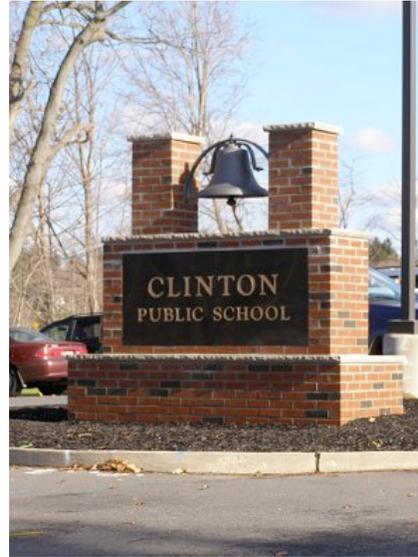


# Clinton-Glen Gardner School District



## Curriculum Management System

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Mathematics

Grades 4

**\* For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

Board Approved: November 18, 2020

## **CLINTON-GLEN GARDNER SCHOOL DISTRICT**

### **ADMINISTRATION**

**Dr. Seth Cohen, Superintendent/Principal**  
**Mrs. Bernadette Wang, Business Administrator**  
**Mrs. Jacqueline Turner, Assistant Principal**  
**Dr. Jenine Kastner, Director of Special Services**

### **BOARD OF EDUCATION**

**Mr. Brendan McIsaac, President**  
**Craig Sowell, Vice President**  
**Mr. Carl Sabatino**  
**Mrs. Lorraine Linfante**  
**Dr. Ashutosh Tewari**

## Acknowledgments

**Mrs. Barbara Smith, Elementary Teacher**

# **Clinton-Glen Gardner School District**

## **Mission**

The Clinton-Glen Gardner School District, a community who values traditions, nurtures and cultivates each child to be a compassionate, curious, and creative thinker entrusted and empowered to build and lead the future.

## **Philosophy**

The economy in which graduates of our schools will seek employment is more competitive than ever and is rapidly changing in response to advances in technology. To compete in today's global, information-based economy, students must be able to solve real problems, reason effectively, and make logical connections. In this changing world those who have a good understanding of mathematics will have many opportunities and doors open to them throughout their lives. Today's workforce requires mathematical knowledge and skills in areas such as data analysis, problem-solving, pattern recognition, statistics and probability; therefore, our school's curriculum must prepare students for these expectations.

The Clinton-Glen Gardner School is committed to providing all students with the opportunity and the support necessary to learn significant mathematics with depth and understanding. To that end, students will engage in a wide variety of learning activities designed to develop their ability to reason and solve complex problems. Calculators, computers, manipulatives, technology, and the Internet will be used as tools to enhance learning and assist in problem solving. Group work, projects, literature, and interdisciplinary activities will make mathematics more meaningful and aid understanding. Classroom instruction will be designed to meet the learning needs of all children and will reflect a variety of learning styles.

The math curriculum fosters students who:

- Develop computational, conceptual, problem-solving and reasoning skills
- Demonstrate their understanding of mathematical concepts based on higher levels of mathematical thought
- Use technology and other tools as an integral part of solving mathematical problems

## New Jersey State Department of Education New Jersey Student Learning Standards

### **Intent and Spirit of the New Jersey Mathematics Learning Standards**

For more than a decade, research studies of mathematics education in high-performing countries have concluded that mathematics education in the United States must become substantially more focused and coherent in order to improve mathematics achievement in this country. To deliver on this promise, the mathematics standards are designed to address the problem of a curriculum that is "a mile wide and an inch deep."

The math standards provide **clarity and specificity** rather than broad general statements. The standards draw on the most important international models for **mathematical practice**, as well as research. They endeavor to follow the design envisioned by William Schmidt and Richard Houang (2002), by not only **stressing conceptual understanding** of key ideas, but also by continually returning to organizing principles (coherence) such as place value and the laws of arithmetic to structure those ideas.

In addition, the "sequence of topics and performances" that is outlined in a body of math standards must respect what is already known about how students learn. As Confrey (2007) points out, developing "sequenced obstacles and challenges for students...absent the insights about meaning that derive from careful study of learning, would be unfortunate and unwise." Therefore, the development of the standards began with research-based learning progressions detailing what is known today about how students' mathematical knowledge, skill, and understanding develop over time. The knowledge and skills students need to be prepared for mathematics in college, career, and life are woven throughout the mathematics standards.

### Mathematics: Standards for Mathematical Practice Interpreted

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with long standing importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately) and productive disposition (habitual inclination to see mathematics as sensible, useful and worthwhile, coupled with a belief in diligence and one's own efficacy).

The Standards for Mathematical Practice are:

**1. MAKE SENSE OF PROBLEMS AND PERSEVERE IN SOLVING THEM.**

As you look at or read a mathematical problem, think about what it means and what it is asking you to do. Also think about what would be a good way to start solving it. Ask yourself:

- What does the problem tell me?
  - What information is given?
  - What are the relationships among parts of the problem?
  - What is the goal of solving the problem?
  - Have I seen other problems similar to this one?
- What does the problem ask me to find out (solve)?
- How should I start solving the problem?
- Can pictures or a drawing help me to figure out how to solve the problem?
- Does how I'm answering the problem make sense with what the problem is asking?
- What are some other ways to solve the problem?
- Can I use another way to check if my answer is correct?
- Does my answer make sense?

**2. REASON ABSTRACTLY AND QUANTITATIVELY.**

Understand the relationship of numbers and number problems and represent them using pictures, drawings or symbols. Talk about the parts of number problems using pictures, drawings or symbols as well as how the pictures, drawings or symbols represent and help explain the problem. Show how using different numbers or operations in the same problem changes it.

**3. CONSTRUCT VIABLE ARGUMENTS AND CRITIQUE THE REASONING OF OTHERS.**

Use objects, drawings, diagrams or actions to construct arguments about math problems with understanding and using appropriate vocabulary to explain the reasoning process. Build a local argument, communicate it with others, justify your reasoning process and respond to the reasoning process someone else uses. Express agreement if both arguments are correct and explain why an argument is flawed if it is.

**4. MODEL WITH MATHEMATICS.**

Apply mathematical skills to everyday life, society, the workplace and other situations; identify important quantities in practical situations; write an equation to describe a situation; revise solutions; use tools such as diagrams, two-way tables, graphs, flowcharts and formulas to show relationships; analyze relationships to draw conclusions, interpret results in context and reflect on whether the results make sense.

**5. USE APPROPRIATE TOOLS STRATEGICALLY.**

Identify and make decisions regarding which tool, such as paper and pencil, models, rulers, spreadsheets, etc., to use to help solve mathematical problems as well as know when a tool is not the right one to use. Use technological and other tools to deepen understanding.

## 6. ATTEND TO PRECISION.

Communicate precisely when discussing math incorporating the following:

- Use clear definitions.
- Choose, use and explain symbols correctly, consistently and appropriately.
- Specify units of measure and labels correctly.
- Avoid careless errors.
- Follow formulas to explain thinking to others.

## 7. LOOK FOR AND MAKE USE OF STRUCTURE.

Look for and identify structure and patterns in mathematics (for example, three and seven more is the same amount as seven and three more, or sort shapes according to their number of sides) and see if the pattern or structure changes.

## 8. LOOK FOR AND EXPRESS REGULARITY IN REPEATED REASONING.

Look for repetition in calculations and numeric thinking, such as skip counting. Pay attention to the whole problem and the details and continuously evaluate the accuracy and reasonableness of both intermediate and final answers.

## **CONNECTING THE STANDARDS FOR MATHEMATICAL PRACTICE TO THE STANDARDS FOR MATHEMATICS CONTENT**

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematical instruction. The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word “understand” are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging the mathematical practices. In this respect those content standards, which set an expectation of understanding are potential “points of intersection” between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit time, resources, innovative energies and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development and student achievement in mathematics.

**Grade 4  
Mathematics  
Scope and Sequence**

**Trimester I  
September through December  
Approximately 60 Days**

**Topic: Number & Operations/Operations & Algebraic Thinking**

- I. Addition and Subtraction
  - a. Place Value
    - i. Standard and expanded forms
    - ii. Compare multi-digit numbers
    - iii. Inequality symbols
  - b. Rounding
  - c. Add multi-digit numbers
  - d. Subtract multi-digit numbers
  - e. Estimation
  - f. Answer reasonableness
  - g. Patterns
    - i. Shape

Number

**Standards**

**MA.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.

**MA.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.

**MA.4.NBT.A.3** Use place value understanding to round multi-digit whole numbers to any place.

**MA.4.NBT.A** Generalize place value understanding for multi-digit whole numbers.

**MA.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.

**MA.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.

**MA.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.

**MA.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.

**MA.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.

**MA.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.

**MA.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.

**MA.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.

### **Differentiation/Accommodations/Modifications**

**Special Education:** Read and follow IEP/504. Meet with CST case manager if additional guidance is needed.

**For Gifted:** Encourage risk taking in creating their projects as opportunities to stretch skills during production. Actively assess to identify student interests, learning preferences and the ability to work independently.

**At Risk:** Review specific accommodations for individual students in RTI folder. If accommodations are not working, schedule meeting with RTI case manager to discuss and refine/update strategies or refer student to RTI Committee

**ELL:** Meet with Mrs. Olczak to discuss specific accommodations based on student progress and placement on WIDA testing.

**\*Please review appendix for extensive list of strategies for each subgroup.**

### **Assessment**

**District Benchmark:** Link It

**Formative Assessment:** Discussion, Teacher observation during Rote Counting, Teacher observation during Center work and small group partner work, review of homework

**Summative Assessment:** End of Chapter Go Math quiz, Responses to Open-Ended Questions

**Alternative Assessment:** PBA based on student interest

**During Work Period adjust lessons for individual students and small groups of students based on formative and summative data (Go back and re-teach for those that did not meet standard on benchmark and plan accordingly for those that exceeded benchmark)**

### **Core instructional and Supplemental Materials**

Go Math Student and Teacher Textbook, Go Math on-line resources, Go Math Workbooks, Go Math Manipulatives, Go Math Videos

Go Math Supplemental Materials (charts, dice, geometric shapes, counting beads, rulers, etc.)

Leveled Classroom library with various mathematical topics

## Interdisciplinary Connections

### ELA Anchor Standards

CCSS.ELA-LITERACY.W.4.2.A

Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.4.2.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-LITERACY.W.4.2.C

Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).

### Craft and Structure:

CCSS.ELA-LITERACY.RI.4.4

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

CCSS.ELA-LITERACY.RI.4.5

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

### Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.4.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

### 21<sup>st</sup> Century Skills (The ones that apply for this unit are in bold)

1. Creativity & Innovation
2. **Critical Thinking & Problem Solving**
3. **Communication & Collaboration**
4. Media Literacy
5. Information Literacy
6. Information, Communication & Technology

### 21<sup>st</sup> Century Themes (The ones that apply for this unit are in bold)

1. Global Awareness
2. **Financial, Economic, Business and Entrepreneurial Literacy**
3. Civic Literacy
4. Health Literacy
5. Environmental Literacy

### Career Ready Practices and Career Education & Career Exploration

CRP.K-12.CRP2 Apply appropriate academic and technical skills.

CRP.K-12.CRP4 Communicate clearly and effectively and with reason.

CRP.K-12.CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP12 Work productively in teams while using cultural global competence.

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Exploration:** During this trimester students are able to roleplay different careers through pretend play such as being a teacher, fireman, or policeman. Students listen to read alouds that describe aspects of different careers. Students take turns having different classroom “jobs” such as line leader, lunch counter, timekeeper, materials distributor, publisher, editor, and weatherman for which they have specific duties and must take responsibility.

## Technology

TECH.8.1.5.A.CS1

Understand and use technology systems

TECH.8.1.5.E.CS3

Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

TECH.8.1.5.A

Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

TECH.8.1.5.A.4

Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

TECH.8.1.5.A.1

Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

TECH.8.1.5.A.CS2

Select and use applications effectively and productively.

**Trimester II**  
**December through March**  
**Approximately 60 Days**

**Topic: Number & Operations/Operations & Algebraic Thinking**

- II. Multiplication
  - a. Relation to skip counting
  - b. Relation to addition
  - c. Factor pairs
    - i. Multiplication facts
    - ii. Divisibility rules
  - d. Prime and composite numbers
  - e. Properties
    - i. Commutative
    - ii. Associative
    - iii. Identity
    - iv. Distributive
    - v. Zero

**Standards**

**MA.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.

**MA.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.

**MA.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.

**MA.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. **MA.4.NBT.A.3** Use place value understanding to round multi-digit whole numbers to any place.

**MA.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.

**MA.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.

**MA.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.

**MA.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.

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9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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## Technology

TECH.8.1.5.A.CS1

Understand and use technology systems

TECH.8.1.5.E.CS3

Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

TECH.8.1.5.A

Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

TECH.8.1.5.A.4

Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

TECH.8.1.5.A.1

Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

TECH.8.1.5.A.CS2

Select and use applications effectively and productively.

**Trimester III**  
**March through June**  
**Approximately 60 Days**

<p><b>Topic: Number &amp; Operations/Operations &amp; Algebraic Thinking</b></p> <p>III. Division</p> <ul style="list-style-type: none"> <li>a. Algorithm</li> <li>b. Remainders</li> <li>c. Relation to subtraction</li> </ul>	<p><b>Topic: Number and Operations – Fractions</b></p> <p>IV. Fractions</p> <ul style="list-style-type: none"> <li>a. Equivalent fractions</li> <li>b. Common denominators</li> <li>c. Comparisons with inequality symbols</li> <li>d. Addition of fractions/mixed numbers</li> <li>e. Subtraction of fractions/mixed numbers</li> <li>f. Multiplication of fractions by whole numbers</li> <li>g. Fraction-decimal representations</li> </ul>
<p><b>Topic: Measurement and Data and Geometry</b></p> <p>V. Measurement</p> <ul style="list-style-type: none"> <li>a. Area</li> <li>b. Perimeter</li> <li>c. Measurement conversions</li> <li>d. Line plot</li> </ul> <p>VI. Geometry</p> <ul style="list-style-type: none"> <li>a. Points, lines, line segments, and rays <ul style="list-style-type: none"> <li>i. Parallel</li> <li>ii. Perpendicular</li> </ul> </li> <li>b. Two dimensional figures</li> <li>c. Angles <ul style="list-style-type: none"> <li>i. Right, acute, and obtuse</li> <li>ii. Measure</li> </ul> </li> <li>iii. Symmetry <ul style="list-style-type: none"> <li>i. Right, acute, and obtuse</li> <li>ii. Measure</li> </ul> </li> </ul>	<p><b>Topic: Financial Literacy</b></p> <p>VII. Problem Based Learning</p> <ul style="list-style-type: none"> <li>a. Career identification</li> <li>b. Income</li> <li>c. Taxes</li> <li>d. Budget <ul style="list-style-type: none"> <li>i. Savings and spending plans</li> <li>ii. Cash, credit, debit</li> </ul> </li> <li>e. Financial risks</li> <li>f. Risk management strategies</li> </ul>

**Standards**

**MA.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.

**MA.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.

**MA.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  $<$  as a sum of fractions

**MA.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, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.

**MA.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.

**MA.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.

**MA.4.MD.C.6** Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

**MA.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.

**MA.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.

**MA.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.

**MA.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.

**MA.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:

**MA.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 “onedegree angle,” and can be used to measure angles.

**MA.4.MD.C.5b** An angle that turns through one-degree angles is said to have an angle measure of degrees

## Differentiation/Accommodations/Modifications

**Special Education:** Read and follow IEP/504. Meet with CST case manager if additional guidance is needed.

**For Gifted:** Encourage risk taking in creating their projects as opportunities to stretch skills during production. Actively assess to identify student interests, learning preferences and the ability to work independently.

**At Risk:** Review specific accommodations for individual students in RTI folder. If accommodations are not working, schedule meeting with RTI case manager to discuss and refine/update strategies or refer student to RTI Committee

**ELL:** Meet with Mrs. Olczak to discuss specific accommodations based on student progress and placement on WIDA testing.

**\*Please review appendix for extensive list of strategies for each subgroup.**

## Assessment

**District Benchmark:** Link It

**Formative Assessment:** Discussion, Teacher observation during Rote Counting, Teacher observation during Center work and small group partner work, review of homework

**Summative Assessment:** End of Chapter Go Math quiz, Responses to Open-Ended Questions

**Alternative Assessment:** PBA based on student interest

**During Work Period adjust lessons for individual students and small groups of students based on formative and summative data (Go back and re-teach for those that did not meet standard on benchmark and plan accordingly for those that exceeded benchmark)**

## Core instructional and Supplemental Materials

Go Math Student and Teacher Textbook, Go Math on-line resources, Go Math Workbooks, Go Math Manipulatives, Go Math Videos

Go Math Supplemental Materials (charts, dice, geometric shapes, counting beads, rulers, etc.)

Leveled Classroom library with various mathematical topics

## Interdisciplinary Connections

### ELA Anchor Standards

[CCSS.ELA-LITERACY.W.4.2.A](#)

Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

[CCSS.ELA-LITERACY.W.4.2.B](#)

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

[CCSS.ELA-LITERACY.W.4.2.C](#)

Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).

### Craft and Structure:

[CCSS.ELA-LITERACY.RI.4.4](#)

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

[CCSS.ELA-LITERACY.RI.4.5](#)

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

### Integration of Knowledge and Ideas:

[CCSS.ELA-LITERACY.RI.4.7](#)

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

## 21<sup>st</sup> Century Skills (The ones that apply for this unit are in bold)

1. Creativity & Innovation
2. **Critical Thinking & Problem Solving**
3. **Communication & Collaboration**
4. Media Literacy
5. Information Literacy
6. Information, Communication & Technology

## 21<sup>st</sup> Century Themes (The ones that apply for this unit are in bold)

1. Global Awareness
2. **Financial, Economic, Business and Entrepreneurial Literacy**
3. Civic Literacy
4. Health Literacy
5. Environmental Literacy

## Career Ready Practices and Career Education & Career Exploration

CRP.K-12.CRP2 Apply appropriate academic and technical skills.

CRP.K-12.CRP4 Communicate clearly and effectively and with reason.

CRP.K-12.CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP12 Work productively in teams while using cultural global competence.

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Exploration:** During this trimester students are able to roleplay different careers through pretend play such as being a teacher, fireman, or policeman. Students listen to read alouds that describe aspects of different careers. Students take turns having different classroom “jobs” such as line leader, lunch counter, timekeeper, materials distributor, publisher, editor, and weatherman for which they have specific duties and must take responsibility.

## Technology

TECH.8.1.5.A.CS1

Understand and use technology systems

TECH.8.1.5.E.CS3

Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

TECH.8.1.5.A

Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

TECH.8.1.5.A.4

Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

TECH.8.1.5.A.1

Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

TECH.8.1.5.A.CS2

Select and use applications effectively and productively.

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 4</b> <b>Mathematics</b>	<b>Topic: Addition and Subtraction</b>	
		<b>Goal 1:</b> The student will be able to utilize their understanding of the number system to determine place value, to round, and to add and subtract.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	1.1. Identify the value of a digit based on its position. (4.NBT.1)  1.2. Recognize that the value of a digit in one place represents ten times what it represents in the place to its right. (4.NBT.1)  1.3. Write a number in word, standard, and expanded forms. (4.NBT.2)  1.4. Use knowledge of place value to compare multi-digit numbers using inequality symbols (<, >). (4.NBT.2)  1.5. Use place value knowledge to round multi-digit whole numbers to any place. (4.NBT.3)  1.6. Add and subtract multi-digit	<b>Essential Questions:</b> How does the position of a digit determine its worth? How does the base ten system work? How do you decide what operation to use in a word problem? How do you find the pattern of a series of numbers or shapes? What is the relationship between addition and subtraction? Why is recognizing what strategy to use for a specific purpose helpful?  <b>Conceptual Understandings:</b> Each digit in the base ten system is 10 times what it represents in the place to its right.  There are words in a word problem that prompt us to decide whether to add or subtract.  Math sentence should be written and solved using a letter in place of the unknown information.  Using inequalities is a way to compare numbers.	<b>GO MATH Ch.1</b>  <b>Assessment Models:</b> Solve a multi-step word problem.  Write an equation for a word problem using a letter for the unknown quantity.  Continue a pattern and identify the rule.  Given a number to one million, identify the value of an underlined digit.  Given a number, write the number in word, expanded, and standard forms.  Given two numbers compare whether the numbers are greater than, less than, or equal to.  Round a number to the underlined place value position.  Add or subtract multidigit whole numbers.  <b>Additional Resources:</b>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Addition and Subtraction</b>	
	<b>Subject/Grade Level:</b> <b>Grade 4</b> <b>Mathematics</b>	<b>Goal 1:</b> The student will be able to utilize their understanding of the number system to determine place value, to round, and to add and subtract.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>whole numbers using the standard algorithm. (4.NBT.4)</p> <p>1.7. Use addition and subtraction to solve multi-step word problems. (4.OA.3)</p> <p>1.8. Write an equation representing the word problem where a letter represents an unknown quantity. (4.OA.3)</p> <p>1.9. Apply knowledge of estimation and mental computation to check if it is a reasonable answer. (4.OA.3)</p> <p>1.10. Create and extend number or shape patterns that follow a given rule. (4.OA.5)</p> <p>1.11. Identify and continue the number or shape patterns. (4.OA.5)</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Addition and Subtraction</b>	
	<b>Subject/Grade Level:</b> <b>Grade 4</b> <b>Mathematics</b>	<b>Goal 1:</b> The student will be able to utilize their understanding of the number system to determine place value, to round, and to add and subtract.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	1.12. Reason abstractly and quantitatively. (MP.2)  1.13. Model with mathematics. (MP.4)  1.14. Look for and make use of structure. (MP.7)  1.15. Look for and express regularity in repeated reasoning. (MP.8)  1.16. Use appropriate tools strategically. (MP.5)  1.17. Make sense of problems and persevere in solving them. (MP.1)  1.18. Attend to precision. (MP.6)  1.19. Recognize a problem and brainstorm ways to solve the		

Suggested days of Instruction	Curriculum Management System	<b>Topic: Addition and Subtraction</b>	
	<u>Subject/Grade Level:</u> <b>Grade 4</b> <b>Mathematics</b>	<u>Goal 1:</u> The student will be able to utilize their understanding of the number system to determine place value, to round, and to add and subtract.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>problem individually or collaboratively. (9.1.4.A.1)</p> <p>1.20. Evaluate available resources that can assist in solving problems. (9.1.4.A.2)</p> <p>1.21. Determine when the use of technology is appropriate to solve problems. (9.1.4.A.3)</p> <p>1.22. Apply critical thinking and problem-solving skills in classroom settings. (9.1.4.A.5)</p> <p>1.23. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>1.24. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Addition and Subtraction</b>	
	<b>Subject/Grade Level:</b> <b>Grade 4</b> <b>Mathematics</b>	<b>Goal 1:</b> The student will be able to utilize their understanding of the number system to determine place value, to round, and to add and subtract.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	(9.1.4.C.1)		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Multiplication</b>	
	<b>Subject/Grade Level:</b> <b>Grade 4</b> <b>Mathematics</b>	<b>Goal 2:</b> The student will be able to identify factor pairs and prime and composite numbers as well as expand their ability to include multi-digit multiplication.	

	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>2.1. Use multiplication facts and divisibility rules (2, 3, 5, 6, 9, 10) to help in determining factor pairs. (4.OA.4)</p> <p>2.2. Identify prime and composite numbers (of the first 100 numbers). (4.OA.4)</p> <p>2.3. Use multiplication fact knowledge to identify factor pairs of whole numbers 1-100. (4.OA.4)</p> <p>2.4. Apply knowledge that multiples can be thought of as the result of skip counting by each of the factors. (4.OA.4)</p> <p>2.5. Multiply a whole number of up to four digits by a one-digit whole number. (4.NBT.5)</p> <p>2.6. Multiply a two- digit number by a two-digit number. (4.NBT.5)</p> <p>2.7. Use strategies on place value to illustrate the calculations for up to four digit by one digit and two</p>	<p><b>Essential Questions:</b>  How do we solve a multiplication equation?  How do you decide what operation to use in a word problem?  What strategies can you use to find factors?  How do you find the pattern of a series of numbers or shapes?  What are some different strategies that can be used to assist in solving multiplication equations?</p> <p><b>Conceptual Understandings:</b>  Each digit in the base ten system is 10 times what it represents in the place to its right.</p> <p>One quantity is multiplied by a specific number to get another quantity.</p> <p>There are words in a word problem that prompt us to decide when to use multiplication.</p> <p>Math sentences should be written and solved using a letter in place of the unknown information.</p>	<p><b>GO MATH Ch. 2, 3, 5</b></p> <p><b>Assessment Models:</b>  Multiply a four digit number by a 1 digit.  Multiply a two-digit by a two-digit number.  List all the factors of a given number.  Identify if a given number is a prime or composite.  Solve a multi-step word problem.  Write an equation for a word problem using a letter for the unknown quantity.  Demonstrate or explain the strategy used to come up with the answer to multiplication equations.  Continue a pattern and identify the rule.</p> <p><b>Additional Resources:</b></p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 4</b> <b>Mathematics</b>	<b>Topic: Multiplication</b>	
		<b>Goal 2:</b> The student will be able to identify factor pairs and prime and composite numbers as well as expand their ability to include multi-digit multiplication.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	digit by two digit numbers. (4.NBT.5)  2.8. Write a related multiplication equation using the commutative , associative, zero property, identity, and distributive properties. (4.OA.1)  2.9. Identify and verbalize which quantity is being multiplied and which number tells how many times. (4.OA.1)  2.10. Solve multiplication word problems. (4.OA.2)  2.11. Compare and understand the two approaches (multiplication and addition) to solve multiplication problems. (4.OA.2)  2.12. Use multiplication to solve multi-step word problems. (4.OA.3)		

Suggested days of Instruction	Curriculum Management System	Topic: Multiplication	
	<u>Subject/Grade Level:</u> Grade 4 Mathematics	<u>Goal 2:</u> The student will be able to identify factor pairs and prime and composite numbers as well as expand their ability to include multi-digit multiplication.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>2.13. Write an equation representing the word problem where a letter represents an unknown quantity. (4.OA.3)</p> <p>2.14. Apply knowledge of estimation and mental computation to check if it is a reasonable answer. (4.OA.3)</p> <p>2.15. Reason abstractly and quantitatively. (MP.2)</p> <p>2.16. Model with mathematics. (MP.4)</p> <p>2.17. Look for and make use of structure. (MP.7)</p> <p>2.18. Look for and express regularity in repeated reasoning. (MP.8)</p> <p>2.19. Use appropriate tools</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Multiplication	
	<u>Subject/Grade Level:</u> Grade 4 Mathematics	<u>Goal 2:</u> The student will be able to identify factor pairs and prime and composite numbers as well as expand their ability to include multi-digit multiplication.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	strategically. (MP.5)  2.20. Make sense of problems and persevere in solving them. (MP.1)  2.21. Attend to precision. (MP.6)  2.22. Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. (9.1.4.A.1)  2.23. Evaluate available resources that can assist in solving problems. (9.1.4.A.2)  2.24. Determine when the use of technology is appropriate to solve problems. (9.1.4.A.3)  2.25. Apply critical thinking and problem-solving skills in classroom settings.		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 4</b> <b>Mathematics</b>	<b>Topic: Multiplication</b>	
		<b>Goal 2:</b> The student will be able to identify factor pairs and prime and composite numbers as well as expand their ability to include multi-digit multiplication.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>(9.1.4.A.5)</p> <p>2.26. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>2.27. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in diferent settings. (9.1.4.C.1)</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Division</b>	
	<b>Subject/Grade Level:</b> <b>Grade 4</b> <b>Mathematics</b>	<b>Goal 3:</b> The student will be able to accurately calculate quotients involving multi-digit dividends.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>3.1. Divide up to four digit dividends and one digit divisors with whole number quotients and remainders. (4.NBT.5)</p> <p>3.2. Use strategies on place value to illustrate the calculations for up to four digit dividends and one digit divisors with whole number quotients and remainders. (4.NBT.5)</p> <p>3.3. Solve division word problems. (4.OA.2)</p> <p>3.4. Compare and understand the two approaches (multiplication and subtraction) to solve division problems. (4.OA.2)</p> <p>3.5. Use division to solve multi-step word problems including problems with remainders. (4.OA.3)</p>	<p><b>Essential Questions:</b> What are some different strategies that can be used to assist in solving division equations? Why is recognizing what strategy to use for a specific purpose helpful? How do we solve a division equation? How do you decide what operation to use in a word problem? What is the relationship between multiplication and division?</p> <p><b>Conceptual Understandings:</b> There are words in a word problem that prompt us to decide whether to use division.  Math sentences should be written and solved using a letter in place of the unknown information.  Division is the process of making equal groups and the remainder is when a number cannot be divided exactly by another. Remainders must be interpreted.</p>	<p><b>GO MATH Ch.4</b></p> <p><b>Assessment Models:</b> Divide a four digit dividend by a one digit divisor where the quotient is a whole number and another where the quotient has a remainder.  Solve a multi-step word problem.  Write an equation for a word problem using a letter for the unknown quantity.  Solve a word problem involving a remainder in the answer.  Demonstrate or explain the strategy used to come up with the answer to division equations.</p> <p><b>Additional Resources:</b></p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Division</b>	
	<b>Subject/Grade Level:</b> <b>Grade 4</b> <b>Mathematics</b>	<b>Goal 3:</b> The student will be able to accurately calculate quotients involving multi-digit dividends.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>3.6. Write an equation representing the word problem where a letter represents an unknown quantity. (4.OA.3)</p> <p>3.7. Apply knowledge of estimation and mental computation to check if it is a reasonable answer. (4.OA.3)</p> <p>3.8. Reason abstractly and quantitatively. (MP.2)</p> <p>3.9. Model with mathematics. (MP.4)</p> <p>3.10. Look for and make use of structure. (MP.7)</p> <p>3.11. Look for and express regularity in repeated reasoning. (MP.8)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Division	
	<u>Subject/Grade Level:</u> Grade 4 Mathematics	<u>Goal 3:</u> The student will be able to accurately calculate quotients involving multi-digit dividends.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	3.12. Use appropriate tools strategically. (MP.5)  3.13. Make sense of problems and persevere in solving them. (MP.1)  3.14. Attend to precision. (MP.6)  3.15. Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. (9.1.4.A.1)  3.16. Evaluate available resources that can assist in solving problems. (9.1.4.A.2)  3.17. Determine when the use of technology is appropriate to solve problems. (9.1.4.A.3)  3.18. Apply critical thinking and problem-solving skills in		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Division</b>	
	<b>Subject/Grade Level:</b> <b>Grade 4</b> <b>Mathematics</b>	<b>Goal 3:</b> The student will be able to accurately calculate quotients involving multi-digit dividends.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>classroom settings. (9.1.4.A.5)</p> <p>3.19. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>3.20. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in diferent settings. (9.1.4.C.1)</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Fractions</b>	
	<b>Subject/Grade Level:</b> <b>Grade 4</b> <b>Mathematics</b>	<b>Goal 4:</b> The student will be able to generate equivalent fractions, determine common denominators, and add and subtract fractions and mixed numbers.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>4.1. Use visual fraction models to demonstrate the equivalency of fractions. (4.NF.1)</p> <p>4.2. Use this principle to recognize and generate equivalent fractions. (4.NF.1)</p> <p>4.3. Find the common denominator between fractions with different denominators. (4.NF.2)</p> <p>4.4. Compare fractions with different denominators using the inequality symbols (&lt;, &gt;, =). (4.NF.2)</p> <p>4.5. Add or subtract fractions with like denominators. (4.NF.3)</p> <p>4.6. Separate a fraction into a combination of several unit fractions.</p>	<p><b>Essential Questions:</b> Are two halves always equal? How can fractions with different denominators represent the same value? When is it appropriate to use fraction or decimal representation? How are fractions ordered and compared?</p> <p><b>Conceptual Understandings:</b> When adding or subtracting fractions with like denominators, you are adding or subtracting pieces of the same size, so you can add the numerators.  Benchmark fractions are familiar fractions that are easy to visualize, such as halves, thirds, and fourths.  Drawing visual fraction models can help to represent what you know in solving a problem.  The same fractional part can have different names that are equivalent. Equivalent fractions are found by multiplying or dividing the numerator and denominator of a fraction by the same non-zero number.  When two fractions have the same denominator, the greater fraction has the greater numerator, and when two fractions have the same numerator, the fraction with greater denominator is less.  Fractions with a common denominator or a common</p>	<p><b>GO MATH Ch.6, 7, 8, 9</b></p> <p><b>Assessment Models:</b> List 5 equivalent fractions of a given fraction.  Convert a fraction to a decimal and a decimal to a fraction.  Solve a word problem involving multiplication of fraction by a whole number.  Compare the same fraction of different sized wholes.</p> <p><b>Additional Resources:</b></p>

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> <b>Grade 4</b> <b>Mathematics</b>	<b>Topic: Fractions</b>	
		<b>Goal 4:</b> The student will be able to generate equivalent fractions, determine common denominators, and add and subtract fractions and mixed numbers.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>(4.NF.3)</p> <p>4.7. Add mixed numbers with like denominators. (4.NF.3)</p> <p>4.8. Subtract mixed numbers by either borrowing from the whole or changing the mixed number into an improper fraction. (4.NF.3)</p> <p>4.9. Solve word problems involving addition and subtraction of fractions with like denominators using the skills previously learned. (4.NF.3)</p> <p>4.10. Multiply a fraction by a whole number. Use a visual fraction model to express the equation. (4.NF.4)</p> <p>4.11. Solve word problems involving multiplication of a fraction by a whole number using the skills previously learned.</p>	<p>numerator are easy to compare and order.</p> <p>When multiplying a fraction by a whole number you must make the whole number over 1 and then multiply the numerators by the numerators and multiply the denominators by the denominators.</p> <p>Decimals are a fraction of a whole.</p> <p>To convert a fraction with a denominator of 10 or 100 into a decimal they need to understand the place values to the right of the decimal point representing tenths and hundredths.</p>	

Suggested days of Instruction	Curriculum Management System	Topic: Fractions	
	<u>Subject/Grade Level:</u> Grade 4 Mathematics	<u>Goal 4:</u> The student will be able to generate equivalent fractions, determine common denominators, and add and subtract fractions and mixed numbers.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>(4.NF.4)</p> <p>4.12. Multiply a fraction with a denominator of 10 by 10/10 to get an equivalent fraction with a denominator of a 100. Use this skill to add fractions with unlike denominators of 10 and 100. (4.NF.5)</p> <p>4.13. Represent a fraction as a decimal and decimal as a fraction with denominators of 10 or 100. (4.NF.6)</p> <p>4.14. Understand that comparisons between decimals and fractions are only valid when the whole is the same in both cases. (4.NF.7)</p> <p>4.15. Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. (9.1.4.A.1)</p> <p>4.16. Evaluate available</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Fractions</b>	
	<b>Subject/Grade Level:</b> <b>Grade 4</b> <b>Mathematics</b>	<b>Goal 4:</b> The student will be able to generate equivalent fractions, determine common denominators, and add and subtract fractions and mixed numbers.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>resources that can assist in solving problems. (9.1.4.A.2)</p> <p>4.17. Determine when the use of technology is appropriate to solve problems. (9.1.4.A.3)</p> <p>4.18. Apply critical thinking and problem-solving skills in classroom settings. (9.1.4.A.5)</p> <p>4.19. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>4.20. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in diferent settings. (9.1.4.C.1)</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 4</b> <b>Mathematics</b>	<b>Topic: Measurement</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>5.1. Solve word problems involving forms of measurement by applying algorithms for the four operations including those with fractions and/or decimals and those that require various sized units within a measurement system. (4.MD.2)</p> <p>5.2. Solve real world problems that involve area and perimeter through the use of mathematical formulas. (4.MD.3)</p> <p>5.3. Represent quantities of measurement using diagrams. (4.MD.2)</p> <p>5.4. Make a line plot using fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). (4.MD.4)</p> <p>5.5. Utilize information on a line plot to solve problems</p>	<p><b>Essential Questions:</b> How do you use measurement in your life? How can the collection, organization, interpretation, and display of data be used to answer questions?</p> <p><b>Conceptual Understandings:</b> Perimeter is a linear measurement to measure the distance around the outside edge of a two-dimensional figure.  Area is the amount of space a given object occupies.  Everyday objects have a variety of attributes, each of which can be measured in many ways.</p>	<p><b>GO MATH Ch.12, 13</b></p> <p><b>Assessment Models:</b> Given a set of data including fractional intervals including whole numbers, <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math> construct a line plot and solve problems related to this data.</p> <p>Given several figures, calculate the perimeter and area.</p> <p>Construct visual representations of measurement units within a given system of measurement.</p> <p><b>Additional Resources:</b></p>

Suggested days of Instruction	Curriculum Management System	Topic: Measurement	
	<u>Subject/Grade Level:</u> <b>Grade 4</b> <b>Mathematics</b>	<u>Goal 5:</u> The student will be able to represent and interpret data. The student will be able to convert like measurement units within a given measurement system.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>involving addition and subtraction of fractions. (4.MD.4)</li> <li>5.6. Convert among different sizes within a given measurement system (metric, standard, time). (4.MD1)</li> <li>5.7. Identify and record measurement equivalents in a two-column table. (4.MD.1)</li> <li>5.8. Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. (9.1.4.A.1)</li> <li>5.9. Evaluate available resources that can assist in solving problems. (9.1.4.A.2)</li> <li>5.10. Determine when the use of technology is appropriate to solve problems. (9.1.4.A.3)</li> </ul>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Measurement</b>	
	<b>Subject/Grade Level:</b> <b>Grade 4</b> <b>Mathematics</b>	<b>Goal 5:</b> The student will be able to represent and interpret data. The student will be able to convert like measurement units within a given measurement system.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>5.11. Apply critical thinking and problem-solving skills in classroom settings. (9.1.4.A.5)</p> <p>5.12. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>5.13. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in diferent settings. (9.1.4.C.1)</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Geometry and Measurement</b>	
	<b>Subject/Grade Level:</b>	<b>Goal 6:</b> The student will be able to classify, draw, and measure angles.	
	<b>Grade 4 Mathematics</b>		
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>6.1. Identify points, lines, line segments, rays, and perpendicular and parallel lines. (4.G.1)</p> <p>6.2. Draw these two dimensional figures. (4.G.1)</p> <p>6.3. Identify angles as two rays that come together at a vertex. (4.MD.5)</p> <p>6.4. Identify angles as either right, acute, obtuse. (4.G.1)</p> <p>6.5. Measure angles using a protractor. (4.MD.6)</p> <p>6.6. Given a degree, draw an angle using a protractor. (4.MD.6)</p> <p>6.7. Add or subtract the provided angle measurements to</p>	<p><b>Essential Questions:</b> What strategies can be used to verify symmetry and congruency? What is angle and how is it measured?</p> <p><b>Conceptual Understandings:</b> Triangles can be identified using two categories: acute, obtuse, and right and/or equilateral, isosceles, and scalene.  Certain two-dimensional figures have more than one line of symmetry.  Symmetry is a line that divides a two dimensional figure into matching parts.  Right angle is 90 degrees, an obtuse angle is greater than 90 degrees and less than 180 degrees, and an acute angle is less than 90 degrees and greater than 0 degrees.  An angle is measured in relationship to a circle, which is 360 degrees.  Use a protractor to measure various angles.  Add smaller angles to get a larger angle.  Subtract the smaller angle from the larger angle to get the whole angle measurement.</p>	<p><b>GO MATH Ch.10, 11</b></p> <p><b>Assessment Models:</b> Given an angle identify it as acute, obtuse, or right angle.  Using a protractor measure a given angle.  Given a measure draw the angle using a protractor.  Without the use of protractor, determine the measurement of the unknown angle in a diagram.  Identify a point, line, line segment, ray, parallel, and perpendicular lines in a given diagram.  Determine whether a figure has lines of symmetry if so draw the line(s) of symmetry for a given figure.  Given a specific triangle, classify it based on its angles and sides.</p> <p><b>Additional Resources:</b></p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Geometry and Measurement</b>	
	<b>Subject/Grade Level:</b> <b>Grade 4</b> <b>Mathematics</b>	<b>Goal 6:</b> The student will be able to classify, draw, and measure angles.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>determine the unknown angle. (4.MD.7)</p> <p>6.8. Use knowledge of parallel, perpendicular lines, and angle size to classify two-dimensional figures. (4.G.2)</p> <p>6.9. To classify triangles by their angles or congruent sides. (4.G.2)</p> <p>6.10. Identify and draw lines of symmetry. (4.G.3)</p> <p>6.11. Reason abstractly and quantitatively. (MP.2)</p> <p>6.12. Model with mathematics. (MP.4)</p> <p>6.13. Look for and make use of structure. (MP.7)</p> <p>6.14. Look for and express</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Geometry and Measurement</b>	
	<b>Subject/Grade Level:</b> <b>Grade 4</b> <b>Mathematics</b>	<b>Goal 6:</b> The student will be able to classify, draw, and measure angles.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>regularity in repeated reasoning. (MP.8)</p> <p>6.15. Use appropriate tools strategically. (MP.5)</p> <p>6.16. Make sense of problems and persevere in solving them. (MP.1)</p> <p>6.17. Attend to precision. (MP.6)</p> <p>6.18. Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. (9.1.4.A.1)</p> <p>6.19. Evaluate available resources that can assist in solving problems. (9.1.4.A.2)</p> <p>6.20. Determine when the use of technology is appropriate to solve problems.</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Geometry and Measurement</b>	
	<b>Subject/Grade Level:</b> <b>Grade 4</b> <b>Mathematics</b>	<b>Goal 6:</b> The student will be able to classify, draw, and measure angles.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	(9.1.4.A.3)  6.21. Apply critical thinking and problem-solving skills in classroom settings. (9.1.4.A.5)  6.22. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)  6.23. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in diferent settings. (9.1.4.C.1)		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Financial Literacy</b>	
	<b>Subject/Grade Level:</b> <b>Grade 4</b> <b>Mathematics</b>	<b>Goal 7:</b> The student will be able to develop a budget based on provided financial data, considering available income and its effect on life decisions.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>7.1. Explain the difference between a career and a job, and identify various jobs in the community and the related earnings. (9.2.4.A.1)</p> <p>7.2. Explain how income affects spending and take-home pay. (9.2.4.A.3)</p> <p>7.3. Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay. (9.2.4.A.4)</p> <p>7.4. Explain what a budget is and why it is important. (9.2.4.B.3)</p> <p>7.5. Identify ways to earn and save. (9.2.4.B.5)</p> <p>7.6. Distinguish among cash, check, credit card, and debit</p>	<p><b>Essential Questions:</b> How do today's decisions affect tomorrow? How do you responsibly budget for financial security such as fixed expenses, variable expenses, and unexpected expenses?</p> <p><b>Conceptual Understandings:</b> Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.</p> <p>Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.</p> <p>Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.</p> <p>Credit worthiness is dependent on making informed credit decisions and managing debt responsibly.</p> <p>Information about investment options assists with financial planning.</p> <p>Appropriate application of basic economic principles leads to wiser decisions for individual, family, and business financial planning.</p> <p>Cost-benefit analysis informs responsible spending practices.</p>	<p><b>Learning Activity:</b> In this unit students will learn about making "real life" decisions and financial literacy. Students will decide on a type of career or job that they would like to pursue. They will base their "income" on that occupation. After that, various other choices need to be made, such as: home, neighborhood, and other expenses. Students will create a budget and "live" in this project for a predetermined amount of time. After bills are paid, students will have a savings account and can decide what luxuries they would like to have, such as boats or vacations, etc. At the end of the project students can share their experiences with one another and make conclusions about the paths they had chosen.</p> <p><b>Additional Resources:</b> <b>This unit requires access to computers!</b> Websites for resources and lessons:</p> <p><a href="http://kidsmoneymanagement.com/store-2/wells-fargos-savings-quest/">http://kidsmoneymanagement.com/store-2/wells-fargos-savings-quest/</a></p> <p><a href="http://www.jumpstart.org/reality-check.html">http://www.jumpstart.org/reality-check.html</a></p> <p>Financial Fitness for Life (paid materials- 15 Lessons for teaching) <a href="http://fffl.councilforeconed.org/">http://fffl.councilforeconed.org/</a></p> <p><a href="http://www.thefrugalitygame.com/Kidz/index.html">http://www.thefrugalitygame.com/Kidz/index.html</a></p> <p><a href="http://bizkids.com/students">http://bizkids.com/students</a></p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Financial Literacy</b>	
	<b>Subject/Grade Level:</b> <b>Grade 4</b> <b>Mathematics</b>	<b>Goal 7:</b> The student will be able to develop a budget based on provided financial data, considering available income and its effect on life decisions.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>card. (9.2.4.B.6)</p> <p>7.7. Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages). (9.2.4.C.2)</p> <p>7.8. Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each. (9.2.4.C.3)</p> <p>7.9. Determine the relationships among income, expenses, and interest. (9.2.4.C.4)</p> <p>7.10. Summarize ways to avoid credit problems. (9.2.4.C.6)</p> <p>7.11. Determine various ways to save. (9.2.4.D.1)</p>	<p>The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.</p>	<p><a href="http://www.kidsmoney.org/kids.htm">http://www.kidsmoney.org/kids.htm</a></p>

Suggested days of Instruction	Curriculum Management System	<b>Topic: Financial Literacy</b>	
	<u>Subject/Grade Level:</u> <b>Grade 4</b> <b>Mathematics</b>	<u>Goal 7:</u> The student will be able to develop a budget based on provided financial data, considering available income and its effect on life decisions.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>7.12. Explain the concept of “opportunity cost.” (9.2.4.D.2)</p> <p>7.13. Explain what it means to “invest.” (9.2.4.D.3)</p> <p>7.14. Distinguish between saving and investing. (9.2.4.D.4)</p> <p>7.15. Identify ways interest rates add to the cost of goods and services. (9.2.4.E.2)</p> <p>7.16. Assess the impact of inflation on economic decisions and lifestyles. (9.2.8.D.8)</p> <p>7.17. Evaluate financial information from a variety of sources. (9.2.4.E.3)</p> <p>7.18. Apply comparison shopping skills to purchasing decisions.</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Financial Literacy</b>	
	<b>Subject/Grade Level:</b> <b>Grade 4</b> <b>Mathematics</b>	<b>Goal 7:</b> The student will be able to develop a budget based on provided financial data, considering available income and its effect on life decisions.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	(9.2.4.E.4)  7.19. Identify common types of financial risks and basic risk management strategies. (9.2.4.G.1)  7.20. Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. (9.1.4.A.1)  7.21. Evaluate available resources that can assist in solving problems. (9.1.4.A.2)  7.22. Determine when the use of technology is appropriate to solve problems. (9.1.4.A.3)  7.23. Use data accessed on the Web to inform solutions to problems and the decision-making process. (9.1.4.A.4)  7.24. Apply critical thinking and		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Financial Literacy</b>	
	<b>Subject/Grade Level:</b> <b>Grade 4</b> <b>Mathematics</b>	<b>Goal 7:</b> The student will be able to develop a budget based on provided financial data, considering available income and its effect on life decisions.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>problem-solving skills in classroom and family settings. (9.1.4.A.5)</p> <p>7.25. Reason abstractly and quantitatively. (MP.2)</p> <p>7.26. Make sense of problems and persevere in solving them. (MP.1)</p> <p>7.27. Attend to precision. (MP.6)</p>		

