

**Quinton Township School District**  
**Math**  
**Grade 4**

**Pacing Chart/Curriculum MAP**

**Key:** **Technology** **Careers** **Interdisciplinary Studies**

<b>Marking Period:</b>	1	<b>Unit Title:</b>	Topic 1: Generalize Place Value Understanding	<b>Pacing:</b>	9 days
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**Unit Summary:** Topic 1 extends understanding of place value from 1,000 to 1,000,000. Relationships between the values of digits in different places are developed and used to compare and round numbers.

**Objectives:**  
Read and write numbers through one million in expanded form, with numerals, and using number names.  
Recognize the relationship between adjacent digits in a multi-digit number.  
Use place value to compare multi-digit whole numbers.  
Use place value to round multi-digit numbers.  
Use previously learned concepts and skills to construct arguments about place value.

**Essential Questions:**

What are some ways to write numbers to one million?

How are place values related to each other?

How do you compare numbers?

How can you round numbers?

How can you construct arguments?

**New Jersey Student Learning Standards**

**Mathematics Learning Targets:** 4.NBT.A.1, 4.NBT.A.2, 4.NBT.A.3

**Mathematics Practices:** MP.1, MP.2, MP.3, MP.4, MP.5, MP.6, MP.7, MP.8

**Cross Curricular Standards:** 4-ESS2-1, 8.1.5.AP.1, 9.4.5.CI.3, 9.4.5.CT.1, 9.4.5.CT.4

**Overview of Activities**

**Teacher's Guide/ Resources**

**Core Instructional  
Materials**

**Technology Infusion**

<p>Lesson 1-1 - Numbers Through One Million</p> <p>Lesson 1-2 - Place Value Relationships</p> <p>Lesson 1-3 Compare Whole Numbers</p> <p>Lesson 1-4 Round Whole Numbers</p> <p>Lesson 1-5 Problem Solving: Construct Arguments</p>	<p>enVision Mathematics Teacher's Edition Topic 1</p>	<p>Teacher Edition</p> <p>student workbooks</p> <p>student notebooks</p> <p>whiteboards/markers</p> <p>Place value charts</p>	<p>Smart Board Applications</p> <p>Google Applications</p> <p>Savvas Realize Visual Learning Animation Plus</p> <p>ChromeBook</p> <p>IXL.com</p> <p>Sundog.com</p>
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<p style="text-align: center;"><b>Formative Assessment Plan</b></p>	<p style="text-align: center;"><b>Summative Assessment Plan</b></p>
<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Lesson Quick Check</li> <li>● Additional Practice Workbook</li> <li>● Savvas Realize Practice Buddy</li> <li>● IXL skill data</li> <li>● Topic 1 Review</li> <li>● Topic 1 Homework pages</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic 1 Test</li> <li>● Topic 1 Performance Task</li> <li>● MAP Testing for Mathematics</li> </ul> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li>● Place value</li> <li>● Comparing whole numbers</li> <li>● Rounding whole numbers</li> <li>● Constructing math arguments</li> </ul>

**Differentiation**

<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>
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<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan.</li> <li>• Utilize effective amount of wait time.</li> <li>• Hold high expectations.</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components.</li> <li>• Provide step-by-step instructions.</li> <li>• Model and use visuals as often as possible.</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Provide meaningful feedback and utilize teachable moments.</li> <li>• Utilize graphic organizers</li> <li>• Introduce/review study skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations.</li> <li>• Provide English/Native Language Dictionary for use.</li> <li>• Place with native-language-speaking teacher/paraprofessional as available.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Invite student to after-school tutoring sessions.</li> <li>• Utilize formative assessments to drive instruction.</li> <li>• Translate printed communications for parents in native language.</li> <li>• Hold conferences with translator present.</li> <li>• Utilize additional NJDOE resources/recommendations.</li> <li>• Review Special Education listing for additional recommendations.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Fountas and Pinnell Phonics</li> <li>• Support instruction with RTI intervention resources.</li> <li>• Provide after-school tutoring services.</li> <li>• Hold high expectations.</li> <li>• Hold fall and spring parent conferences.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning for growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> </ul>
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**Quinton Township School District  
Math  
Grade 4**

**Pacing Chart/Curriculum MAP**

**Key: Technology Careers Interdisciplinary Studies**

<b>Marking Period:</b>	1	<b>Unit Title:</b>	Topic 2: Fluently Add and Subtract Multi-Digit Whole Numbers	<b>Pacing:</b>	12 days
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**Unit Summary:** Topic 2 focuses on developing fluency with the standard algorithms for addition and subtraction.

**Objectives:**

- Add and subtract whole numbers mentally using a variety of methods.
- Round greater whole numbers to estimate sums and differences.
- Add 3-digit numbers using place-value concepts and the standard algorithm.
- Add numbers to one million with and without regrouping using the standard algorithm.
- Use place value and the standard algorithm to subtract whole numbers.
- Use place value and an algorithm to subtract whole numbers.
- Use number sense and regrouping to subtract across zeros.
- Use previously learned concepts and skills to reason abstractly and make sense of quantities and their relationships in problem situations.

**Essential Questions:**

How can you use mental math to solve problems?  
How can you estimate sums and differences of whole numbers?  
How do you add whole numbers efficiently?  
How do you add greater numbers?  
How can you subtract whole numbers efficiently?  
How do you subtract greater numbers efficiently?  
How do you subtract across zeros?  
How can you use quantitative reasoning to solve problems?

**New Jersey Student Learning Standards**

**Mathematics Learning Targets:** 4.NBT.B.4, 4.OA.A.3

**Mathematics Practices:** MP.1, MP.2, MP.3, MP.4, MP.5, MP.6, MP.7, MP.8

**Cross Curricular Standards:** 4-PS3-1, 8.1.5.AP.1, 9.4.5.CI.3, 9.4.5.CT.1, 9.4.5.CT.4

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
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<p>Lesson 2-1 - Finding Sums and Differences with Mental Math</p> <p>Lesson 2-2 - Estimate Sums and Differences</p> <p>Lesson 2-3 - Add Whole Numbers</p> <p>Lesson 2-4 - Add Greater Numbers</p> <p>Lesson 2-5 - Subtract Whole Numbers</p> <p>Lesson 2-6 - Subtract Greater Numbers</p> <p>Lesson 2-7 - Subtract Across Zeros</p> <p>Lesson 2-8 - Problem Solving: Reasoning</p>	<p>enVision Mathematics Teacher Edition Topic 2</p>	<p>Teacher Edition</p> <p>student workbooks</p> <p>student notebooks</p> <p>whiteboards/markers</p> <p>Place value charts</p>	<p>Smart Board Applications</p> <p>Google Applications</p> <p>Savvas Realize Visual Learning Animation Plus</p> <p>ChromeBook</p> <p>IXL.com</p> <p>Sumog.com</p>
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**Formative Assessment Plan**

**Summative Assessment Plan**

<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Lesson Quick Check</li> <li>● Additional Practice Workbook</li> <li>● Savvas Realize Practice Buddy</li> <li>● IXL.com</li> <li>● Topic 2 Review</li> <li>● Topic 2 Homework Pages</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic 2 Test</li> <li>● Topic 2 Performance Task</li> </ul> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li>● Add whole numbers with a variety of strategies</li> <li>● Subtract whole numbers with a variety of strategies</li> <li>● Estimate sums and differences</li> <li>● Problem solve using reasoning</li> </ul>
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**Differentiation**

<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>
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<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan.</li> <li>• Utilize effective amount of wait time.</li> <li>• Hold high expectations.</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components.</li> <li>• Provide step-by-step instructions.</li> <li>• Model and use visuals as often as possible.</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Provide meaningful feedback and utilize teachable moments.</li> <li>• Utilize graphic organizers</li> <li>• Introduce/review study skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations.</li> <li>• Provide English/Native Language Dictionary for use.</li> <li>• Place with native-language-speaking teacher/paraprofessional as available.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Invite student to after-school tutoring sessions.</li> <li>• Utilize formative assessments to drive instruction.</li> <li>• Translate printed communications for parents in native language.</li> <li>• Hold conferences with translator present.</li> <li>• Utilize additional NJDOE resources/recommendations.</li> <li>• Review Special Education listing for additional recommendations.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Fountas and Pinnell Phonics</li> <li>• Support instruction with RTI intervention resources.</li> <li>• Provide after-school tutoring services.</li> <li>• Hold high expectations.</li> <li>• Hold fall and spring parent conferences.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning for growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> </ul>
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**Quinton Township School District  
Math  
Grade 4**

**Pacing Chart/Curriculum MAP**

**Key: Technology Careers Interdisciplinary Studies**

<b>Marking Period:</b>	1	<b>Unit Title:</b>	Topic 3: Use Strategies and Properties to Multiply by 1-Digit Numbers	<b>Pacing:</b>	14 days
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**Unit Summary:** Topic 3 focuses on developing understanding of multiplying multi-digit numbers by 1-digit numbers using strategies based on place value and the properties of operations.

**Objectives:**

- Multiply multiples of 10, 100, and 1,000 using mental math and place-value strategies.
- Use rounding to estimate products, and check if answers are reasonable.
- Use arrays and partial products to multiply 2-digit and 3-digit numbers by 1-digit numbers.
- Use area models and the Distributive Property to multiply larger numbers.
- Use place value and partial products to multiply 3 and 4-digit numbers by 1-digit numbers.
- Use place value and properties of operations to multiply mentally.
- Choose an appropriate strategy to multiply 2, 3 and 4-digit numbers by 1-digit numbers.
- Use previously learned concepts and skills to represent and solve problems.

**Essential Questions:**

How can you multiply by multiples of 10, 100, and 1,000?

How can you estimate when you multiply?

How can you use an array and partial products to multiply?

How can you use an area model and partial products to multiply?

How do you multiply with greater numbers?

How can you multiply mentally?

What strategy will you use to multiply?

How can you represent a situation with a math model?

**New Jersey Student Learning Standards**

**Mathematics Learning Targets:** 4.NBT.B.5, 4.OA.A.2, 4.OA.A.3,

**Mathematics Practices:** MP.1, MP.2, MP.3, MP.4, MP.5, MP.6, MP.7

**Cross Curricular Standards:** 4-ESS2-2, 8.1.5.AP.1, 9.4.5.CI.3, 9.4.5.CT.1, 9.4.5.CT.4

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
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<p>Lesson 3-1 - Multiply by Multiples of 10, 100 and 1,000</p> <p>Lesson 3-2 - Estimate Products</p> <p>Lesson 3-3 - Use Arrays and Partial Products to Multiply</p> <p>Lesson 3-4 - Use Area Models and Partial Products to Multiply</p> <p>Lesson 3-5 - More Use Area Models and Partial Products to Multiply</p> <p>Lesson 3-6 - Mental Math Strategies for Multiplication</p> <p>Lesson 3-7 - Choose a Strategy to Multiply</p> <p>Lesson 3-8 - Problem Solving: Model with Math</p>	<p>enVision Mathematics Teacher Edition Topic 3</p>	<p>Teacher Edition</p> <p>student workbooks</p> <p>student notebooks</p> <p>whiteboards/markers</p> <p>Place value blocks</p>	<p>Smart Board Applications</p> <p>Google Applications</p> <p>Savvas Realize Visual Learning Animation Plus</p> <p>ChromeBook</p> <p>IXL.com</p> <p>Sundog.com</p>
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<p><b>Formative Assessment Plan</b></p>	<p><b>Summative Assessment Plan</b></p>
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<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Lesson Quick Check</li> <li>● Additional Practice Workbook</li> <li>● SAVVAS Realize Practice Buddy</li> <li>● IXL.com</li> <li>● Topic 3 Review</li> <li>● Topic 3 Homework Pages</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic 3 Test</li> <li>● Topic 3 Performance Task</li> </ul> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li>● Using multiple strategies to multiply 1-digit numbers</li> <li>● Estimate products</li> <li>● Problem solving using models</li> </ul>
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**Differentiation**

<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>
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<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan.</li> <li>• Utilize effective amount of wait time.</li> <li>• Hold high expectations.</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components.</li> <li>• Provide step-by-step instructions.</li> <li>• Model and use visuals as often as possible.</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Provide meaningful feedback and utilize teachable moments.</li> <li>• Utilize graphic organizers</li> <li>• Introduce/review study skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations.</li> <li>• Provide English/Native Language Dictionary for use.</li> <li>• Place with native-language-speaking teacher/paraprofessional as available.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Invite student to after-school tutoring sessions.</li> <li>• Utilize formative assessments to drive instruction.</li> <li>• Translate printed communications for parents in native language.</li> <li>• Hold conferences with translator present.</li> <li>• Utilize additional NJDOE resources/recommendations.</li> <li>• Review Special Education listing for additional recommendations.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Fountas and Pinnell Phonics</li> <li>• Support instruction with RTI intervention resources.</li> <li>• Provide after-school tutoring services.</li> <li>• Hold high expectations.</li> <li>• Hold fall and spring parent conferences.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning for growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> </ul>
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**Quinton Township School District  
Math  
Grade 4**

**Pacing Chart/Curriculum MAP**

**Key: Technology Careers Interdisciplinary Studies**

<b>Marking Period:</b>	1	<b>Unit Title:</b>	Topic 4: Use Strategies and Properties to Multiply by 2-Digit Numbers	<b>Pacing:</b>	12 days
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**Unit Summary:** Topic 4 focuses on developing understanding of multiplying multi-digit numbers by 2-digit numbers using strategies based on place value and the properties of operations.

**Objectives:**

- Use mental-math strategies to multiply 2-digit multiples of 10 by 2-digit multiples of 10.
- Use models and properties of operations to multiply 2-digit numbers by multiples of 10.
- Use rounding or compatible numbers to estimate products of two 2-digit numbers.
- Use arrays, place value, partial products, and properties of operations to multiply two 2-digit numbers.
- Use the Distributive Property and an area model to multiply two 2-digit numbers.
- Use place value and partial products to calculate products of 2-digit by 2-digit multiplication problems.
- Make sense of problems and persevere in solving them.

**Essential Questions:**

How can you multiply by multiples of 10?

How can you use an array or an area model to multiply?

What strategies can I use when estimating?

How can you multiply using an array?

How can you use the Distributive Property to multiply?

How can you record multiplication?

How can you make sense of and persevere in solving problems with more than one step?

**New Jersey Student Learning Standards**

**Mathematics Learning Targets: 4.NBT.B.5, 4.OA.A.3, 4.MD.A.3**

**Mathematics Practices: MP.1, MP.2, MP.3, MP.4, MP.5, MP.6, MP.7**

**Cross Curricular Standards: 4-ESS3-1, 4-PS3-2, 8.1.5.AP.1, 9.4.5.CI.3, 9.4.5.CT.1, 9.4.5.CT.4**

**Overview of Activities**

**Teacher's Guide/ Resources**

**Core Instructional  
Materials**

**Technology Infusion**

<p>Lesson 4-1 Multiply Multiples of 10</p> <p>Lesson 4-2 Use Models to Multiply 2-Digit Numbers by Multiples of 10</p> <p>Lesson 4-3 Estimate: Use Rounding or Compatible Numbers</p> <p>Lesson 4-4 Arrays and Partial Products</p> <p>Lesson 4-5 Area Models and Partial Products</p> <p>Lesson 4-6 Use Partial Products to Multiply by 2-Digit Numbers</p> <p>Lesson 4-7 Problem Solving: Make Sense and Persevere</p>	<p>enVision Mathematics Teacher Edition Topic 4</p>	<p>Teacher Edition</p> <p>student workbooks</p> <p>student notebooks</p> <p>whiteboards/markers</p> <p>¼-inch grid paper</p>	<p>Smart Board Applications</p> <p>Google Applications</p> <p>Savvas Realize Visual Learning Animation Plus</p> <p>ChromeBook</p> <p>IXL.com</p> <p>Sundog.com</p>
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<p><b>Formative Assessment Plan</b></p>	<p><b>Summative Assessment Plan</b></p>
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<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Lesson Quick Check</li> <li>● Additional Practice Workbook</li> <li>● Savvas Realize Practice Buddy</li> <li>● IXL.com</li> <li>● Topic 4 Review</li> <li>● Topic 4 Homework Pages</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Chapter 4 Test</li> <li>● Topic 4 Performance Task</li> </ul> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li>● Multiply multiples of 10</li> <li>● Estimate 2-digit multiplication</li> <li>● Use a variety of strategies to multiply 2-digit numbers</li> <li>● Problem solve</li> </ul>
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**Differentiation**

<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>
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<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan.</li> <li>• Utilize effective amount of wait time.</li> <li>• Hold high expectations.</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components.</li> <li>• Provide step-by-step instructions.</li> <li>• Model and use visuals as often as possible.</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Provide meaningful feedback and utilize teachable moments.</li> <li>• Utilize graphic organizers</li> <li>• Introduce/review study skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations.</li> <li>• Provide English/Native Language Dictionary for use.</li> <li>• Place with native-language-speaking teacher/paraprofessional as available.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Invite student to after-school tutoring sessions.</li> <li>• Utilize formative assessments to drive instruction.</li> <li>• Translate printed communications for parents in native language.</li> <li>• Hold conferences with translator present.</li> <li>• Utilize additional NJDOE resources/recommendations.</li> <li>• Review Special Education listing for additional recommendations.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Fountas and Pinnell Phonics</li> <li>• Support instruction with RTI intervention resources.</li> <li>• Provide after-school tutoring services.</li> <li>• Hold high expectations.</li> <li>• Hold fall and spring parent conferences.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning for growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> </ul>
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**Quinton Township School District  
Math  
Grade 4**

**Pacing Chart/Curriculum MAP**

**Key: Technology Careers Interdisciplinary Studies**

<b>Marking Period:</b>	2	<b>Unit Title:</b>	Topic 5: Use Strategies and Properties to Divide by 1-Digit Numbers	<b>Pacing:</b>	15 days
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**Unit Summary:** Topic 5 focuses on developing understanding of finding whole-number quotients and remainders with up to four-digit dividends and 1-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.

**Objectives:**

- Use mental math and place-value strategies to divide multiples of 10 and 100 by 1-digit divisors.
- Use compatible numbers to estimate quotients.
- Use place-value patterns and division facts to estimate quotients for 4-digit dividends.
- Solve division problems and interpret remainders.
- Use partial quotients to divide.
- Use partial quotients and place-value understandings to divide with greater dividends.
- Use place value and models to divide 2- and 3-digit numbers by 1-digit numbers.
- Continue to use place value and sharing to divide 2- and 3-digit numbers by 1-digit numbers.
- Choose a strategy to divide that follows a series of steps to break division into simpler calculations.
- Use previously learned concepts and skills to model and solve problems.

**Essential Questions:**

How can you divide mentally?

How can you estimate quotients to solve problems?

How can you estimate quotients using patterns and place value?

After dividing, what do you do with the remainder?

How can you use partial quotients to solve division problems?

How can you use partial quotients to divide greater dividends?

How can place value help you divide?

How can you record division with a 1-digit divisor?

How do you choose a strategy to divide?

How can you apply math you know to solve problems?

**New Jersey Student Learning Standards**

**Mathematics Learning Targets:** 4.NBT.B.6, 4.OA.A.3, 4.NBT.B.5

**Mathematics Practices:** MP.1, MP.2, MP.3, MP.4, MP.5, MP.6, MP.7

**Cross Curricular Standards:** 4-PS3-2, 8.1.5.AP.1, 9.4.5.CI.3, 9.4.5.CT.1, 9.4.5.CT.4

**Overview of Activities**

**Teacher's Guide/ Resources**

**Core Instructional  
Materials**

**Technology Infusion**

<p>Lesson 5-1 Mental Math: Find Quotients</p> <p>Lesson 5-2 Mental Math: Estimate Quotients</p> <p>Lesson 5-3 Mental Math: Estimate Quotients for Greater Dividends</p> <p>Lesson 5-4 Interpret Remainders</p> <p>Lesson 5-5 Use Partial Quotients to Divide</p> <p>Lesson 5-6 Use Partial Quotients to Divide: Greater Dividends</p> <p>Lesson 5-7 Use Sharing to Divide</p> <p>Lesson 5-8 Continue Sharing to Divide</p> <p>Lesson 5-9 Choose a Strategy to Divide</p> <p>Lesson 5-10 Problem Solving: Model with Math</p>	<p>enVision Mathematics Teacher Edition Topic 5</p>	<p>Teacher Edition</p> <p>student workbooks</p> <p>student notebooks</p> <p>whiteboards/markers</p> <p>2 color counters</p>	<p>Smart Board Applications</p> <p>Google Applications</p> <p>Savvas Realize Visual Learning Animation Plus</p> <p>ChromeBook</p> <p>IXL.com</p> <p>Sundog.com</p>
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Formative Assessment Plan	Summative Assessment Plan
<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Lesson Quick Check</li> <li>● Additional Practice Workbook</li> <li>● Savvas Realize Practice Buddy</li> <li>● IXL.com</li> <li>● Topic 5 Review</li> <li>● Topic 5 Homework Pages</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic 5 Test</li> <li>● Topic 5 Performance Task</li> </ul> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li>● Use a variety of strategies to divide by 1-digit numbers</li> <li>● Estimate quotients</li> <li>● Interpret remainders</li> </ul>

**Differentiation**

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan.</li> <li>• Utilize effective amount of wait time.</li> <li>• Hold high expectations.</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components.</li> <li>• Provide step-by-step instructions.</li> <li>• Model and use visuals as often as possible.</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Provide meaningful feedback and utilize teachable moments.</li> <li>• Utilize graphic organizers</li> <li>• Introduce/review study skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations.</li> <li>• Provide English/Native Language Dictionary for use.</li> <li>• Place with native-language-speaking teacher/paraprofessional as available.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Invite student to after-school tutoring sessions.</li> <li>• Utilize formative assessments to drive instruction.</li> <li>• Translate printed communications for parents in native language.</li> <li>• Hold conferences with translator present.</li> <li>• Utilize additional NJDOE resources/recommendations.</li> <li>• Review Special Education listing for additional recommendations.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Fountas and Pinnell Phonics</li> <li>• Support instruction with RTI intervention resources.</li> <li>• Provide after-school tutoring services.</li> <li>• Hold high expectations.</li> <li>• Hold fall and spring parent conferences.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning for growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> </ul>
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**Quinton Township School District**  
**Math**  
**Grade 4**

**Pacing Chart/Curriculum MAP**

**Key: Technology Careers Interdisciplinary Studies**

<b>Marking Period:</b>	2	<b>Unit Title:</b>	Topic 6: Use Operations with Whole Numbers to Solve Problems	<b>Pacing:</b>	11 days
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**Unit Summary:** Topic 6 focuses on solving word problems using skills developed involving multi-digit whole-number addition, subtraction, multiplication, and division. As students solve word problems, they draw on previously learned meanings of the four operations, and they come to understand how multiplication can be used for comparison.

**Objectives:**

- Interpret comparisons as multiplication or addition equations.
- Use multiplication and division to compare two quantities.
- Model and solve multi-step problems by finding hidden questions and using bar diagrams and equations.
- Model and solve multi-step problems and check that answers are reasonable.
- Solve multi-step problems by writing and solving one or more equations.
- Make sense of multi-step problems and keep working until they are solved.

**Essential Questions:**

How is comparing with multiplication different from comparing with addition?

How can you solve a problem involving multiplication as comparison?

How can you use diagrams and equations to solve multi-step problems?

How can you model and solve multi-step problems?

How can you use equations to solve multi-step problems?

How do you make sense of a multi-step problem and persevere in solving it?

**New Jersey Student Learning Standards**

**Mathematics Learning Targets:** 4.OA.A.1, 4.OA.A.2, 4.NBT.B.5, 4.NBT.B.6, 4.NBT.B.4, 4.OA.A.3

**Mathematics Practices:** MP.1, MP.2, MP.3, MP.4, MP.5, MP.6, MP.7

**Cross Curricular Standards:** 4-PS3-2, 4-ESS3-1, 8.1.5.AP.1, 9.4.5.CI.3, 9.4.5.CT.1, 9.4.5.CT.4

**Overview of Activities**

**Teacher's Guide/ Resources**

**Core Instructional  
Materials**

**Technology Infusion**



Lesson 6-1 Solve Comparison Problems	enVision Mathematics Teacher Edition Topic 6	Teacher Edition	Smart Board Applications
Lesson 6-2 Continue to Solve Comparison Problems		student workbooks	Google Applications
Lesson 6-3 Model Multi-Step Problems		student notebooks	Savvas Realize Visual Learning Animation Plus
Lesson 6-4 More Model Multi-Step Problems		whiteboards/markers	ChromeBook
Lesson 6-5 Solve Multi-Step Problems			IXL.com
Lesson 6-6 Problem Solving: Make Sense and Persevere			Sumdog.com

Formative Assessment Plan	Summative Assessment Plan
<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Lesson Quick Check</li> <li>● Additional Practice Workbook</li> <li>● Savvas Realize Practice Buddy</li> <li>● IXL.com</li> <li>● Topic 6 Review</li> <li>● Topic 6 Homework Pages</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic 6 Test</li> <li>● Topic 6 Performance Review</li> </ul> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li>● Solve comparison problems involving addition, subtraction, multiplication and division</li> <li>● Solve multi-step word problems involving addition, subtraction, multiplication and division</li> </ul>

**Differentiation**

<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>
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<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan.</li> <li>• Utilize effective amount of wait time.</li> <li>• Hold high expectations.</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components.</li> <li>• Provide step-by-step instructions.</li> <li>• Model and use visuals as often as possible.</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Provide meaningful feedback and utilize teachable moments.</li> <li>• Utilize graphic organizers</li> <li>• Introduce/review study skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations.</li> <li>• Provide English/Native Language Dictionary for use.</li> <li>• Place with native-language-speaking teacher/paraprofessional as available.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Invite student to after-school tutoring sessions.</li> <li>• Utilize formative assessments to drive instruction.</li> <li>• Translate printed communications for parents in native language.</li> <li>• Hold conferences with translator present.</li> <li>• Utilize additional NJDOE resources/recommendations.</li> <li>• Review Special Education listing for additional recommendations.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Fountas and Pinnell Phonics</li> <li>• Support instruction with RTI intervention resources.</li> <li>• Provide after-school tutoring services.</li> <li>• Hold high expectations.</li> <li>• Hold fall and spring parent conferences.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning for growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> </ul>
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**Quinton Township School District**  
**Math**  
**Grade 4**

**Pacing Chart/Curriculum MAP**

**Key: Technology Careers Interdisciplinary Studies**

<b>Marking Period:</b>	2	<b>Unit Title:</b>	Topic 7: Factors and Multiples	<b>Pacing:</b>	9 days
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**Unit Summary:** Topic 7 focuses on understanding the meaning of factors and multiples by building on students' understanding of multiplication. The concepts of prime and composite numbers are developed through an understanding of factors.

**Objectives:**

- Use arrays to find the factors of a given whole number.
- Use multiplication to find all the factor pairs for a whole number.
- Use repeated reasoning to generalize how to solve problems that are similar.
- Use factors to determine whether a whole number greater than 1 is prime or composite.
- Use multiplication to find multiples of a given whole number.

**Essential Questions:**

- How can you use arrays to find the factor pairs of a number?
- How can you use multiplication to find the factors of a number?
- How can you use repeated reasoning to find all the factors for a number?
- How can you identify prime and composite numbers?
- How can you find multiples of a number?

**New Jersey Student Learning Standards**

**Mathematics Learning Targets: 4.OA.B.4, 4.NBT.B.5**

**Mathematics Practices: MP.1, MP.2, MP.3, MP.4, MP.6, MP.7**

**Cross Curricular Standards: 4-LS1-1, 8.1.5.AP.1, 9.4.5.CI.3, 9.4.5.CT.1, 9.4.5.CT.4**

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
Lesson 7-1 Understand Factors Lesson 7-2 Factors Lesson 7-3 Problem Solving: Repeated Reasoning Lesson 7-4 Prime and Composite Numbers Lesson 7-5 Multiples	enVision Mathematics Teacher Edition Topic 7	Teacher Edition student workbooks student notebooks whiteboards/markers centimeter grid paper 2-color square counters	Smart Board Applications Google Applications Savvas Realize Visual Learning Animation Plus ChromeBook IXL.com Sumdog.com

Formative Assessment Plan	Summative Assessment Plan
<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Lesson Quick Check</li> <li>● Additional Practice Workbook</li> <li>● Savvas Realize Practice Buddy</li> <li>● IXL.com</li> <li>● Topic 7 Review</li> <li>● Topic 7 Homework Pages</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic 7 Test</li> <li>● Topic 7 Performance Review</li> </ul> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li>● Find factors and multiples for a given number</li> <li>● Determine whether a number is prime or composite</li> <li>● Use repeated reasoning to problem solve</li> </ul>

**Differentiation**

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan.</li> <li>• Utilize effective amount of wait time.</li> <li>• Hold high expectations.</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components.</li> <li>• Provide step-by-step instructions.</li> <li>• Model and use visuals as often as possible.</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Provide meaningful feedback and utilize teachable moments.</li> <li>• Utilize graphic organizers</li> <li>• Introduce/review study skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations.</li> <li>• Provide English/Native Language Dictionary for use.</li> <li>• Place with native-language-speaking teacher/paraprofessional as available.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Invite student to after-school tutoring sessions.</li> <li>• Utilize formative assessments to drive instruction.</li> <li>• Translate printed communications for parents in native language.</li> <li>• Hold conferences with translator present.</li> <li>• Utilize additional NJDOE resources/recommendations.</li> <li>• Review Special Education listing for additional recommendations.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Fountas and Pinnell Phonics</li> <li>• Support instruction with RTI intervention resources.</li> <li>• Provide after-school tutoring services.</li> <li>• Hold high expectations.</li> <li>• Hold fall and spring parent conferences.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning for growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> </ul>
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**Quinton Township School District  
Math  
Grade 4**

**Pacing Chart/Curriculum MAP**

**Key: Technology Careers Interdisciplinary Studies**

<b>Marking Period:</b>	2	<b>Unit Title:</b>	Topic 8: Extend Understanding of Fraction Equivalence and Ordering	<b>Pacing:</b>	12 days
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**Unit Summary:** Topic 8 focuses on recognizing and generating equivalent fractions and on comparing fractions with different numerators and different denominators.

**Objectives:**

- Use area models to recognize and generate equivalent fractions.
- Use a number line to locate and identify equivalent fractions.
- Use multiplication to find equivalent fractions.
- Use division to find equivalent fractions.
- Use benchmarks, area models, and number lines to compare fractions.
- Use models or rename fractions to compare.
- Construct arguments about fractions.

**Essential Questions:**

What are some ways to name the same part of a whole?  
How can you use a number line to explain why fractions are equivalent?  
How can you use multiplication to find equivalent fractions?  
How can you use division to find equivalent fractions?  
How can you use benchmarks to compare fractions?  
How can you compare fractions with unlike denominators?  
How can you construct arguments?

**New Jersey Student Learning Standards**

**Mathematics Learning Targets:** 4.NF.A.1, 4.NBT.B.5, 4.OA.B.4, 4.NBT.B.6, 4.NF.A.2, 4.NF.A.1

**Mathematics Practices:** MP.1, MP.2, MP.3, MP.4, MP.6, MP.7, MP.8

**Cross Curricular Standards:** 4-LS1-2, 8.1.5.AP.1, 9.4.5.CI.3, 9.4.5.CT.1, 9.4.5.CT.4

**Overview of Activities**

**Teacher's Guide/ Resources**

**Core Instructional  
Materials**

**Technology Infusion**

Lesson 8-1 Equivalent Fractions: Area Models	enVision Mathematics Teacher Edition Topic 8	Teacher Edition	Smart Board Applications
Lesson 8-2 Equivalent Fractions: Number Lines		student workbooks	Google Applications
Lesson 8-3 Generate Equivalent Fractions: Multiplication		student notebooks	Savvas Realize Visual Learning Animation Plus
Lesson 8-4 Generate Equivalent Fractions: Division		whiteboards/markers	ChromeBook
Lesson 8-5 Use Benchmarks to Compare Fractions		fraction strips	IXL.com
Lesson 8-6 Compare Fractions			Sumdog.com
Lesson 8-7 Problem Solving: Construct Arguments			

Formative Assessment Plan	Summative Assessment Plan
<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Lesson Quick Check</li> <li>● Additional Practice Workbook</li> <li>● Savvas Realize Practice Buddy</li> <li>● IXL.com</li> <li>● Topic 8 Review</li> <li>● Topic 8 Homework Pages</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic 8 Test</li> <li>● Topic 8 Performance Review</li> </ul> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li>● Find equivalent fractions in a variety of ways</li> <li>● Compare fractions</li> <li>● Problem solve using math arguments</li> </ul>

**Differentiation**

<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>
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<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan.</li> <li>• Utilize effective amount of wait time.</li> <li>• Hold high expectations.</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components.</li> <li>• Provide step-by-step instructions.</li> <li>• Model and use visuals as often as possible.</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Provide meaningful feedback and utilize teachable moments.</li> <li>• Utilize graphic organizers</li> <li>• Introduce/review study skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations.</li> <li>• Provide English/Native Language Dictionary for use.</li> <li>• Place with native-language-speaking teacher/paraprofessional as available.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Invite student to after-school tutoring sessions.</li> <li>• Utilize formative assessments to drive instruction.</li> <li>• Translate printed communications for parents in native language.</li> <li>• Hold conferences with translator present.</li> <li>• Utilize additional NJDOE resources/recommendations.</li> <li>• Review Special Education listing for additional recommendations.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Fountas and Pinnell Phonics</li> <li>• Support instruction with RTI intervention resources.</li> <li>• Provide after-school tutoring services.</li> <li>• Hold high expectations.</li> <li>• Hold fall and spring parent conferences.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning for growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> </ul>
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**Quinton Township School District  
Math  
Grade 4**

**Pacing Chart/Curriculum MAP**

**Key: Technology Careers Interdisciplinary Studies**

<b>Marking Period:</b>	3	<b>Unit Title:</b>	Topic 9: Understand Addition and Subtraction of Fractions	<b>Pacing:</b>	15 days
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**Unit Summary:** Topic 9 focuses on the understanding of adding and subtracting fractions and mixed numbers with like denominators.

**Objectives:**

Use fraction strips and number lines to add fractions.

Decompose a fraction or mixed number into a sum of fractions in more than one way.

Solve problems involving joining parts of the same whole by adding fractions with like denominators.

Use tools such as fraction strips, area models, and number lines to subtract fractions.

Solve problems involving separating parts of the same whole by subtracting fractions.

Count forward or backward on a number line to add or subtract.

Use models and equivalent fractions to add and subtract mixed numbers.

Use equivalent fractions and properties of operations to add mixed numbers with like denominators.

Use equivalent fractions, properties of operations, and the relationship between addition and subtraction to subtract mixed numbers with like denominators.

Use previously learned concepts and skills to represent and solve problems.

**Essential Questions:**

How can you use tools to add fractions?  
How can you represent a fraction in a variety of ways?  
How can you add fractions with like denominators?  
How can you use tools to subtract fractions?  
How can you subtract fractions with like denominators?  
How do you add and subtract fractions on a number line?  
How can you add or subtract mixed numbers?  
How can you add mixed numbers?  
How can you subtract mixed numbers?  
How can you use math to model problems?

**New Jersey Student Learning Standards**

**Mathematics Learning Targets:** 4.NF.B.3a, 4.NF.B.3d, 4.NF.B.3b, 4.NF.B.3c

**Mathematics Practices:** MP.1, MP.2, MP.3, MP.4, MP.6, MP.7, MP.8

**Cross Curricular Standards:** 4-PS4-3, 8.1.5.AP.1, 9.4.5.CI.3, 9.4.5.CT.1, 9.4.5.CT.4

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
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Lesson 9-1 Model Addition of Fractions	enVision Mathematics Teacher Edition Topic 9	Teacher Edition	Smart Board Applications
Lesson 9-2 Decompose Fractions		student workbooks	Google Applications
Lesson 9-3 Add Fractions with Like Denominators		student notebooks	Savvas Realize Visual Learning Animation Plus
Lesson 9-4 Model Subtraction of Fractions		whiteboards/markers	ChromeBook
Lesson 9-5 Subtract Fractions with like Denominators		number lines	IXL.com
Lesson 9-6 Add and Subtract Fractions with Like Denominators		fraction strips	Sundog.com
Lesson 9-7 Model Addition and Subtraction of Mixed Numbers			
Lesson 9-8 Add Mixed Numbers			
Lesson 9-9 Subtract Mixed Numbers			
Lesson 9-10 Problem Solving: Model with Math			

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
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<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Lesson Quick Check</li> <li>● Additional Practice Workbook</li> <li>● Savvas Realize Practice Buddy</li> <li>● IXL.com</li> <li>● Topic 9 Review</li> <li>● Topic 9 Homework Pages</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic 9 Test</li> <li>● Topic 9 Performance Review</li> </ul> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li>● Add fractions and mixed numbers using a variety of strategies</li> <li>● Subtract fractions and mixed numbers using a variety of strategies</li> <li>● Decompose fractions</li> <li>● Problem solve using models</li> </ul>
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**Differentiation**

<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>
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<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan.</li> <li>• Utilize effective amount of wait time.</li> <li>• Hold high expectations.</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components.</li> <li>• Provide step-by-step instructions.</li> <li>• Model and use visuals as often as possible.</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Provide meaningful feedback and utilize teachable moments.</li> <li>• Utilize graphic organizers</li> <li>• Introduce/review study skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations.</li> <li>• Provide English/Native Language Dictionary for use.</li> <li>• Place with native-language-speaking teacher/paraprofessional as available.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Invite student to after-school tutoring sessions.</li> <li>• Utilize formative assessments to drive instruction.</li> <li>• Translate printed communications for parents in native language.</li> <li>• Hold conferences with translator present.</li> <li>• Utilize additional NJDOE resources/recommendations.</li> <li>• Review Special Education listing for additional recommendations.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Fountas and Pinnell Phonics</li> <li>• Support instruction with RTI intervention resources.</li> <li>• Provide after-school tutoring services.</li> <li>• Hold high expectations.</li> <li>• Hold fall and spring parent conferences.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning for growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> </ul>
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**Quinton Township School District**  
**Math**  
**Grade 4**

**Pacing Chart/Curriculum MAP**

**Key:** Technology Careers Interdisciplinary Studies

<b>Marking Period:</b>	3	<b>Unit Title:</b>	Topic 10: Extend Multiplication Concepts to Fractions	<b>Pacing:</b>	9 days
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**Unit Summary:** Topic 10 focuses on the understanding of multiplying fractions by whole numbers. It also focuses on using the four operations to solve time problems.

**Objectives:**

- Use a model, repeated addition, and multiplication to understand a fraction as a multiple of a unit fraction.
- Use models to multiply fractions by whole numbers.
- Use symbols and equations to multiply a fraction by a whole number.
- Use the four operations to solve problems involving time.
- Use previously learned concepts and skills to represent and solve problems.

**Essential Questions:**

- How can you describe a fraction using a unit fraction?
- How can you multiply a fraction by a whole number?
- How can you use symbols to multiply a fraction by a whole number?
- How can you solve problems involving time?
- How can you represent a situation with a math model?

**New Jersey Student Learning Standards**

**Mathematics Learning Targets:** 4.NF.B.4a, 4.NF.B.4b, 4.NF.B.4c, 4.MD.A.2, 4.NF.B.3d, 4.MD.A.1

**Mathematics Practices:** MP.1, MP.2, MP.3, MP.4, MP.6, MP.7, MP.8

**Cross Curricular Standards:** 4-PS4-2, 8.1.5.AP.1, 9.4.5.CI.3, 9.4.5.CT.1, 9.4.5.CT.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 10-1 Fractions as Multiples of Unit Fractions Lesson 10-2 Multiply a Fraction by a Whole Number: Use Models Lesson 10-3 Multiply a Fraction by a Whole Number: Use Symbols Lesson 10-4 Solve Time Problems Lesson 10-5 Problem Solving: Model with Math	enVision Mathematics Teacher Edition Topic 10	Teacher Edition student workbooks student notebooks whiteboards/markers fraction strips	Smart Board Applications Google Applications Savvas Realize Visual Learning Animation Plus ChromeBook IXL.com Sumdog.com

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
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<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Lesson Quick Check</li> <li>● Additional Practice Workbook</li> <li>● Savvas Realize Practice Buddy</li> <li>● IXL.com</li> <li>● Topic 10 Review</li> <li>● Topic 10 Homework Pages</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic 10 Test</li> <li>● Topic 10 Performance Review</li> </ul> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li>● Multiply fractions by whole numbers using multiple strategies</li> <li>● Solve time problems</li> <li>● Problem solving with models</li> </ul>
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**Differentiation**

<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>
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**Quinton Township School District  
Math  
Grade 4**

**Pacing Chart/Curriculum MAP**

**Key: Technology Careers Interdisciplinary Studies**

<b>Marking Period:</b>	3	<b>Unit Title:</b>	Topic 11: Represent and Interpret Data on Line Plots	<b>Pacing:</b>	8 days
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**Unit Summary:** Topic 11 focuses on how to read, make and interpret line plots that represent measurements given in halves, fourths, and eighths of a unit.

**Objectives:**

- Read and interpret data using line plots.
- Represent data using line plots and interpret data in line plots to solve problems.
- Solve problems involving line plots and fractions.
- Critique the reasoning of others using an understanding of line plots.

**Essential Questions:**

- How can you read data in a line plot?
- How can you make line plots?
- How can you use line plots to solve problems involving fractions?
- How can you critique the reasoning of others?

**New Jersey Student Learning Standards**

**Mathematics Learning Targets:** 4.MD.B.4, 4.NF.B.3d, 4.NF.A.1, 4.NF.A.2, 4.NF.B.3c

**Mathematics Practices:** MP.1, MP.2, MP.3, MP.4, MP.6, MP.8

**Cross Curricular Standards:** 4-ESS3-2, 3-5-ETS1-2, 8.1.5.DA.1, 8.1.5.DA.3, 8.1.5.AP.1, 9.4.5.IML.2, 9.4.5.CI.3, 9.4.5.CT.1, 9.4.5.CT.4

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
Lesson 11-1 Read Line Plots Lesson 11-2 Make Line Plots Lesson 11-3 Use Line Plots to Solve Problems Lesson 11-4 Problem Solving: Critique Reasoning	<b>enVision Mathematics Teacher Edition Topic 11</b>	Teacher Edition student workbooks student notebooks whiteboards/markers number lines fraction strips	Smart Board  Applications  Google Applications  Savvas Realize Visual Learning Animation Plus  ChromeBook  IXL.com  Sumdog.com

<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Lesson Quick Check</li> <li>● Additional Practice Workbook</li> <li>● Savvas Realize Practice Buddy</li> <li>● IXL.com</li> <li>● Topic 11 Review</li> <li>● Topic 11 Homework Pages</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic 11 Test</li> <li>● Topic 11 Performance Review</li> </ul> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li>● Read and create line plots</li> <li>● Use line plots to solve problems</li> <li>● Problem solving using reasoning</li> </ul>
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**Differentiation**

<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>
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**Quinton Township School District  
Math  
Grade 4**

**Pacing Chart/Curriculum MAP**

**Key: Technology Careers Interdisciplinary Studies**

<b>Marking Period:</b>	3	<b>Unit Title:</b>	Topic 12: Understand and Compare Decimals	<b>Pacing:</b>	10 days
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**Unit Summary:** Topic 12 focuses on developing an understanding of decimals and decimal notation through hundredths by connecting fractions and decimals. Students compare decimals by reasoning about their size. Students also use their understanding of equivalent fractions to add a fraction with a denominator of 10 and a fraction with a denominator of 100.

**Objectives:**  
Relate fractions and decimals with denominators of 10 and 100.  
Locate and describe fractions and decimals on number lines.  
Compare decimals by reasoning about their size.  
Add fractions with denominators of 10 and 100 by using equivalent fractions.  
Use fractions or decimals to solve word problems involving money.  
Use the structure of the place-value system for decimals to solve problems.

**Essential Questions:**

How can you write a fraction as a decimal?

How can you locate points on a number line?

How do you compare decimals?

How can you add fractions with denominators of 10 and 100?

How can you solve word problems involving money?

How can you look for and make use of structure to solve problems?

**New Jersey Student Learning Standards**

**Mathematics Learning Targets:** 4.NF.C.6, 4.MD.A.2, 4.NF.C.7, 4.NF.C.5

**Mathematics Practices:** MP.1, MP.2, MP.3, MP.4, MP.6, MP.8

**Cross Curricular Standards:** 4-PS3-3, 8.1.5.AP.1, 9.4.5.CI.3, 9.4.5.CT.1, 9.4.5.CT.4

**Overview of Activities**

**Teacher's Guide/ Resources**

**Core Instructional  
Materials**

**Technology Infusion**

<p>Lesson 12-1 Fractions and Decimals</p> <p>Lesson 12-2 Fractions and Decimals on the Number Line</p> <p>Lesson 12-3 Compare Decimals</p> <p>Lesson 12-4 Add Fractions with Denominators of 10 and 100</p> <p>Lesson 12-5 Solve Word Problems Involving Money</p> <p>Lesson 12-6 Problem Solving: Look For and Use Structure</p>	<p><b>enVision Mathematics Teacher Edition Topic 12</b></p>	<p>Teacher Edition</p> <p>student workbooks</p> <p>student notebooks</p> <p>whiteboards/markers</p> <p>2- color counters</p> <p>hundredths grids</p> <p>money</p>	<p>Smart Board Applications</p> <p>Google Applications</p> <p>Savvas Realize Visual Learning Animation Plus</p> <p>ChromeBook IXL.com</p> <p>Sumdog.com</p>
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Formative Assessment Plan	Summative Assessment Plan
<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Lesson Quick Check</li> <li>● Additional Practice Workbook</li> <li>● Savvas Realize Practice Buddy</li> <li>● IXL.com</li> <li>● Topic 12 Review</li> <li>● Topic 12 Homework Pages</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic 12 Test</li> <li>● Topic 12 Performance Task</li> </ul> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li>● Relate fractions and decimals</li> <li>● Compare decimals</li> <li>● Add fractions with denominators of 10 and 100</li> <li>● Problem solve using money</li> </ul>

<b>Differentiation</b>
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<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>
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<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan.</li> <li>• Utilize effective amount of wait time.</li> <li>• Hold high expectations.</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components.</li> <li>• Provide step-by-step instructions.</li> <li>• Model and use visuals as often as possible.</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Provide meaningful feedback and utilize teachable moments.</li> <li>• Utilize graphic organizers</li> <li>• Introduce/review study skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations.</li> <li>• Provide English/Native Language Dictionary for use.</li> <li>• Place with native-language-speaking teacher/paraprofessional as available.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Invite student to after-school tutoring sessions.</li> <li>• Utilize formative assessments to drive instruction.</li> <li>• Translate printed communications for parents in native language.</li> <li>• Hold conferences with translator present.</li> <li>• Utilize additional NJDOE resources/recommendations.</li> <li>• Review Special Education listing for additional recommendations.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Fountas and Pinnell Phonics</li> <li>• Support instruction with RTI intervention resources.</li> <li>• Provide after-school tutoring services.</li> <li>• Hold high expectations.</li> <li>• Hold fall and spring parent conferences.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning for growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> </ul>
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**Quinton Township School District  
Math  
Grade 4**

**Pacing Chart/Curriculum MAP**

**Key: Technology Careers Interdisciplinary Studies**

<b>Marking Period:</b>	4	<b>Unit Title:</b>	Topic 13: Measurement: Find Equivalence in Units of Measure	<b>Pacing:</b>	12 days
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**Unit Summary:** Topic 13 focuses on converting measurements from larger to smaller units within one system of measurement, customary or metric. It also focuses on solving real-world problems involving distance or area and perimeter.

**Objectives:**

- Recognize the relative size of customary units of length and convert from a larger unit to a smaller unit.
- Recognize the relative size of customary units of capacity and convert from a larger unit to a smaller unit.
- Recognize the relative size of customary units of weight and convert from a larger unit to a smaller unit
- Recognize the relative size of metric units of length and convert from a larger unit to a smaller unit.
- Recognize the relative size of metric units of mass and convert from a larger unit to a smaller unit.
- Find the unknown length or width of a rectangle using the known area or perimeter.
- Be precise when solving measurement problems.

**Essential Questions:**

How can you convert from one unit of length to another?  
How can you convert from one unit of capacity to another?  
How can you convert from one unit of weight to another?  
How can you convert from one metric unit of length to another?  
How can you convert from one metric unit of capacity or mass to another?  
How can you use perimeter and area to solve problems?  
How can you be precise when solving math problems?

**New Jersey Student Learning Standards**

**Mathematics Learning Targets:** 4.MD.A.1, 4.MD.A.2, 4.MD.A.3, 4.OA.A.3, 4.NF.B.3d, 4.NF.B.4c, 4.NF.C.7

**Mathematics Practices:** MP.1, MP.2, MP.3, MP.4, MP.5, MP.6, MP.7 MP.8

**Cross Curricular Standards:** 4-ESS2-1, 8.1.5.AP.1, 9.4.5.CI.3, 9.4.5.CT.1, 9.4.5.CT.4

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
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<p>Lesson 13-1 Equivalence with Customary Units of Length</p> <p>Lesson 13-2 Equivalence with Customary Units of Capacity</p> <p>Lesson 13-3 Equivalence with Customary Units of Weight</p> <p>Lesson 13-4 Equivalence with Metric Units of Length</p> <p>Lesson 13-5 Equivalence with Metric Units of Capacity and Mass</p> <p>Lesson 13-6 Solve Perimeter and Area Problems</p> <p>Lesson 13-7 Problem Solving: Precision</p>	<p><b>enVision Mathematics Teacher Edition Topic 13</b></p>	<p>Teacher Edition</p> <p>student workbooks</p> <p>student notebooks</p> <p>whiteboards/markers</p> <p>centimeter ruler and meter stick</p> <p>centimeter grid paper</p>	<p>Smart Board Applications</p> <p>Google Applications</p> <p>Savvas Realize Visual Learning Animation Plus</p> <p>ChromeBook</p> <p>IXL.com</p> <p>Sumdog.com</p>
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<p><b>Formative Assessment Plan</b></p>	<p><b>Summative Assessment Plan</b></p>
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<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Lesson Quick Check</li> <li>● Additional Practice Workbook</li> <li>● Savvas Realize Practice Buddy</li> <li>● IXL.com</li> <li>● Topic 13 Review</li> <li>● Topic 13 Homework Pages</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic 13 Test</li> <li>● Topic 13 Performance Task</li> </ul> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li>● Recognize the relative size of all customary units and convert from a larger to a smaller unit</li> <li>● Recognize the relative size of all metric units and convert from a larger to a smaller unit</li> <li>● Find the area and perimeter of rectangles</li> <li>● Be precise when solving measurement problems</li> </ul>
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**Differentiation**

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> <li>● RTI</li> <li>● Modify and accommodate as listed in student's IEP or 504 plan.</li> <li>● Utilize effective amount of wait time.</li> <li>● Hold high expectations.</li> <li>● Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>● Utilize open-ended questioning techniques.</li> <li>● Utilize scaffolding to support instruction.</li> <li>● Chunk tasks into smaller components.</li> <li>● Provide step-by-step instructions.</li> <li>● Model and use visuals as often as possible.</li> <li>● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>● Teach Tiers 1,2, and 3 words to assist students.</li> </ul>	<ul style="list-style-type: none"> <li>● Speech/Language Therapy</li> <li>● Rosetta Stone</li> <li>● Hold high expectations.</li> <li>● Provide English/Native Language Dictionary for use.</li> <li>● Place with native-language-speaking teacher/paraprofessional as available.</li> <li>● Learn/Utilize/Display some words in the students' native language.</li> <li>● Invite student to after-school tutoring sessions.</li> <li>● Utilize formative assessments to drive instruction.</li> <li>● Translate printed communications for parents in native language.</li> <li>● Hold conferences with translator present.</li> <li>● Utilize additional NJDOE resources/recommendations.</li> <li>● Review Special Education listing for additional recommendations.</li> <li>● Establish a consistent daily</li> </ul>	<ul style="list-style-type: none"> <li>● Basic Skills Instruction</li> <li>● RTI Tiered Interventions following RTI framework</li> <li>● Fountas and Pinnell Phonics</li> <li>● Support instruction with RTI intervention resources.</li> <li>● Provide after-school tutoring services.</li> <li>● Hold high expectations.</li> <li>● Hold fall and spring parent conferences.</li> <li>● Make modifications to instructional plans based on I and RS Plan.</li> <li>● Develop a record system to encourage good behavior and completion of work.</li> <li>● Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting.</li> <li>● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>● Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>● Promote self-initiated and self-directed learning for growth.</li> <li>● Provide for the development of self-understanding of one's relationship with people</li> </ul>
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**Quinton Township School District  
Math  
Grade 4**

**Pacing Chart/Curriculum MAP**

**Key: Technology Careers Interdisciplinary Studies**

<b>Marking Period:</b>	4	<b>Unit Title:</b>	Topic 14: Algebra: Generate and Analyze Patterns	<b>Pacing:</b>	8 days
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**Unit Summary:** Topic 14 focuses on generating and analyzing number and shape patterns.

**Objectives:**

- Create or extend a number sequence based on a rule.
- Identify features of the pattern in the sequence that are not described by the rule.
- Use a rule to extend a number pattern and solve a problem. Identify features of the pattern.
- Generate a shape pattern that follows a given rule and predict a shape in the pattern.
- Solve problems by using patterns.

**Essential Questions:**

- How can you use a rule to continue a pattern?
- What is the pattern?
- How can you use a repeating pattern to predict a shape?
- How can I look for and make use of structure?

**New Jersey Student Learning Standards**

**Mathematics Learning Targets:** 4.OA.C.5, 4.NBT.B.4, 4.OA.B.4, 4.NBT.B.5, 4.NBT.B.6, 4.OA.A.3

**Mathematics Practices:** MP.1, MP.2, MP.3, MP.4, MP.6, MP.7, MP.8

**Cross Curricular Standards:** 4-PS4-1, 8.1.5.AP.1, 9.4.5.CI.3, 9.4.5.CT.1, 9.4.5.CT.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 14-1 Number Sequences Lesson 14-2 Patterns: Number Rules Lesson 14-3 Patterns: Repeating Shapes Lesson 14-4 Problem Solving: Look For and Use Structure	<b>enVision Mathematics Teacher Edition Topic 14</b>	Teacher Edition student workbooks student notebooks whiteboards/markers pattern blocks centimeter grid paper	Smart Board Applications  Google Applications  Savvas Realize Visual Learning Animation Plus  ChromeBook  IXL.com  Sumdog.com

Formative Assessment Plan	Summative Assessment Plan
<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Lesson Quick Check</li> <li>● Additional Practice Workbook</li> <li>● Savvas Realize Practice Buddy</li> <li>● IXL.com</li> <li>● Topic 14 Review</li> <li>● Topic 14 Homework Pages</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic 14 Test</li> <li>● Topic 14 Performance Task</li> </ul> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li>● Create patterns using rules</li> <li>● Use rules to extend patterns</li> <li>● Generate shape patterns and use rules to help predict a shape in the pattern</li> </ul>

**Differentiation**

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> <li>● RTI</li> <li>● Modify and accommodate as listed in student's IEP or 504 plan.</li> <li>● Utilize effective amount of wait time.</li> <li>● Hold high expectations.</li> <li>● Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>● Utilize open-ended questioning techniques.</li> <li>● Utilize scaffolding to support instruction.</li> <li>● Chunk tasks into smaller components.</li> <li>● Provide step-by-step instructions.</li> <li>● Model and use visuals as often as possible.</li> <li>● Utilize extended time and/or reduce amount of items given for homework, quizzes, and</li> </ul>	<ul style="list-style-type: none"> <li>● Speech/Language Therapy</li> <li>● Rosetta Stone</li> <li>● Hold high expectations.</li> <li>● Provide English/Native Language Dictionary for use.</li> <li>● Place with native-language-speaking teacher/paraprofessional as available.</li> <li>● Learn/Utilize/Display some words in the students' native language.</li> <li>● Invite student to after-school tutoring sessions.</li> <li>● Utilize formative assessments to drive instruction.</li> <li>● Translate printed communications for parents in native language.</li> <li>● Hold conferences with translator present.</li> <li>● Utilize additional NJDOE resources/recommendations.</li> <li>● Review Special Education</li> </ul>	<ul style="list-style-type: none"> <li>● Basic Skills Instruction</li> <li>● RTI Tiered Interventions following RTI framework</li> <li>● Fountas and Pinnell Phonics</li> <li>● Support instruction with RTI intervention resources.</li> <li>● Provide after-school tutoring services.</li> <li>● Hold high expectations.</li> <li>● Hold fall and spring parent conferences.</li> <li>● Make modifications to instructional plans based on I and RS Plan.</li> <li>● Develop a record system to encourage good behavior and completion of work.</li> <li>● Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting.</li> <li>● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>● Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>● Promote self-initiated and self-directed learning for growth.</li> </ul>
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**Quinton Township School District  
Math  
Grade 4**

**Pacing Chart/Curriculum MAP**

**Key: Technology Careers Interdisciplinary Studies**

<b>Marking Period:</b>	4	<b>Unit Title:</b>	Topic 15: Geometric Measurement: Understand Concepts of Angles and Angle Measurement	<b>Pacing:</b>	12 days
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**Unit Summary:** Topic 15 focuses on developing understanding of angle concepts including angle measurement.

**Objectives:**

- Recognize and draw lines, rays, and angles with different measures.
- Find the measure of an angle that turns through a fraction of a circle.
- Use known angle measures to measure unknown angles.
- Use a protractor to measure and draw angles.
- Use addition and subtraction to solve problems with unknown angle measures.
- Use appropriate tools, such as a protractor and ruler, to solve problems.

**Essential Questions:**

What are some common geometric terms?

What is the unit used to measure angles?

How can you measure angles?

How can you add and subtract to find unknown angle measures?

How can you select and use appropriate tools to solve problems?

**New Jersey Student Learning Standards**

**Mathematics Learning Targets:** 4.G.A.1, 4.MD.C.5a, 4.NF.A.1, 4.NF.B.3b, 4.MD.C.5b, 4.MD.C.6, 4.MD.C.7, 4.NBT.B.4, 4.OA.A.3, 4.MD.C.5

**Mathematics Practices:** MP.1, MP.2, MP.3, MP.4, MP.5, MP.6, MP.7, MP.8

**Cross Curricular Standards:** 4-PS3-3, 8.1.5.AP.1, 9.4.5.CI.3, 9.4.5.CT.1, 9.4.5.CT.4

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
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<p>Lesson 15-1 Lines, Rays, and Angles</p> <p>Lesson 15-2 Understand Angles and Unit Angles</p> <p>Lesson 15-3 Measure with Unit Angles</p> <p>Lesson 15-4 Measure and Draw Angles</p> <p>Lesson 15-5 Add and Subtract Angle Measures</p> <p>Lesson 15-6 Problem Solving: Use Appropriate Tools</p>	<p><b>enVision Mathematics Teacher Edition Topic 15</b></p>	<p>Teacher Edition</p> <p>student workbooks</p> <p>student notebooks</p> <p>whiteboards/markers</p> <p>protractors</p> <p>clockface</p> <p>pattern blocks</p> <p>centimeter grid paper</p> <p>fraction strips</p> <p>centimeter ruler and meter stick</p> <p>inch ruler and yardstick</p>	<p>Smart Board Applications</p> <p>Google Applications</p> <p>Savvas Realize Visual Learning Animation Plus</p> <p>ChromeBook</p> <p>IXL.com</p> <p>Sumdog.com</p>
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<p><b>Formative Assessment Plan</b></p>	<p><b>Summative Assessment Plan</b></p>
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<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Lesson Quick Check</li> <li>● Additional Practice Workbook</li> <li>● Savvas Realize Practice Buddy</li> <li>● IXL.com</li> <li>● Topic 15 Review</li> <li>● Topic 15 Homework Pages</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic 15 Test</li> <li>● Topic 15 Performance Task</li> <li>● MAP Testing for Mathematics</li> </ul> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li>● Identify lines, rays and angles</li> <li>● Measuring angles that turn through a fraction of a circle</li> <li>● Measure and draw angles</li> <li>● find unknown angle measures using addition and subtraction</li> <li>● Use appropriate tools like a protractor or ruler to solve problems</li> </ul>
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**Differentiation**

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> <li>● RTI</li> <li>● Modify and accommodate as listed in student's IEP or 504 plan.</li> <li>● Utilize effective amount of wait time.</li> <li>● Hold high expectations.</li> <li>● Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>● Utilize open-ended questioning techniques.</li> <li>● Utilize scaffolding to support instruction.</li> <li>● Chunk tasks into smaller components.</li> <li>● Provide step-by-step instructions.</li> <li>● Model and use visuals as often as possible.</li> <li>● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> </ul>	<ul style="list-style-type: none"> <li>● Speech/Language Therapy</li> <li>● Rosetta Stone</li> <li>● Hold high expectations.</li> <li>● Provide English/Native Language Dictionary for use.</li> <li>● Place with native-language-speaking teacher/paraprofessional as available.</li> <li>● Learn/Utilize/Display some words in the students' native language.</li> <li>● Invite student to after-school tutoring sessions.</li> <li>● Utilize formative assessments to drive instruction.</li> <li>● Translate printed communications for parents in native language.</li> <li>● Hold conferences with translator present.</li> <li>● Utilize additional NJDOE resources/recommendations.</li> <li>● Review Special Education listing for additional</li> </ul>	<ul style="list-style-type: none"> <li>● Basic Skills Instruction</li> <li>● RTI Tiered Interventions following RTI framework</li> <li>● Fountas and Pinnell Phonics</li> <li>● Support instruction with RTI intervention resources.</li> <li>● Provide after-school tutoring services.</li> <li>● Hold high expectations.</li> <li>● Hold fall and spring parent conferences.</li> <li>● Make modifications to instructional plans based on I and RS Plan.</li> <li>● Develop a record system to encourage good behavior and completion of work.</li> <li>● Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting.</li> <li>● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>● Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>● Promote self-initiated and self-directed learning for growth.</li> <li>● Provide for the development</li> </ul>
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**Quinton Township School District**  
**Math**  
**Grade 4**

**Pacing Chart/Curriculum MAP**

**Key: Technology Careers Interdisciplinary Studies**

<b>Marking Period:</b>	4	<b>Unit Title:</b>	Topic 16: Lines, Angles and Shapes	<b>Pacing:</b>	12 days
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**Unit Summary:** Topic 16 focuses on understanding how shapes can be analyzed, described, and classified, with attention to properties of sides, angles, and lines of symmetry.

**Objectives:**

- Draw and identify perpendicular, parallel, and intersecting lines.
- Classify triangles by line segments and angles.
- Classify quadrilaterals by lines and angles.
- Recognize and draw lines of symmetry. Identify line symmetric figures.
- Draw figures that have line symmetry.
- Use understanding of two-dimensional shapes to critique the reasoning of others.

**Essential Questions:**

- How can you describe pairs of lines?
- How can you classify triangles and quadrilaterals?
- How can you draw figures with line symmetry?
- How can you critique the reasoning of others?

**New Jersey Student Learning Standards**

**Mathematics Learning Targets: 4.G.A.1, 4.G.A.2 ,4.OA.C.5, 4.MD.C.5, 4.G.A.3, 4.MD.A.3**

**Mathematics Practices: MP.1, MP.2, MP.3, MP.4, MP.6, Mp.7, MP.8**

**Cross Curricular Standards: 4-LS1-2, 8.1.5.AP.1, 9.4.5.CI.3, 9.4.5.CT.1, 9.4.5.CT.4**

<b>Overview of Activities</b>	<b>Teacher’s Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
Lesson 16-1 Lines Lesson 16-2 Classify Triangles Lesson 16-3 Classify Quadrilaterals Lesson 16-4 Line Symmetry Lesson 16-5 Draw Shapes with Line Symmetry Lesson 16-6 Problem Solving: Critique Reasoning	<b>enVision Mathematics Teacher Edition Topic 16</b>	Teacher Edition student workbooks student notebooks whiteboards/markers crayons/markers	Smart Board Applications Google Applications Savvas Realize Visual Learning Animation Plus ChromeBook IXL.com Sumdog.com

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
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<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Lesson Quick Check</li> <li>● Additional Practice Workbook</li> <li>● Savvas Realize Practice Buddy</li> <li>● IXL.com</li> <li>● Topic 16 Review</li> <li>● Topic 16 Homework Pages</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic 16 Test</li> <li>● Topic 16 Performance Task</li> </ul> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li>● Draw and identify types of lines</li> <li>● Classify triangles</li> <li>● Classify quadrilaterals</li> <li>● Identify and draw lines of symmetry</li> <li>● Draw figures that have symmetry</li> <li>● Use understanding of two-dimensional shapes to critique the reasoning of others</li> </ul>
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**Differentiation**

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> <li>● RTI</li> <li>● Modify and accommodate as listed in student's IEP or 504 plan.</li> <li>● Utilize effective amount of wait time.</li> <li>● Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>● Utilize open-ended questioning techniques.</li> <li>● Utilize scaffolding to support instruction.</li> <li>● Chunk tasks into smaller components.</li> <li>● Provide step-by-step instructions.</li> <li>● Model and use visuals as often as possible.</li> <li>● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>● Teach Tiers 1,2, and 3 words</li> </ul>	<ul style="list-style-type: none"> <li>● Speech/Language Therapy</li> <li>● Rosetta Stone</li> <li>● Hold high expectations.</li> <li>● Provide English/Native Language Dictionary for use.</li> <li>● Place with native-language-speaking teacher/paraprofessional as available.</li> <li>● Learn/Utilize/Display some words in the students' native language.</li> <li>● Invite student to after-school tutoring sessions.</li> <li>● Utilize formative assessments to drive instruction.</li> <li>● Translate printed communications for parents in native language.</li> <li>● Hold conferences with translator present.</li> <li>● Utilize additional NJDOE resources/recommendations.</li> <li>● Review Special Education listing for additional</li> </ul>	<ul style="list-style-type: none"> <li>● Basic Skills Instruction</li> <li>● RTI Tiered Interventions following RTI framework</li> <li>● Fountas and Pinnell Phonics</li> <li>● Support instruction with RTI intervention resources.</li> <li>● Provide after-school tutoring services.</li> <li>● Hold high expectations.</li> <li>● Hold fall and spring parent conferences.</li> <li>● Make modifications to instructional plans based on I and RS Plan.</li> <li>● Develop a record system to encourage good behavior and completion of work.</li> <li>● Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting.</li> <li>● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>● Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>● Promote self-initiated and self-directed learning for growth.</li> <li>● Provide for the development</li> </ul>
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