

Financial Literacy and Career Exploration Mathematics Infused Standards

Grade Level: 4

Subject: Math

Topic: Financial Literacy and Career Exploration

Pacing: Ongoing throughout the year

Primary Interdisciplinary Connections:

English Language Arts, Social Studies, Health, Science, World Language

New Jersey Student Learning Standards 2014

https://docs.google.com/document/d/1sBiARK7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE-8xvw/edit?usp=sharing

CRP:

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Students will possess the fiscal skills and knowledge to make informed financial decisions
 - The systematic integration of 21st-century life and career skills across the K-12 curriculum and in career and technical education programs fosters a population that:
 - Applies critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community.



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- Uses effective communication, communication technology, and collaboration skills to interact with cultural sensitivity in diverse communities and to work in cross-cultural teams in the multinational workplace.
- Is financially literate and financially responsible at home and in the broader community.
- Demonstrates creative and entrepreneurial thinking by recognizing and acting on promising opportunities while accepting responsibility for possible risks.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Produces community, business, and political leaders who demonstrate core ethical values, including the values of democracy and free enterprise, during interactions with the global community.

Formative and Alternate Assessment Tasks:

Classroom economy project

Benchmark and Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Study Island
- Career and life choices project: choose a career path and research the pathway and outcomes and future impacts of the chosen career.

Resources:

One line resources, Discovery Education, Scholastic News, Google classroom

www.NGPF.org

<https://www.nj.gov/education/aps/cccs/career/resources.htm>

Rationale: Content Statement

Credit and Debt Management

9.1.4.C.2 Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).

9.1.4.C.3 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.

9.1.4.C.6 Summarize ways to avoid credit problems

Planning, Saving and Investing

9.1.4.D.3 Distinguish between saving and investing.

Civic Financial Responsibility

9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

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| Unit 1 Fourth Grade | | |
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| Pacing: 45 days | | |
| Content Standards | Suggested Mathematical Practices | Critical Knowledge & Skills |
| Unit 1 Place Value & Operations with Whole Numbers | <ul style="list-style-type: none"> ● 4.OA.B.4 ◎ 4.OA.C.5 ● 4.MD.A.1 ■ 4.OA.A.1 ■ 4.OA.A.2 ■ 4.NBT.A.1 ■ 4.NBT.A.2 ■ 4.NBT.A.3 | <ul style="list-style-type: none"> ● Gain familiarity with factors and multiples ● Generate and analyze patterns ● Solve problems involving measurement and conversion of measurements ● Use the four operations with whole numbers to solve problems ● Generalize place value understanding for multi-digit whole numbers |
| Content Standards | Suggested Mathematical Practices | Critical Knowledge & Skills |
| 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 | MP.2 Reason abstractly and quantitatively. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning. | Concept(s): <ul style="list-style-type: none"> ● Whole numbers are a multiple of each of its factors. ● Prime numbers do not have factors other than 1 and the number itself. Students are able to: <ul style="list-style-type: none"> ● find all factor pairs for any whole number (between 1 and 100). ● given a one-digit number, determine whether a given whole number (between 1 and 100) is a multiple of the one-digit number. ● determine whether a given whole number (between 1 and 100) is prime or composite. Learning Goal 1: Find all factor pairs for a whole number up to 100 and determine whether it is a multiple of a given 1-digit whole number and whether it is prime or composite. |
| 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. | MP.8 Look for and express regularity in repeated reasoning. | Concept(s): <ul style="list-style-type: none"> ● Patterns contain features that are not explicitly stated in the rule defining the numerical pattern. Students are able to: |



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| <p>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.</p> | | <ul style="list-style-type: none"> ● produce number patterns from a given rule. ● produce shape patterns from a given rule. ● analyze a sequence of numbers in order to identify features that are not obvious explicitly stated in the rule. <p>Learning Goal 2: Generate a number or shape pattern that follows a rule and identify features of the pattern that are not explicit in the rule.</p> |
| <p>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.</p> <p>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).</p> | <p>MP.5 Use appropriate tools strategically. MP.8 Look for and express regularity in repeated reasoning.</p> | <p>Concept(s):</p> <ul style="list-style-type: none"> • Relative sizes of measurements (e.g. a kilometer is 1000 times as long as a meter and 100,000 times as long as a centimeter). <p>Students are able to:</p> <ul style="list-style-type: none"> • express measurements of a larger unit in terms of a smaller unit (within a single measurement system) (e.g. convert hours to minutes, kilometers to centimeters, etc). • generate a two-column table to record measurement equivalents. <p>Learning Goal 3: Express measurement in a larger unit in terms of a smaller unit and record equivalent measures in a two-column table.</p> |
| <p>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.</p> | <p>MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics.</p> | <p>Concept(s):</p> <ul style="list-style-type: none"> ● Multiplication equations represent comparisons <p>Students are able to:</p> <ul style="list-style-type: none"> ● explain multiplication equations as comparisons. ● write multiplication equations given word problems indicating multiplicative comparison. <p>Learning Goal 4: Write multiplication equations from word problems indicating multiplicative comparisons and describe multiplication equations as comparisons.</p> |

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| <p>4.OA.A.2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison</p> | <p>MP.1 Make sense of problems and persevere in solving them. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically.</p> | <p>Concept(s): No new concept(s) introduced</p> <p>Students are able to:</p> <ul style="list-style-type: none"> ● multiply to solve word problems involving multiplicative comparison. ● divide to solve word problems involving multiplicative comparison. ● represent problems with drawings and equations, using a symbol for the unknown number. ● distinguish word problems involving multiplicative comparison from those involving additive comparison. <p>Learning Goal 5: Multiply and divide to solve word problems involving multiplicative comparisons and represent these problems with drawings and equations.</p> |
| <p>4.NBT.A.1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</p> <p>[Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.]</p> | <p>MP.7 Look for and make use of structure.</p> | <p>Concept(s):</p> <ul style="list-style-type: none"> ● A quantitative relationship exists between the digits in place value positions of a multi-digit number. <p>Students are able to:</p> <ul style="list-style-type: none"> ● Explain that a digit in one place represents ten times what it would represent in the place to its right <p>Learning Goal 6: For a whole number up to one million, explain that a digit in one place represents ten times what it would represent in the place to its right.</p> |
| <p>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.</p> <p>[Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.]</p> | <p>MP.7 Look for and make use of structure.</p> | <p>Concept(s):</p> <ul style="list-style-type: none"> ● Multiple representations of whole numbers exist. <p>Students are able to:</p> <ul style="list-style-type: none"> ● read and write multi-digit whole numbers using base-ten numerals. ● read and write multi-digit whole numbers using number names. ● read and write multi-digit whole numbers using expanded form. ● compare two multi-digit numbers using $>$, $=$, and $<$ symbols. <p>Learning Goal 7: Compare two multi-digit whole numbers (up to one million) using $>$, $=$, and $<$ for numbers presented as base ten numerals, number names, and/or in expanded form.</p> |

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| <p>4.NBT.A.3. Use place value understanding to round multi-digit whole numbers to any place. [Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.]</p> | <p>MP.7 Look for and make use of structure.</p> | <p>Concept(s):</p> <ul style="list-style-type: none"> • Estimation <p>Students are able to:</p> <ul style="list-style-type: none"> • round whole numbers to any place. <p>Learning Goal 8: Round multi-digit whole numbers up to one million to any place.</p> |
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| Unit 1 Fourth Grade | |
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| <p>Formative, Alternate, Benchmark and Summative Assessments Study Island Bridges checkups Quizzes Math Fluency Assessments Tests Pair and Share Benchmarks Performance Assessments Bridges Post Assessments Observations Exit and Entrance Tickets Self Evaluations</p> | |
| <p>Accommodations & modifications for special education, ELL,G&T, 504 plans and At Risk Learners</p> | <p>Integration of NJSLs 21st Century Skills, Life and Career Standards 9.1 CRP, 9.2 Financial Literacy, and 9.3 Career Awareness</p> |
| <p>https://docs.google.com/document/d/1OOotX2EIuJaPydBBcm-l6_Jo6n-j0uEqI3YX0q3MDVM/edit?usp=sharing</p> | <p>iPads Google Classroom https://docs.google.com/document/d/1sBiARk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE-8xvw/edit?usp=sharing</p> |
| <p>Interdisciplinary Connections ELA, STEM, Science, Visual and Performing Arts</p> | <p>Core instructional and supplemental materials</p> |
| <p>NSLS Technology: https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing</p> | <p>Bridges Math Program Exact Path by Edmentum 4.OA.B Identifying Multiples 4.OA.B Numbers in a Multiplication Table 4.OA.C.5 Double Plus One 4.MD.A.1 Who is the tallest? 4.OA.A.2 Comparing Money Raised 4.NBT.A.1 Thousands and Millions of Fourth Graders 4.NBT.A.2 Ordering 4-digit numbers 4.NBT.A.3 Rounding on the Number Line</p> |

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| Unit 2 Fourth Grade | | |
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| Pacing: 45 days | | |
| Content Standards | Suggested Mathematical Practices | Critical Knowledge & Skills |
| Unit 2 Multi-digit Arithmetic & Fraction Equivalence | <ul style="list-style-type: none"> ■ 4.NBT.B.4 ■ 4.NBT.B.5 ■ 4.NBT.B.6 ■ 4.OA.A.3 ● 4.MD.A.3 ■ 4.NF.A.1 ■ 4.NF.A.2 ■ 4.NF.B.3a-b | <ul style="list-style-type: none"> ● Use place value understanding and properties of operations to perform multi-digit arithmetic ● Use the four operations with whole numbers to solve problems ● Solve problems involving measurement and conversion of measurements ● Extend understanding of fraction equivalence and ordering. ● Build fractions from unit fractions |
| Content Standards | Suggested Mathematical Practices | Critical Knowledge & Skills |
| 4.NBT.B.4. Fluently add and subtract multi-digit whole numbers using the standard algorithm. *[Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.] | MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning. | Concept(s): No new concept(s) introduced Students are able to: <ul style="list-style-type: none"> ● add multi-digit whole numbers using the standard algorithm with accuracy and efficiency. ● subtract multi-digit whole numbers using the standard algorithm with accuracy and efficiency. Learning Goal 1: Fluently add and subtract multi-digit whole numbers using the standard algorithm. |
| 4.NBT.B.5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. | MP.7 Look for and make use of structure. | Concept(s): No new concept(s) introduced Students are able to: <ul style="list-style-type: none"> ● multiply a whole number of up to four digits by a one-digit whole number using strategies based on place values. ● multiply two two-digit numbers using strategies based on place value. ● represent these operations with equations, rectangular arrays, and area models. ● explain the calculation by referring to the model (equation, array, or area model). |

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| <p>[Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.]</p> | | <p>Learning Goal 2: Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers; represent and explain calculations using equations, rectangular arrays, and area models.</p> |
| <p>4.NBT.B.6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>[Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.]</p> | <p>MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.</p> | <p>Concept(s): No new concept(s) introduced</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • 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 the relationship between multiplication and division. • represent these operations with equations, rectangular arrays, and area models. • explain the calculation by referring to the model (equation, array, or area model). <p>Learning Goal 3: Divide a whole number of up to four-digits by a one-digit divisor; represent and explain the calculation using equations, rectangular arrays, and area models.</p> |
| <p>4.OA.A.3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding</p> | <p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.7 Look for and make use of structure.</p> | <p>Concept(s):</p> <ul style="list-style-type: none"> • Proper use of the equal sign • Improper use of the equal sign (e.g. $3 + 7 = 10 - 5 = 5$ is incorrect) <p>Students are able to:]</p> <ul style="list-style-type: none"> • solve multi-step word problems involving any of the four operations. • solve multi-step word problems involving interpretation (in context) of a remainder. • write equations to represent multi-step word problems, using a letter to represent the unknown quantity. • explain why an answer is reasonable. • use mental computation and estimation strategies to determine whether an answer is reasonable. <p>Learning Goal 4: Write and solve each equation (including any of the four operations) in order to solve multi-step word problems, using a letter to represent the unknown; interpret remainders in context and assess the reasonableness of answers using mental computation with estimation strategies.</p> |

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| <p>4.MD.A.3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems.</p> <p>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p> | <p>MP.2 Reason abstractly and quantitatively. MP.5 Use appropriate tools strategically.</p> | <p>Concept(s): No new concept(s) introduced</p> <p>Students are able to:</p> <ul style="list-style-type: none"> ● solve real world and mathematical problems by finding the area of rectangles using a formula. ● solve real world and mathematical problems by finding the perimeter of rectangles using a formula. <p>Learning Goal 5: Solve real world problems with whole numbers by finding the area and perimeter of rectangles using formulas.</p> |
| <p>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.</p> <p>[Grade 4 expectations in this domain are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12 and 100.]</p> | <p>MP.1 Make sense of problems and persevere in solving them. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure</p> | <p>Concept(s):</p> <ul style="list-style-type: none"> ● Equivalent fractions are the same size while the number and size of the parts differ. <p>Students are able to:</p> <ul style="list-style-type: none"> ● explain, using visual fraction models, why two fractions are equivalent. ● generate equivalent fractions, using fraction a/b as equivalent to fraction $(n \times a)/(n \times b)$. <p>Learning Goal 6: Recognize and generate equivalent fractions and explain why they are equivalent using visual fraction models.</p> |
| <p>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 $1/2$.</p> <p>Recognize that comparisons are valid only when the two fractions refer to the same whole.</p> | <p>MP.1 Make sense of problems and persevere in solving them. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure.</p> | <p>Concept(s):</p> <ul style="list-style-type: none"> ● Fractions may only be compared when the two fractions refer to the same whole. <p>Students are able to:</p> <ul style="list-style-type: none"> ● create common denominators in order to compare two fractions. ● create common numerators in order to compare two fractions. ● compare two fractions with different numerators and different denominators by comparing to a benchmark fraction. |



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| <p>Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p> <p>[Grade 4 expectations in this domain are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12 and 100.]</p> | | <ul style="list-style-type: none"> record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. <p>Learning Goal 7: Compare two fractions with different numerators or different denominators, recording comparison with $>$, $=$, or $<$, and justifying the conclusion using visual fraction models.</p> |
| <p>4.NF.B.3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>4.NF.B.3a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p>4.NF.B.3b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.</p> <p>[Grade 4 expectations in this domain are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12 and 100.]</p> | <p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure.</p> | <p>Concept(s):</p> <ul style="list-style-type: none"> Some fractions can be decomposed. Addition/subtraction of fractions is joining/separating parts referring to the same whole <p>Students are able to:</p> <ul style="list-style-type: none"> decompose a fraction into a sum of fractions with the same denominator in more than one way. write decompositions of fractions as an equation. develop visual fraction models that represent decomposed fractions and use them to justify decompositions. <p>Learning Goal 8: Decompose a fraction into a sum of fractions with the same denominator in more than one way and record the decomposition as an equation; justify the decomposition with a visual fraction model.</p> |

Unit 2 Fourth Grade

Formative, Alternate, Benchmark and Summative Assessments



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| <p>Study Island Bridges checkups Quizzes Math Fluency Assessments Tests Pair and Share Benchmarks Performance Assessments Bridges Post Assessments Observations Exit and Entrance Tickets Self Evaluations</p> | |
| <p>Accommodations & modifications for special education, ELL,G&T, 504 plans and At Risk Learners</p> | <p>Integration of NJSLs 21st Century Skills, Life and Career Standards 9.1 CRP, 9.2 Financial Literacy, and 9.3 Career Awareness</p> |
| <p>https://docs.google.com/document/d/1QOotX2EiuJaPydBBcm-l6_Jo6n-j0uEqI3YX0q3MDVM/edit?usp=sharing</p> | <p>iPads Google Classroom https://docs.google.com/document/d/1sBiARk7yaPV_NOhMh5cJJ_wJb0Rj9nEUvxJKsE-8xvw/edit?usp=sharing</p> |
| <p>Interdisciplinary Connections ELA, STEM, Science, Visual and Performing Arts</p> | <p>Core instructional and supplemental materials</p> |
| <p>NSLS Technology: https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing</p> | <p>Bridges Math Program Study Island by Edmentum 4.NBT.B To regroup or not to regroup 4.NBT.B.6 mental Division Strategy 4.OA.A.3, 4.MD.A.3 Karl's Garden 4.NF.A.1 Explaining Fraction Equivalence with Pictures 4.NF.A.1 Fractions and Rectangles 4.NF.A.2 Comparing Fractions Using Benchmarks Game 4.NF.A.2 Doubling Numerators and Denominators 4.NF.B.3a Comparing Sums of Unit Fractions 4.NF.B.3b making 22 Seventeenths in Different Ways</p> |

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| Unit 3 Fourth Grade | | |
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| Pacing: 45 days | | |
| Content Standards | Suggested Mathematical Practices | Critical Knowledge & Skills |
| Unit 3 Building Fractions & Decimal Notation | <ul style="list-style-type: none"> ■ 4.NF.B.3c-d ● 4.MD.B.4 ■ 4.NF.B.4a-c ■ 4.NF.C.5 ■ 4.NF.C.6 ■ 4.NF.C.7 ● 4.MD.A.2 ■ 4.NBT.B.4 | <ul style="list-style-type: none"> ● Build fractions from unit fractions ● Represent and interpret data ● Understand decimal notation for fractions and compare decimal fractions. ● Solve problems involving measurement and conversion of measurements ● Use place value understanding and properties of operations to add and subtract |
| Content Standards | Suggested Mathematical Practices | Critical Knowledge & Skills |
| <p>4.NF.B.3. Understand a fraction a/b with a > 1 as a sum of fractions $1/b$.</p> <p>4.NF.B.3c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</p> <p>4.NF.B.3d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p> <p>[Grade 4 expectations in this domain are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12 and 100.]</p> | <p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>MP.4 Model with mathematics.</p> <p>MP.5 Use appropriate tools strategically.</p> <p>MP.6 Attend to precision.</p> <p>MP.7 Look for and make use of structure.</p> | <p>Concept(s):</p> <ul style="list-style-type: none"> ● Some fractions can be decomposed. ● Addition/subtraction of fractions is joining/separating parts referring to the same whole. <p>Students are able to:</p> <ul style="list-style-type: none"> ● add and subtract fractions having like denominators in order to solve real world problems. ● develop visual fraction models and write equations to represent real world problems involving addition and subtraction of fractions. ● add and subtract mixed numbers with like denominators. <p>Learning Goal 1: Add and subtract mixed numbers with like denominators by replacing each mixed number with an equivalent fraction or improper fraction.</p> <p>Learning Goal 2: Solve word problems involving addition and subtraction of fractions having like denominators using visual fraction models and equations to represent the problem.</p> |



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| <p>4.MD.B.4. Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.</p> <p>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection. strategically.</p> | <p>MP.4 Model with mathematics. MP.5 Use appropriate tools</p> | <p>Concept(s): No new concept(s) introduced</p> <p>Students are able to:</p> <ul style="list-style-type: none"> ● given a data set consisting of measurements in fractions of a unit, create a line plot. ● using measurement information presented in line plots, add and subtract fractions with like denominators in order to solve problems. <p>Learning Goal 3: Make a line plot to display a data set in measurements in fractions of a unit ($1/2$, $1/4$, $1/8$) and use it to solve problems involving addition and subtraction of fractions with like denominators.</p> |
| <p>4.NF.B.4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <p>4.NF.B.4a. Understand a fraction a/b as a multiple of $1/b$.</p> <p>For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.</p> <p>4.F.4.B.4b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number.</p> <p>For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)</p> <p>4.NF.4.B.4c. Solve word problems</p> | <p>MP.1 Make sense of problems and persevere in solving them. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.7 Look for and make use of structure</p> | <p>Concept(s):</p> <ul style="list-style-type: none"> ● Fraction Multiplication: any fraction a/b as a multiple of fraction $1/b$. ● Fraction Multiplication: any multiple of fraction a/b is also a multiple of fraction $1/b$. <p>Students are able to:</p> <ul style="list-style-type: none"> ● represent a/b as a $x (1/b)$ using a visual fraction model. ● represent $n \times (a/b)$ as $(n \times a)/b$ in a visual fraction model. ● multiply a fraction by a whole number. ● solve real world problems by multiplying a fraction by a whole number, using visual fraction models and equations to represent the problem. <p>Learning Goal 4: Multiply a fraction by a whole number using visual fraction models and equations, demonstrating a fraction a/b as a multiple of $1/b$.</p> <p>Learning Goal 5: Multiply a fraction by a whole number, using a visual fraction model and equations to demonstrate that a multiple of a/b is the product of $1/b$ and a whole number.</p> <p>Learning Goal 6: Solve 1-step word problems involving multiplication of a fraction by a whole number, using visual fraction models and equations to represent the problem</p> |



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| <p>involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.</p> <p>For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</p> <p>[Grade 4 expectations in this domain are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12 and 100.]</p> | | |
| <p>4.NF.C.5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.</p> <p>For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.</p> <p>[Grade 4 expectations in this domain are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12 and 100.]</p> | <p>MP.7 Look for and make use of structure</p> | <p>Concept(s):</p> <ul style="list-style-type: none"> ● Equivalent Fractions <p>Students are able to:</p> <ul style="list-style-type: none"> ● add two fractions with respective denominators of 10 and 100 using equivalent fractions. <p>Learning Goal 7: Add two fractions with respective denominators of 10 and 100 by writing each fraction with denominator 100.</p> |
| <p>4.NF.C.6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</p> <p>[Grade 4 expectations in this domain are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12 and 100.]</p> | <p>MP.7 Look for and make use of structure.</p> | <p>Concept(s):</p> <ul style="list-style-type: none"> ● Relationship between place value (decimals) and fraction <p>Students are able to:</p> <ul style="list-style-type: none"> ● write a decimal as a fraction that has a denominator of 10 or 100. <p>Learning Goal 8: Given decimal notation, write fractions having denominators of 10 or 100.</p> |



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| <p>4.NF.C.7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.</p> <p>[Grade 4 expectations in this domain are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12 and 100.]</p> | <p>MP.5 Use appropriate tools strategically.</p> <p>MP.7 Look for and make use of structure.</p> | <p>Concept(s): No new concept(s) introduced</p> <p>Students are able to:</p> <ul style="list-style-type: none"> ● represent a decimal using a model. ● compare two decimals to hundredths by reasoning about their size. ● explain that comparisons are valid only when the two decimals refer to the same whole. ● record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions (e.g., by using a visual model). <p>Learning Goal 9: Compare two decimals to hundredths by reasoning about their size, demonstrating that comparisons are valid only when the two decimals refer to the same whole; record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.</p> |
| <p>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.</p> | <p>MP.4 Model with mathematics.</p> <p>MP.5 Use appropriate tools strategically.</p> | <p>Concept(s): No new concept(s) introduced</p> <p>Students are able to:</p> <ul style="list-style-type: none"> ● solve word problems (using addition, subtraction and multiplication) involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals. ● solve word problems (using all four operations) involving whole number distances, intervals of time, liquid volumes, masses of objects, and money, including problems requiring expressing measurements given in a larger measurement unit in terms of a smaller measurement unit (conversion). ● construct diagrams (e.g. number line diagrams) to represent measurement quantities. <p>Learning Goal 10: Solve word problems involving simple fractions or decimals that incorporate measurement comparisons of like units (including problems that require measurements given in a larger unit in terms of a smaller unit).</p> |
| <p>4.NBT.B.4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>[Grade 4 expectations in this domain are limited to whole numbers less than</p> | <p>MP.7 Look for and make use of structure.</p> | <p>Concept(s): No new concept(s) introduced</p> <p>Students are able to:</p> <ul style="list-style-type: none"> ● add using the standard algorithm with accuracy and efficiency. ● subtract using the standard algorithm with accuracy and efficiency. |



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| or equal to 1,000,000.] | | Learning Goal 11: Fluently add and subtract multi-digit whole numbers using the standard algorithm. |
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| Unit 3 Fourth Grade | |
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| Formative, Alternate, Benchmark and Summative Assessments Study Island Bridges checkups Quizzes Math Fluency Assessments Tests Pair and Share Benchmarks Performance Assessments Bridges Post Assessments Observations Exit and Entrance Tickets Self Evaluations | |
| Accommodations & modifications for special education, ELL,G&T, 504 plans and At Risk Learners | Integration of NJSLs 21st Century Skills, Life and Career Standards 9.1 CRP, 9.2 Financial Literacy, and 9.3 Career Awareness |
| https://docs.google.com/document/d/1QOotX2EIuJaPydBBcm-l6_Jo6n-j0uEqI3YX0q3MDVM/edit?usp=sharing | iPads Google Classroom https://docs.google.com/document/d/1sBiARk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE-8xvw/edit?usp=sharing |
| Interdisciplinary Connections ELA, STEM, Science, Visual and Performing Arts | Core instructional and supplemental materials |
| NSLS Technology: https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing | Bridges Math Program Study Island by Edmentum 4.NF.B.3c Cynthia's Perfect Punch 4.NF.B.3c Peaches 4.MD.B.4 Button Diameters 4.NF.B.4 Extending Multiplication From Whole Numbers to Fractions 4.NF.B.4c Sugar in six cans of soda 4.NF.C.5 Adding Tenths and Hundredths 4.NF.C.6 Dimes and Pennies 4.NF.C.6 Expanded Fractions and Decimals 4.NF.C.7 Using Place Value 4.MD.A.2 Margie Buys Apples |



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| Unit 4 Fourth Grade | | |
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| Pacing: 45 days | | |
| Content Standards | Suggested Mathematical Practices | Critical Knowledge & Skills |
| Unit 4 Geometry and Measurement | <ul style="list-style-type: none"> ⦿ 4.G.A.1 ⦿ 4.G.A.2 ⦿ 4.G.A.3 ⦿ 4.MD.C.5 ⦿ 4.MD.C.6 ⦿ 4.MD.C.7 ■ 4.OA.A.3 ■ 4.NBT.B.4 | <ul style="list-style-type: none"> ● Draw and identify lines and angles, and classify shapes by properties of their lines and angles ● Understand concepts of angle and measure angles (Geometric measurement) ● Use the four operations with whole numbers to solve problems ● Use place value understanding and properties of operations to perform multi-digit arithmetic |
| Content Standards | Suggested Mathematical Practices | Critical Knowledge & Skills |
| 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. | MP.5 Use appropriate tools strategically. MP.7 Look for and make use of structure. | Concept(s): No new concept(s) introduced Students are able to: <ul style="list-style-type: none"> ● draw points, lines, line segments and rays. ● draw angles (right, acute, obtuse). ● draw perpendicular and parallel lines. ● distinguish between lines, line segments, and rays. ● identify points, lines, line segment, rays, right angles, acute angles, obtuse angles, perpendicular lines and parallel lines in two-dimensional figures. Learning Goal 1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines and identify these in two-dimensional figures. |
| 4.G.A.2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. | MP.5 Use appropriate tools strategically. MP.7 Look for and make use of structure. | Concept(s): <ul style="list-style-type: none"> ● Trapezoid is a quadrilateral with at least one pair of parallel sides. Students are able to: <ul style="list-style-type: none"> ● classify triangles based on the presence or absence of perpendicular lines and based on the presence or absence of angles of a particular size. ● classify quadrilaterals based on the presence or absence of parallel or perpendicular lines and based on the presence or absence of angles of a particular size. |

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| | | <p>Learning Goal 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 particular size; recognize right angles as a category, and identify right, acute, obtuse, equilateral, isosceles, and scalene triangles.</p> |
| <p>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.</p> | <p>MP.5 Use appropriate tools strategically. MP.7 Look for and make use of structure.</p> | <p>Concept(s): No new concept(s) introduced</p> <p>Students are able to:</p> <ul style="list-style-type: none"> ● fold a figure along a line in order to create matching parts. ● identify lines of symmetry as a line across the figure such that the figure can be folded along the line into matching parts. ● identify figures having line symmetry. ● draw lines of symmetry. <p>Learning Goal 3: Draw lines of symmetry and identify line-symmetric figures.</p> |
| <p>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.</p> <p>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 “one-degree angle,” and can be used to measure angles</p> <p>4.MD.C.5b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.</p> | <p>MP.2 Reason abstractly and quantitatively.</p> | <p>Concept(s):</p> <ul style="list-style-type: none"> ● Angles are formed by two rays sharing a common endpoint and result from the rotation of one ray around the endpoint. ● Angle Measurement: An angle that turns through n one-degree angles is said to have an angle measure of n degrees. <p>Students are able to:</p> <ul style="list-style-type: none"> ● describe an angle as measured with reference to a circle with the center of the circle being the common endpoint of the rays. ● explain a ‘one-degree angle’ and its relation to a circle; a “degree” is defined as $\frac{1}{360}$ (one degree angle) of the entire circle. <p>Learning Goal 4: Explain angles as geometric shapes formed by two rays sharing a common endpoint and explain the relationship between a one-degree angle, a circle, and angle measure.</p> |



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| <p>4.MD.C.6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p> | <p>MP.2 Reason abstractly and quantitatively. MP.5 Use appropriate tools strategically.</p> | <p>Concept(s): No new concept(s) introduced</p> <p>Students are able to:</p> <ul style="list-style-type: none"> ● measure angles in whole-number degrees. ● given an angle measure, sketch the angle. <p>Learning Goal 5: Measure angles in whole number degrees using a protractor and sketch angles of specific measures.</p> |
| <p>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.</p> | <p>.MP.1 Make sense of problems and persevere in solving them. MP.7 Look for and make use of structure.</p> | <p>Concept(s):</p> <ul style="list-style-type: none"> ● Angle measures may be added; when an angle is decomposed into non-overlapping parts, the angle measure of the whole (original angle) is the sum of the angle measures of the parts. <p>Students are able to:</p> <ul style="list-style-type: none"> ● add and subtract to find unknown angles on a diagram in real world and mathematical problems. ● write an equation with a symbol for the unknown angle measure. <p>Learning Goal 6: Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems using a symbol for an unknown angle measure.</p> |
| <p>4.OA.A.3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> | <p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.7 Look for and make use of structure.</p> | <p>Concept(s):</p> <ul style="list-style-type: none"> ● Proper use of the equal sign. ● Improper use of the equal sign (e.g. $3 + 7 = 10 - 5 = 5$ is incorrect). <p>Students are able to:</p> <ul style="list-style-type: none"> ● solve multi-step word problems involving any of the four operations. ● solve multi-step word problems involving interpretation (in context) of a remainder. ● write equations to represent multi-step word problems, using a letter to represent the unknown quantity. ● explain why an answer is reasonable ● use mental computation and estimation strategies to determine whether an answer is reasonable. |

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| | | Learning Goal 7: Write and solve each equation (including any of the four operations) in order to solve multi-step word problems, using a letter to represent the unknown; interpret remainders in context and assess the reasonableness of answers using mental computation with estimation strategies. |
| 4.NBT.B.4. Fluently add and subtract multi-digit whole numbers using the standard algorithm. [Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.] | MP.7 Look for and make use of structure. | Concept(s): No new concept(s) introduced Students are able to: <ul style="list-style-type: none"> • add using the standard algorithm with accuracy and efficiency • subtract using the standard algorithm with accuracy and efficiency Learning Goal 8: Fluently add and subtract multi-digit whole numbers using the standard algorithm |

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| Formative, Alternate, Benchmark and Summative Assessments Study Island Bridges checkups Quizzes Math Fluency Assessments Tests Pair and Share Benchmarks Performance Assessments Bridges Post Assessments Observations Exit and Entrance Tickets Self Evaluations | |
| Accommodations & modifications for special education, ELL,G&T, 504 plans and At Risk Learners | Integration of NJSLs 21st Century Skills, Life and Career Standards 9.1 CRP, 9.2 Financial Literacy, and 9.3 Career Awareness |
| https://docs.google.com/document/d/1OOotX2EluJaPydBBcm-l6_Jo6n-j0uEq13YX0q3MDVM/edit?usp=sharing | iPads Google Classroom https://docs.google.com/document/d/1sBiARk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE-8xvw/edit?usp=sharing |
| Interdisciplinary Connections ELA, STEM, Science, Visual and Performing Arts | Core instructional and supplemental materials |
| NSLS Technology: https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing | Bridges Math Program Study Island by Edmentum |



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| | <ul style="list-style-type: none">4.G.A.1 The Geometry of Letters4.G.A.1 What's the Point?4.G.A.2 Are these right?4.G.A.2 Defining Attributes of Rectangles and Parallelograms4.G.A.3 Finding Lines of Symmetry4.G.A.3 Lines of symmetry for triangles4.MD.C.6, 4.MD.C.7, 4.G.A.1 Measuring Angles4.MD.C.7, 4.G.A.2 Finding an unknown angle4.OA.A.3 Carnival Tickets |
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