Music:**

1. Problem #10 on TB page 707.
2. Problem #1 on TB page 713.



**Climate Change:** Students may, knowing that energy and fuels are derived from natural resources and that their uses affect the climate, make a line plot to display a data set of measurements in fractions of a unit.

**Spot Light On:** *Use random response strategies.*

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"> <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>	
<b>Formative Assessments:</b> • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments		<b>Benchmarks &amp; Summative Assessments:</b> Chapter/Unit Assessments • Standardized Tests • Project-based Assessments	
<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	Reteaching worksheets, Skill building workbook, Math manipulatives, iTools, Leveled	Multilingual glossary, eGlossary, Multilingual Activities on ED, Vocabulary Cards, Success for	ST MATH special projects, Enrichment worksheets, Art of

<p>the Spot Videos, iReady, Khan Academy, Illustrative Mathematics, Learn360, TeacherTube, BrainPOP, Freckle, LearnZillion, MobyMax, Achieve the Core, Desmos, RTI</p>	<p>practice worksheets</p>	<p>English Learners worksheets, Leveled Strategies for English Learners, Linguistic Support</p>	<p>Problem Solving, Leveled assessments</p>
<b>Supplemental Resources</b>			
<p><b>Technology:</b> • Chromebooks • Online math manipulatives <b>Other:</b> • Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives</p>			
<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>
<p>Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat</p>	<p>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, 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.</p>	<p>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.</p>	<p>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</p>

<b>NJSLS CAREER                  READINESS, LIFE                  LITERACIES &amp; KEY                  SKILLS</b>	<b>Disciplinary Concept(s):</b> Work Productively in Teams	
	<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>	<b>9.4.5.CI.3:</b> 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>	<b>X</b>	Standards in Action: <i>Climate Change</i>
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