BELVIDERE CLUSTER CURRICULUM MAP - Updated July 2019

SUBJECT: Math GRADE: Grade 4

PACING>	UNIT #1 4 Weeks (SEPTEMBER)	UNIT #2 3 Weeks (OCTOBER)	UNIT #3 6 Weeks (NOVEMBER/DECEMBER)	UNIT #4 3 Weeks (JANUARY)
TOPIC/THEME AND OBJECTIVES	Number Sense & Algebraic Concepts Use the four operations with whole numbers to solve problems Generalize place value understanding for multi-digit whole numbers Organized procedure to solve word/application problems. Read and write multi-digit numbers in numerical, word, and expanded forms. Round multi-digit whole numbers. Recognize and extend a number or shape pattern.	Multiplication and Division Relationship Use the four operations with whole numbers to solve problems Generalize place value understanding for multi-digit whole numbers Identify and recognize the 5 multiplication properties and use them to solve equations. Find all factor pairs for a whole number in the range 1-100. Define the terms: factors and multiples and prime and composite. Solve multi-step word problems involving multiplication and division of whole numbers.	Use place value understanding and standard properties of operations to perform multidigit arithmetic. Fluently multiply and divide whole numbers using the standard algorithms. Solve multi-step word problems involving multiplication and division of whole numbers.	Time, Volume, Mass Use the four operations with whole numbers to solve problems Use place value understanding and properties of operations to perform multi-digit arithmetic Fluently add and subtract multi-digit whole numbers using the standard algorithms. Solve multi-step word problems involving addition and subtraction of whole numbers.
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	 How do we solve/balance algebraic equations? How do we solve word/application problems? How do we compare and contrast numbers? How do you recognize and extend a pattern of shapes or numbers? A quantity can be represented numerically in various ways. 	 How do you factor a given number? Is a number prime or composite and why? How do I find multiples of a given number? How do numbers relate to each other when using multiplication and division? How do I solve word problems with unknown variables? Understand and use the inverse relationships between multiplication and division. Continue to develop proficiency with basic multiplication and division facts. 	 Is my result of my computation reasonable? What makes a computational strategy reasonable? How do operations affect numbers? How can algorithmic thinking be used to solve problems? Computational fluency includes understanding not only the meaning, but also the appropriate use of numerical operations. Context is critical when using estimation. 	What makes a computational strategy both effective and efficient? How do operations affect numbers? Computational fluency includes understanding not only the meaning, but also the appropriate use of numerical operations. Understand and use the inverse relationships between addition and subtraction.
STANDARDS	4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole- number answers using the	4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times	4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two	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.

*(benchmarked)

4.0A.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.

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.

4.NBT.A.2

Read and write multi-digit whole numbers using baseten 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. [Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.]

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.]

as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

4.0A.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.

4.0A.A.3

Solve multistep word problems posed with whole numbers and having wholenumber 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. *(benchmarked)

4.0A.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.

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

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.

[Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.]

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.

[Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.]

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. *(benchmarked)

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*(benchmarked)

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.] *(benchmarked)

INCTRUCTIONAL	What Course	applying concepts of place value and division. [Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.]		
INSTRUCTIONAL PROCEDURES	Whole Group Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Promote higher level thinking through direction instruction using Google Classroom	Whole Group Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Promote higher level thinking through direction instruction using Google Classroom Karate Math Facts	Whole Group Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Promote higher level thinking through direction instruction using Google Classroom	Whole Group Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Promote higher level thinking through direction instruction using Google Classroom
	Individual Math fact practice Technology (if available) Review lower level topics not yet mastered Independent Projects Small Groups	Individual Math fact practice Technology (if available) Review lower level topics not yet mastered Independent Projects	Individual Math fact practice Technology (if available) Review lower level topics not yet mastered Independent Projects	Individual Math fact practice Technology (if available) Review lower level topics not yet mastered Independent Projects
	Center based practice Small group projects Mini Lesson Partner work	Small Groups Center based practice Small group projects Mini Lesson Partner work	Small Groups Center based practice Small group projects Mini Lesson Partner work	Small Groups Center based practice Small group projects Mini Lesson Partner work
INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS	Materials GO Math EnVision Anchor Charts Manipulatives Games Technology devices Prodigy NJCTL Multiplication Chart Division Chart Reflex Math IXL Deck of Cards Leveled Texts Scholastic Math Reads	Materials GO Math EnVision Anchor Charts Manipulatives Games Technology devices Prodigy NJCTL Multiplication Chart Division Chart Reflex Math IXL Deck of Cards	Materials GO Math EnVision Anchor Charts Manipulatives Games Technology devices Prodigy NJCTL Multiplication Chart Division Chart Reflex Math IXL Deck of Cards	Materials GO Math EnVision Anchor Charts Manipulatives Games Technology devices Prodigy NJCTL Multiplication Chart Division Chart Reflex Math IXL Deck of Cards Gallon Man Leveled Texts
	Picture books that pertain	Scholastic Math Reads	Scholastic Math Reads	Scholastic Math Reads

	to topic talk Go Math, Math Concept Readers	Picture books that pertain to topic talk Go Math, Math Concept Readers	Picture books that pertain to topic talk Go Math, Math Concept Readers	Picture books that pertain to topic talk Go Math, Math Concept Readers
ASSESSMENTS	Formative Test/Quizzes Fluency Sprints Homework Classwork Peer Review Exit Slips	Formative Test/Quizzes Fluency Sprints Homework Classwork Peer Review Exit Slips	Formative Test/Quizzes Fluency Sprints Homework Classwork Peer Review Exit Slips	Formative Test/Quizzes Fluency Sprints Homework Classwork Peer Review Exit Slips
	Summative Unit Test	Summative Unit Test	Summative Unit Test Benchmark	Summative Unit Test
	Benchmark Go Math Benchmark Acadience Data Analysis Easy CBM EnVision Benchmark MAPS NWEA	Benchmark Go Math Benchmark Acadience Data Analysis Easy CBM EnVision Benchmark MAPS NWEA	Go Math Benchmark Acadience Data Analysis Easy CBM EnVision Benchmark MAPS NWEA	Benchmark Go Math Benchmark Acadience Data Analysis Easy CBM EnVision Benchmark MAPS NWEA
	Alternative Choice Boards- Projects Demonstration Journaling Conferencing	Alternative Choice Boards- Projects Demonstration Journaling Conferencing	Alternative Choice Boards- Projects Demonstration Journaling Conferencing	Alternative Choice Boards- Projects Demonstration Journaling Conferencing
ACCOMMODATIONS (select all the apply, add more as necessary, delete those that do not apply)	Special Education Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format	Special Education Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format	Special Education Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format	Special Education Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format
	Modified test length Multiple test sessions Preferential seating	Modified test length Multiple test sessions Preferential seating	Modified test length Multiple test sessions Preferential seating	Modified test content Modified test format Modified test length

Preview of content, concepts, and vocabulary Reduced/shortened reading assignments Reduced/shortened written assignments Shortened assignments Teacher initiated weekly assignment sheet Use open book, study guides, test prototypes Cubing activities Exploration by interest Flexible grouping Goal setting with students Jigsaw Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials

ELL Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Allowing students to correct errors (looking for understanding) Allowing the use of note cards or open-book during testing Decreasing the amount of work presented or required Having peers take notes or providing a copy of the teacher's notes Modifying tests to reflect selected objectives Providing study guides Reducing or omitting lengthy outside reading assignments Reducing the number of answer choices on a multiple choice Using computer word processing spell check and

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Multiple test sessions Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading assianments Reduced/shortened written assignments Shortened assignments Teacher initiated weekly assignment sheet Use open book, study guides, test prototypes Cubing activities Exploration by interest Flexible grouping Goal setting with students Jigsaw Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials

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grammar check features Using true/false, matching, or fill in the blank tests in lieu of essav tests

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Gifted and Talented

Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Independent research and

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504

Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Extended time on tests/ guizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading <u>assignments</u> Reduced/shortened written assignments Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet Use open book, study guides, test prototypes Choice of books or activities Cubing activities Exploration by interest Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials

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Mini workshops to re-teach or

extend skills Open-ended activities Think-Pair-Share Varied supplemental materials INTERDISCIPLINARY **Interdisciplinary Connections** Interdisciplinary Interdisciplinary Interdisciplinary **CONNECTIONS** (select all the apply, add more **Connections (select all Connections (select all** Connections (select all as necessary, delete those the apply, add more as the apply, add more as the apply, add more as that do not apply) **21ST CENTURY** necessary, delete those necessary, delete those necessary, delete those **English Language Arts SKILLS/THEMES** Mathematics that do not apply) that do not apply) that do not apply) (P21.ORG) Science and Scientific Inquiry **English Language Arts English Language Arts English Language Arts** (Next Generation) **Mathematics Mathematics Mathematics** Social Studies, including **TECHNOLOGY** Science and Scientific Science and Scientific Science and Scientific American History, World **INTEGRATION** History, Geography, **Inquiry** (Next Generation) Inquiry (Next Inquiry (Next Government and Civics, and Generation) Social Studies, including Generation) **CAREER Economics** Social Studies, including American History, World Social Studies, including Technology **EDUCATION** American History, World History, Geography, American History, World World languages (NJDOE CTE History, Geography, Government and Civics, History, Geography, Clusters) 21st Century Skills/ Government and Civics, and Economics Government and Civics, Themes (select all the and Economics Technology and Economics apply, add more as World languages Technology Technology necessary, delete those that do not Visual and Performing Visual and Performing apply) Arts 21st Century Skills/ Global Awareness World languages Themes (select all World languages Financial, Economic, Business the apply, add and Entrepreneurial Literacy Health Literacy 21st Century Skills/ 21st Century Skills/ more as Environmental Literacy Themes (select Themes (select necessary, delete Creativity and Innovation all the apply, add those that do not all the apply, add Critical Thinking apply) more as more as Media Literacy ICT (Information, **Global Awareness** necessary, delete necessary, delete Communication and those that do not Financial, Economic, those that do not Technology) Literacy apply) **Business and** apply) Global Awareness **Entrepreneurial Literacy** Global Awareness **Technology Integration** Go Math Financial, Economic, Civic Literacy Financial, Economic, EnVision **Business and** Health Literacy Business and IXL **Entrepreneurial Literacy Environmental Literacy** Entrepreneurial Literacy Prodigy Health Literacy Creativity and Innovation Civic Literacy Reflex Google Classroom **Environmental Literacy** Critical Thinking **Health Literacy** Multiplication.com Creativity and Innovation Problem Solving **Environmental Literacy** Extra Math **Critical Thinking** Communication Creativity and

Career Education (select all the apply, add more as necessary, delete those that do not apply) Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications Business Management & Administration **Education & Training** Finance Government & Public Administration Health Science Hospitality & Tourism Information Technology Law, Public Safety, Corrections & Security Manufacturing Marketing Science, Technology, **Engineering & Mathematics** (STEM) Transportation, Distribution & **Logistics**

Problem Solving Communication Collaboration Media Literacy ICT (Information, Communication and Technology) Literacy

Technology Integration

Go Math **EnVision** IXL Prodigy Reflex Google Classroom Multiplication.com Extra Math

Career Education (select all the apply, add more as necessary, delete those that do not apply)

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- **Business Management &** Administration
- **Education & Training**
- Finance
- Government & Public Administration
- Health Science
- Information Technology
- Manufacturing Marketing
- Science, Technology, Engineering &

Mathematics (STEM)

Media Literacy ICT (Information, Communication and Technology) Literacy

Collaboration

Technology Integration Go Math

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- Agriculture, Food & Natural Resources Architecture &
- Construction
- Arts, A/V Technology & Communications
- **Business Management &** Administration
- **Education & Training**
- Finance
- Government & Public
- Administration
- Health Science Human Services
- Information Technology
- Law, Public Safety,
- Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, **Engineering &** Mathematics (STEM)

Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy Media Literacy ICT (Information, Communication and

Technology Integration

Technology) Literacy

EnVision IXL Prodigy Reflex Google Classroom Multiplication.com Extra Math

Go Math

Career Education

(select all the apply, add more as necessary, delete those that do not apply)

- Agriculture, Food &
- Natural Resources Architecture &
- Construction
- Arts, A/V Technology & Communications
- **Business Management &** Administration
- **Education & Training**
- Finance
- Government & Public
- Administration
- Health Science
- Hospitality & Tourism **Human Services**
- Information Technology
- Law, Public Safety,
- Corrections & Security Manufacturing
- Marketing
- Science, Technology, **Engineering &**

				Mathematics (STEM) - Transportation, Distribution & Logistics
PACING>	UNIT #5 4 Weeks (FEBRUARY)	UNIT #6 4 Weeks (MARCH)	UNIT #7 3 Weeks (APRIL)	UNIT #8 4 Weeks (May)
TOPIC/THEME AND OBJECTIVES	FractionDecimal Concepts Extend understanding of fraction equivalence and ordering. Understand decimal notation for fractions, and compare decimal fractions. Identify, read, write, and model fractions and equivalent fractions. Compare and order both fractions and decimals. Identify the direct relationship between fractions and decimals.	Fraction Computation Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Use models to represent mixed numbers and improper fractions. Add and subtract fractions with like denominators. They will also correctly multiply fractions by whole numbers.	Measurement and Data Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Convert measurements within a system. Measure to collect data to make a fraction line plot. Solve problems involving various measurement situations.	Draw and identify lines and angles, and classify shapes by properties of their lines and angles. Understand concepts of angle and measure angles. Use area and perimeter formulas for rectangles. Identify and describe parallel, perpendicular, and intersecting lines. Recognize and draw lines of symmetry.
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	 How can we compare and contrast numbers? How do mathematical ideas interconnect and build on one another? One representation may sometimes be more helpful than another: and used together, multiple representations give a fuller understanding of a problem. A quantity can be represented numerically in various ways. Problem solving depends upon choosing wise ways. 	 How can we visually represent and verify fractional computation? One representation may sometimes be more helpful than another; and, used together, multiple representations give a fuller understanding of a problem. A quantity can be represented numerically in various ways. Problem solving depends on wise choices. 	How can measurements be used to solve problems? Measurement helps to describe our world using numbers. A practical knowledge of measurement tools and techniques are critical for students' understanding of the world around them.	How can two-dimensional relationships be described by careful use of geometric language? How can measurements be used to solve geometric problems? What situations can be analyzed using symmetries. Identify, describe and classify two-dimensional figures, angles and objects. Use area and perimeter formulas for rectangles to solve real world problems.
STANDARDS	4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ	4.NF.B.3 Understand a fraction a/b with a > 1 as a sum of fractions 1/b. 4.NF.B.3a. Understand addition and subtraction of fractions as joining and	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,	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.

even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

> [Grade 4 expectations in this domain are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12 and 100.]

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 <, and justify the conclusions, e.g., by using a visual fraction model. [Grade 4 expectations in this domain are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12 and 100.]

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.

For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.

[Grade 4 expectations in this domain are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12 and 100.]

4.NF.C.6

Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.

[Grade 4 expectations in this domain are limited to denominators of 2, 3, 4, 5, 6,

separating parts referring to the same whole.

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; 21/8 = 1 + 1+ 1/8 = 8/8 + 8/8 + 1/8.[Grade 4 expectations in this domain are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12 and 100.]

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.

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.

[Grade 4 expectations in this domain are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12 and 100.]

4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

44.NF.B.4a. Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 ×

express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. 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).

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.

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. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.

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.

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 linesymmetric figures and draw lines of symmetry.

4.MD.A.3

Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

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.

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.

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 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.

4.MD.C.5b. An angle that turns through n one-

	8, 10, 12 and 100.] 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. [Grade 4 expectations in this domain are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12 and 100.]	(1/4), recording the conclusion by the equation 5/4 = 5 × (1/4). 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. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.) 4.NF.4.B.4c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 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? [Grade 4 expectations in this domain are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12 and 100.]		degree angles is said to have an angle measure of n degrees. 4.MD.C.6 Measure angles in wholenumber degrees using a protractor. Sketch angles of specified measure. 4.MD.C.7 Recognize angle measure as additive. When an angle is decomposed into nonoverlapping 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.
INSTRUCTIONAL PROCEDURES	Whole Group Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Promote higher level thinking through direction instruction using Google Classroom Individual Math fact practice Technology (if available)	Whole Group Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Promote higher level thinking through direction instruction using Google Classroom Individual Math fact practice Technology (if available)	Whole Group Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Promote higher level thinking through direction instruction using Google Classroom Individual Math fact practice Technology (if available)	Whole Group Introduction video stating objective Review/Intro vocabulary (discuss real world connections) Review previous knowledge (background topics) Promote higher level thinking through direction instruction using Google Classroom Individual Math fact practice Technology (if available)

INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS	Review lower level topics not yet mastered Independent Projects Small Groups Center based practice Small group projects Mini Lesson Partner work Materials GO Math EnVision Anchor Charts Manipulatives Games Technology devices Prodigy NJCTL Multiplication Chart Division Chart Reflex Math IXL Deck of Cards Leveled Texts Scholastic Math Reads Picture books that pertain to topic talk Go Math, Math Concept Readers	Review lower level topics not yet mastered Independent Projects Small Groups Center based practice Small group projects Mini Lesson Partner work Materials GO Math EnVision Anchor Charts Manipulatives Games Technology devices Prodigy NJCTL Multiplication Chart Division Chart Reflex Math IXL Deck of Cards Leveled Texts Scholastic Math Reads Picture books that pertain to topic talk Go Math, Math Concept Readers	Review lower level topics not yet mastered Independent Projects Small Groups Center based practice Small group projects Mini Lesson Partner work Materials GO Math EnVision Anchor Charts Manipulatives Games Technology devices Prodigy NJCTL Multiplication Chart Division Chart Reflex Math IXL Deck of Cards Rulers Graph paper Leveled Texts Scholastic Math Reads Picture books that pertain to topic talk	Review lower level topics not yet mastered Independent Projects Small Groups Center based practice Small group projects Mini Lesson Partner work Materials GO Math EnVision Anchor Charts Manipulatives Games Technology devices Prodigy NJCTL Multiplication Chart Division Chart Reflex Math IXL Deck of Cards Protractors Rulers Conversion chart Leveled Texts Scholastic Math Reads Picture books that pertain
				Picture books that pertain to topic talk Go Math, Math Concept
ASSESSMENTS	Formative Test/Quizzes Fluency Sprints Homework Classwork Peer Review Exit Slips	Formative Test/Quizzes Fluency Sprints Homework Classwork Peer Review Exit Slips	Formative Test/Quizzes Fluency Sprints Homework Classwork Peer Review Exit Slips	Readers Formative Test/Quizzes Fluency Sprints Homework Classwork Peer Review Exit Slips
	Summative Unit Test	Summative Unit Test	Summative Unit Test	Summative Unit Test
	<u>Benchmark</u>	Benchmark	<u>Benchmark</u>	Benchmark

	Go Math Benchmark	Go Math Benchmark	Go Math Benchmark	Go Math Benchmark
	Acadience Data Analysis	Acadience Data Analysis	Acadience Data Analysis	Acadience Data Analysis
	Easy CBM	Easy CBM	Easy CBM	Easy CBM
	EnVision Benchmark	EnVision Benchmark	EnVision Benchmark	EnVision Benchmark
	MAPS NWEA	MAPS NWEA	MAPS NWEA	MAPS NWEA
	Alternative	Alternative	Alternative	Alternative
	Choice Boards- Projects	Choice Boards- Projects	Choice Boards- Projects	Choice Boards- Projects
	Demonstration	Demonstration	Demonstration	Demonstration
	Journaling	Journaling	Journaling	Journaling
	Conferencing	Conferencing	Conferencing	Conferencing
ACCOMMODATIONS	Special Education	Special Education	Special Education	Special Education
(select all the	 Printed copy of board 	 Printed copy of board 	 Printed copy of board 	 Printed copy of board
apply, add more as	work/notes provided	work/notes provided	work/notes provided	work/notes provided
necessary, delete	 Additional time for skill 	 Additional time for skill 	 Additional time for skill 	 Additional time for skill
those that do not	mastery	mastery	mastery	mastery
apply)	- Assistive technology	 Assistive technology 	- Assistive technology	 Assistive technology
	- Behavior management	- Behavior management	- Behavior management	- Behavior management
	plan	plan	plan	plan
	- Center-Based Instruction	- Center-Based Instruction	- Center-Based Instruction	- Center-Based Instruction
	the state of the s		the state of the s	
	- Check work frequently	- Check work frequently	- Check work frequently for	- Check work frequently
	for understanding	for understanding	understanding	for understanding
	 Extended time on tests/ 	 Extended time on tests/ 	 Extended time on tests/ 	 Extended time on tests/
	quizzes	<mark>quizzes</mark>	quizzes	quizzes
	 Have student repeat 	 Have student repeat 	 Have student repeat 	 Have student repeat
	directions to check for	directions to check for	directions to check for	directions to check for
	understanding	understanding	understanding	understanding
	 Highlighted text visual 	 Highlighted text visual 	 Highlighted text visual 	 Highlighted text visual
	presentation	presentation	presentation	presentation
	 Modified assignment 	 Modified assignment 	- Modified assignment	 Modified assignment
	format	format	format	format
	- Modified test content	- Modified test content	- Modified test content	- Modified test content
	- Modified test format	- Modified test format	- Modified test format	- Modified test format
	- Modified test length	- Modified test length	- Modified test length	- Modified test length
				- Multiple test sessions
	- Multiple test sessions	- Multiple test sessions	- Multiple test sessions	· · · · · · · · · · · · · · · · · · ·
	- Multi-sensory	- <mark>Multi-sensory</mark>	- Multi-sensory	- Multi-sensory
	presentation	presentation	presentation	presentation
	- Preferential seating	 Preferential seating 	- Preferential seating	- Preferential seating
	- Preview of content,	 Preview of content, 	 Preview of content, 	 Preview of content,
	concepts, and vocabulary	concepts, and vocabulary	concepts, and vocabulary	concepts, and
	- Reduced/shortened	- Reduced/shortened	 Reduced/shortened 	<mark>vocabulary</mark>
	reading assignments	reading assignments	reading assignments	 Reduced/shortened
	 Shortened assignments 	 Shortened assignments 	 Shortened assignments 	reading assignments
	 Student working with an 	- Student working with an	 Student working with an 	- Shortened assignments
	assigned partner	assigned partner	assigned partner	 Student working with an
	- Teacher initiated weekly	- Teacher initiated weekly	- Teacher initiated weekly	assigned partner
	Toucher initiated Weekly	reaction initiated weekly	reaction initiated vicelity	assigned parener

assignment sheet Use open book, study quides, test prototypes Choice of books or activities Cubing activities **Exploration by interest** Flexible grouping Goal setting with students Mini workshops to reteach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials

ELL

Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information Usina videos, illustrations, pictures, and drawings to explain or clarify allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Allowing students to correct errors (looking for understanding) Allowing the use of note cards or open-book during testing Decreasing the amount of work presented or required

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Teacher initiated weekly assignment sheet Use open book, study quides, test prototypes Choice of books or activities Cubing activities Exploration by interest Flexible grouping Goal setting with students Mini workshops to reteach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials

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Having peers take notes or providing a copy of the teacher's notes Modifying tests to reflect selected objectives Providing study guides Reducing or omitting lengthy outside reading assignments Reducing the number of answer choices on a multiple choice test Tutoring by peers Using computer word processing spell check and grammar check **features** Using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Allowing students to select from given choices
- Allowing the use of note cards or open-book during testing Collaborating (general education teacher and

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Collaborating (general

education teacher and

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during testing

Collaborating (general

specialist) to modify	specialist) to modify	specialist) to modify	education teacher and
vocabulary, omit or	vocabulary, omit or	vocabulary, omit or	specialist) to modify
modify items to reflect	modify items to reflect	modify items to reflect	vocabulary, omit or
objectives for the	objectives for the	objectives for the	modify items to reflect
student, eliminate	<mark>student, eliminate</mark>	student, eliminate	objectives for the
sections of the test, and	sections of the test, and	sections of the test, and	<mark>student, eliminate</mark>
determine how the grade	determine how the grade	determine how the grade	sections of the test, and
will be determined prior	will be determined prior	will be determined prior	determine how the grade
to giving the test	to giving the test	to giving the test	will be determined prior
 decreasing the amount of 	 decreasing the amount of 	 decreasing the amount of 	to giving the test
work presented or	<mark>work presented or</mark>	work presented or	 decreasing the amount
<mark>required .</mark>	<mark>required .</mark>	required .	<mark>of work presented or</mark>
 Having peers take notes 	 Having peers take notes 	 Having peers take notes 	<mark>required .</mark>
or providing a copy of	or providing a copy of	or providing a copy of the	 Having peers take notes
the teacher's notes	the teacher's notes	teacher's notes	or providing a copy of
 Marking students' correct 	 Marking students' correct 	 Marking students' correct 	the teacher's notes
and acceptable work, not	and acceptable work, not	and acceptable work, not	 Marking students'
the mistakes	the mistakes	the mistakes	correct and acceptable
 Modifying tests to reflect 	 Modifying tests to reflect 	 Modifying tests to reflect 	work, not the mistakes
selected objectives	selected objectives	selected objectives	 Modifying tests to reflect
 Providing study guides 	 Providing study guides 	 Providing study guides 	selected objectives
 Reducing or omitting 	- Reducing or omitting	- Reducing or omitting	 Providing study guides
lengthy Outside reading	lengthy Outside reading	lengthy Outside reading	- Reducing or omitting
<mark>assignments</mark>	<mark>assignments</mark>	<mark>assignments</mark>	lengthy Outside reading
- Reducing the number of	- Reducing the number of	 Reducing the number of 	<mark>assignments</mark>
answer choices on a	<mark>answer choices on a</mark>	<mark>answer choices on a</mark>	- Reducing the number of
multiple choice test	multiple choice test	multiple choice test	<mark>answer choices on a</mark>
 Tutoring by peers 	- Tutoring by peers	- Tutoring by peers	multiple choice test
- Using authentic	- Using authentic	- Using authentic	- Tutoring by peers
assessments with real-	assessments with real-	assessments with real-life	- Using authentic
life problem-solving	life problem-solving	problem-solving	assessments with real-
- Using true/false,	- Using true/false,	- Using true/false,	life problem-solving
matching, or fill in the	matching, or fill in the	matching, or fill in the	- Using true/false,
blank tests in lieu of	blank tests in lieu of	blank tests in lieu of	matching, or fill in the
essay tests	essay tests	essay tests	blank tests in lieu of
using videos,	using videos,	- using videos, illustrations,	essay tests
illustrations, pictures,	illustrations, pictures,	pictures, and drawings to	using videos,
and drawings to explain	and drawings to explain	explain or clarify	illustrations, pictures,
or clarify	or clarify	- Choice of books or	and drawings to explain
 Choice of books or activities 	 Choice of books or activities 	activities - Cubing activities	or clarify - Choice of books or
- Cubing activities	- Cubing activities	- Exploration by interest	activities
- Exploration by interest	- Exploration by interest	Flexible grouping	- Cubing activities
- Flexible grouping	- Flexible grouping	Goal setting with	- Exploration by interest
Goal setting with	- Goal setting with	students	- Flexible grouping
students	students	Jigsaw	- Goal setting with
Students	Stauents	Jigsaw	Godi Setting With

	Jigsaw Mini wankahana ta ya
	Mini workshops to re- teach or extend skills
	Open-ended activities
	Think-Pair-Share
	Varied supplemental
	materials
c	Gifted and Talented
•	Alternative formative and
	summative assessments
	Choice boards
	Games and tournaments
	Group investigations
	Independent research
	and projects Interest groups
	Learning contracts
	Leveled rubrics
	Literature circles
	Multiple intelligence
	options
	Multiple texts
	Personal agendas Project-based learning
	Problem-based learning
	Stations/centers
	Think-Tac-Toes

and

Tiered activities/assignments Tiered products Varying organizers for instructions Printed copy of board

504

work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding

Jigsaw Mini workshops to reteach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials

Gifted and Talented

Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Independent research and projects Interest groups Learning contracts Leveled rubrics Literature circles Multiple intelligence options

- Multiple texts Personal agendas
- Project-based learning Problem-based learning
- Stations/centers
- Think-Tac-Toes Tiered
- activities/assignments
- Tiered products
- Varying organizers for instructions

504

Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding

Mini workshops to reteach or extend skills Open-ended activities Think-Pair-Share Varied supplemental **materials**

Gifted and Talented

Alternative formative and summative assessments Choice boards Games and tournaments

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- Project-based learning Problem-based learning
- Stations/centers Think-Tac-Toes
- Tiered
- activities/assignments Tiered products
- Varying organizers for instructions

504

- Printed copy of board work/notes provided Additional time for skill mastery
- Assistive technology Behavior management
 - plan
- Center-Based Instruction Check work frequently for understanding
- Extended time on tests/

students Jigsaw

- Mini workshops to reteach or extend skills Open-ended activities Think-Pair-Share
- Varied supplemental materials

Gifted and Talented

Alternative formative and summative assessments

Choice boards

- Games and tournaments Group investigations
- Independent research and projects Interest groups
- Learning contracts
- Leveled rubrics Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes Tiered
- activities/assignments Tiered products
- Varying organizers for instructions

504

- Printed copy of board work/notes provided Additional time for skill mastery
- Assistive technology
- Behavior management plan Center-Based Instruction

SUPPLEMENTAL	EnVision	EnVision	EnVision	EnVision
AND	GO Math	GO Math	GO Math	GO Math
INSTRUCTIONAL	Materials	Materials	Materials	Materials
				 Varied supplemental materials
				- Think-Pair-Share
	<mark>materials</mark>	materials		Open-ended activities
	 Varied supplemental 	- Varied supplemental	<mark>materials</mark>	teach or extend skills
	- Think-Pair-Share	- Think-Pair-Share	- Varied supplemental	- Mini workshops to re-
	Open-ended activities	Open-ended activities	- Think-Pair-Share	students
	teach or extend skills	teach or extend skills	Open-ended activities	- Goal setting with
	 Mini workshops to re- 	 Mini workshops to re- 	<mark>teach or extend skills</mark>	 Flexible grouping
	<mark>students</mark>	students	 Mini workshops to re- 	 Exploration by interest
	 Goal setting with 	 Goal setting with 	students	 Cubing activities
	- Flexible grouping	- Flexible grouping	- Goal setting with	activities activities
	 Exploration by interest 	 Exploration by interest 	- Flexible grouping	- Choice of books or
	 Cubing activities 	 Cubing activities 	 Exploration by interest 	guides, test prototypes
	activities	activities	- Cubing activities	 Use open book, study
	- Choice of books or	- Choice of books or	activities	assignment sheet
	guides, test prototypes	guides, test prototypes	- Choice of books or	- Seacher initiated weekl
	- Use open book, study	- Use open book, study	guides, test prototypes	assigned partner
	assignment sheet	assignment sheet	- Use open book, study	Student working with a
	- Seacher initiated weekly	- Seacher initiated weekly	assignment sheet	 Shortened assignments
	assigned partner	assigned partner	- Seacher initiated weekly	reading assignments
	Student working with an	Shortened assignmentsStudent working with an	assigned partner	vocabulary - Reduced/shortened
	reading assignments - Shortened assignments	reading assignments	Shortened assignmentsStudent working with an	concepts, and
	- Reduced/shortened	- Reduced/shortened	reading assignments	- Preview of content,
	concepts, and vocabulary	concepts, and vocabulary		- Preferential seating
	Preview of content,	- Preview of content,	concepts, and vocabulary	presentation
	- Preferential seating	- Preferential seating	- Preview of content,	- Multi-sensory
	presentation	presentation	- Preferential seating	- Multiple test sessions
	- <mark>Multi-sensory</mark>	- <mark>Multi-sensory</mark>	presentation	 Modified test length
	 Multiple test sessions 	- Multiple test sessions	- <mark>Multi-sensory</mark>	 Modified test format
	 Modified test length 	 Modified test length 	 Multiple test sessions 	 Modified test content
	 Modified test format 	 Modified test format 	 Modified test length 	<mark>format</mark>
	 Modified test content 	 Modified test content 	 Modified test format 	 Modified assignment
	format	format	 Modified test content 	presentation
	- Modified assignment	- Modified assignment	format	 Highlighted text visual
	presentation	presentation	- Modified assignment	understanding
	- Highlighted text visual	- Highlighted text visual	presentation	directions to check for
	understanding	understanding	- Highlighted text visual	 Have student repeat
	directions to check for	directions to check for	understanding	quizzes
	quizzes - Have student repeat	quizzes - Have student repeat	 Have student repeat directions to check for 	for understanding Extended time on tests,
	Extended time on tests/	- Extended time on tests/	quizzes	- Check work frequently

MATERIALS/	Anchor Charts	Anchor Charts	Anchor Charts	Anchor Charts
LEVELED TEXTS	Manipulatives	Manipulatives	Manipulatives	Manipulatives
	Games	Games	Games	Games
	Technology devices	Technology devices	Technology devices	Technology devices
	Prodigy	Prodigy	Prodigy	Prodigy
	NJCTL	NJCTL	NJCTL	NJCTL
	Multiplication Chart	Multiplication Chart	Multiplication Chart	Multiplication Chart
	Division Chart	Division Chart	Division Chart	Division Chart
	Reflex Math	Reflex Math	Reflex Math	Reflex Math
	IXL	IXL	IXL	IXL
	Deck of Cards	Deck of Cards	Deck of Cards	Deck of Cards
	Place Value Chart for			
	decimals	Leveled Texts	Leveled Texts	Leveled Texts
		Scholastic Math Reads	Scholastic Math Reads	Scholastic Math Reads
	Leveled Texts	Picture books that pertain	Picture books that pertain	Picture books that pertain
	Scholastic Math Reads	to topic talk	to topic talk	to topic talk
	Picture books that pertain			
	to topic talk			
INTERDISCIPLINARY	Interdisciplinary	Interdisciplinary	Interdisciplinary	Interdisciplinary
CONNECTIONS	Connections (select all	Connections (select all	Connections (select all	Connections (select all
	the apply, add more as			
21ST CENTURY	necessary, delete those	necessary, delete those	necessary, delete those	necessary, delete those
SKILLS/THEMES	that do not apply)			
(P21.ORG)	 English Language Arts 			
	- Mathematics	- Mathematics	- Mathematics	- Mathematics
TECHNOLOGY	 Science and Scientific 			
INTEGRATION	Inquiry (Next	Inquiry (Next	Inquiry (Next Generation)	Inquiry (Next
CAREER	Generation)	Generation)	 Social Studies, including 	Generation)
CAREER	 Social Studies, including 	 Social Studies, including 	American History, World	 Social Studies, including
EDUCATION	American History, World	American History, World	History, Geography,	American History, World
(NJDOE CTE	History, Geography,	History, Geography,	Government and Civics,	History, Geography,
Clusters)	Government and Civics,	Government and Civics,	and Economics	Government and Civics,
	and Economics	and Economics	- Technology	and Economics
	- Technology	- Technology	- World languages	- Technology
	 Visual and Performing 	 World languages 		 Visual and Performing
	Arts		21st Century Skills/	<mark>Arts</mark>
	- World languages	21st Century Skills/	Themes (select all	- World languages
		Themes (select	the apply, add	
	21st Century Skills/	all the apply, add	more as	21st Century Skills/
	Themes (select	more as	necessary, delete	Themes (select
	all the apply, add	necessary, delete	those that do not	all the apply, add
	more as	those that do not	apply)	more as
	necessary, delete	apply)	- Global Awareness	necessary, delete
	those that do not	- Global Awareness	- Financial, Economic,	those that do not
	apply)	- Financial, Economic,	Business and	apply)
	- Global Awareness	Business and	Entrepreneurial Literacy	- Global Awareness

Financial, Economic,
Business and
Entrepreneurial Literacy
Civic Literacy
Health Literacy
Environmental Literacy
Creativity and Innovation
Critical Thinking
Problem Solving
Communication
Collaboration
ICT (Information,
Communication and
Technology) Literacy

Technology Integration

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Extra Math

Career Education (select
all the apply, add more
as necessary, delete
those that do not apply)

- Agriculture, Food & Natural Resources
- Architecture &
- Construction
 Arts A/V Tochnol
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public
- Administration
- Health Science
- Hospitality & Tourism Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
 Marketing

Entrepreneurial Literacy

Civic Literacy Health Literacy

Environmental Literacy

- Creativity and Innovation

Critical Thinking
Problem Solving

Communication

Information Literacy

ICT (Information, Communication and Technology) Literacy

Technology Integration

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Extra Math

Career Education (select
all the apply, add more
as necessary, delete
those that do not apply)

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology &
- Communications
- Business Management &
- Administration

 Education & Training
- Finance
- Government & Public
- Administration Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
 Law, Public Safety,
- Corrections & Security
- Manufacturing Marketing
- Science, Technology, Engineering &

Civic Literacy

Health Literacy

Environmental Literacy
Creativity and Innovation

Creativity and Innovation
Critical Thinking

Problem Solving

Communication

Collaboration
Information Literacy

Media Literacy
ICT (Information,
Communication and

Technology) Literacy

Technology Integration Go Math

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Career Education (select all the apply, add more as necessary, delete those that do not apply)

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Business Management & Administration
- Finance
- Government & Public
- Administration
 Hospitality & Tourism
- Human Services
 Information Technology
- Information Technology Law, Public Safety,
- Corrections & Security
- Manufacturing Marketing
- Science, Technology,
- Engineering &
- Mathematics (STEM)
 Transportation,
- Distribution & Logistics

Financial, Economic, Business and Entrepreneurial Literacy

Civic Literacy
Health Literacy

Environmental Literacy

Creativity and Innovation

Critical Thinking

Problem Solving

Communication Collaboration

Information Literacy

Media Literacy

ICT (Information,

Communication and Technology) Literacy

Technology Integration

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Prodigy
Reflex
Google Classroom
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Extra Math

Career Education
(select all the apply,
add more as necessary,
delete those that do not
apply)

Agriculture, Food & Natural Resources

- Architecture &
- Construction
 Arts, A/V Technology &
- Communications

 Business Management &
- Business Management & Administration
- Education & Training
- Finance
- Government & Public

Administration Human Services

Information Technology

Manufacturing Marketing

- Scienc	ce, Technology,	Mathematics (STEM)	-	Science, Technology,
Engin Engin	<mark>eering &</mark> -	Transportation,		Engineering &
Mathe	ematics (STEM)	Distribution & Logistics		Mathematics (STEM)
- Trans	portation,			
<mark>Distril</mark>	oution & Logistics			