Common Core Math Grade 4

Curriculum Guide

Scranton School District

Scranton, PA

Course Title: Common Core Math 4

Prerequisite: Math 3

Intended Audience: This course is designed for the student who has successfully completed Math 3 by the end of 3rd grade.

Year-at-a-glance

This course comprises all the Pennsylvania Core Standards for grade 4 mathematics. While coherence is retained in that it logically builds from the 3rd grade mathematics course, this course demands a normal pace for instruction and learning. The Mathematical Practice Standards apply throughout each course and together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
NOTE: There are 29 weeks prior to PSSA. Ensure content anchors are covered thoroughly.
The critical areas are as follows:

- Students apply place-value concepts to show an understanding of multi digit whole numbers. Students will use place value understanding and properties of operations to perform multi digit arithmetic. Students will solve problems involving the four operations. Students will identify and explain patterns in arithmetic in order to understand the relationship between multiplication and division.
- Students will extend their understanding of fractions to show equivalence and ordering. Students will build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Students will connect decimal notation to fractions, and compare decimal fractions. (base 10 denominator)
- Students will develop and/or appy number theory concepts to find factors and multiples.
- Students will generate and analyze patterns using one rule.
- Students will draw lines and angles and identify these in two-dimensional figures. Students will classify two-dimensional figures by properties of their lines and angles.
- Students will recognize symmetric shapes and draw lines of symmetry.
- Students will solve problems involving time, measurement, and conversions from a larger unit to a smaller unit.
- Students will translate information from one type of data display to another.
- Students will represent and interpret data involving fractions using information provided in a line plot.
- Students will measure angles and use properties of adjacent angles to solve problems.

After successfully completing the course, students will be enrolled in Common Core Math 5.
Must be taught to mastery and revisited prior to PSSA test. Track progress, continue to use formative assessments

Course Name: Mathematics	Grade: 4
Prerequisites: Successful completion of 3rd Grade - concepts	
Course Description: Note: Spend more time mastering anchors most tested, and cover topics prior to PSSA test utilizing teacher discretion.	

*Please print and utilize the following document within/after each quarter to review PSSA Released Items Questions:
4th GRADE PSSA ITEM SAMPLER PER UNIT
PSSA Vocabulary hyperlink (grades 3-8)
*McGraw Hill Reveal Math Chapters are listed and to be used as reference. They do not need to be completed in their entirety, please use your discretion and refer to eligible content. In addition, plan for more time on tested anchors.
*Dates are used as a guide.

Summary By Quarter

Note: Plan for more time on anchors most tested- Refer to Reporting Category and Assessment Anchor total points yearly. Teach mastery - heavily weighted items. Use frequent formative assessments- If student does not master greater than 70%- plan to reteach skills the following days/ reassess. NOTE: There are 29 weeks prior to PSSA. Ensure content anchors are covered thoroughly.

Quarter 1 Overview		
Topic	**Standards / Assessment Anchors**	**Pacing Guide**
Numbers and Operations Base Ten **Apply place-value concepts to show an understanding of multi-digit whole numbers.** • Demonstrate that in a multi-digit whole number (through 1,000,000), a digit in one place represents ten times what it represents in the place to its right.	**CC.2.1.4.B.1** M04.A-T.1.1.1	**15 days - Quarterly until mastered - Use Exit cards - if not mastered - reteach following days** Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly All Year - Cover before PSSA to mastery teach to mastery - USe exit cards to check for understanding - If not mastered - plan to reteach following days in quarter until mastered

• Read and write whole numbers in expanded, standard, and word form through 1,000,000.	M04.A-T.1.1.2	
• Compare two multi-digit numbers through 1,000,000 using >, =, and < symbols.	M04.A-T.1.1.3	
• Round multi-digit whole numbers (through 1,000,000) to any place.	M04.A-T.1.1.4	
Use place-value understanding and properties of operations to perform multi-digit arithmetic • Add and subtract multi-digit whole numbers	**CC.2.1.4.B.2** M04.A-T.2.1.1	**15 days**
• Estimate the answer to addition, subtraction, using whole numbers through six digits	M04.A-T.2.1.4	
<u>Operations and Algebraic Thinking</u> **Represent and solve problems involving the four operations.** • Interpret a multiplication equation as a comparison.	**CC.2.2.4.A.1** M04.B-O.1.1.1	**15 days** Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly. Teach to mastery - heavily weighted item
• Multiply or divide to solve word problems involving multiplicative comparison,	M04.B-O.1.1.2	Must include review of multiplication
• Solve multi-step word problems using the four operations. Answers will be either whole numbers or have remainders	M04.B-O.1.1.3	
• Identify the missing symbol (+, –, ×, ÷, =, <, and >) that makes a number sentence true	M04.B-O.1.1.4	

Note: Plan for more time on anchors most tested- Refer to Reporting Category and Assessment Anchor total points yearly. Teach mastery - heavily weighted items. Use frequent formative assessments - If student does not master greater than 70%- plan to reteach skills the following days/ reassess. NOTE: There are 29 weeks prior to PSSA. Ensure content anchors are covered thoroughly.

Quarter 2 Overview		
Topic	**Standards / Assessment Anchors**	**Pacing Guide**
Operations and Algebraic Thinking **Develop and/or apply number theory concepts to find factors and multiples.** ● Find all factor pairs for a whole number in the interval 1 through 100. ● Determine whether a given whole number in the interval 1 through 100 is a multiple of a given one digit number. ● Determine whether a given whole number in the interval 1 through 100 is prime or composite.	**CC.2.2.4.A.2** M04.B-O.2.1.1	**15 days** Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly. Teach to mastery - heavily weighted item
Operations and Algebraic Thinking **Generate and analyze patterns using one rule.** ● Generate a number or shape pattern that follows a given rule. ● Determine the missing elements in a function table ● Determine the rule for a function given a table (limit to +, –, or × and to whole numbers).	**CC.2.2.4.A.4** M04.B-O.3.1.1 M04.B-O.3.1.2 M04.B-O.3.1.3	**15 days *Must include function tables(Not in McGraw Hill)** Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly
Numbers and Operations Base Ten **Use place value understanding and properties of operations to perform multi-digit arithmetic.**	**CC.2.1.4.B.2**	**15 days**

• Multiply a whole number of up to four digits by a one-digit whole number • Multiply 2 two-digit numbers.	M04.A-T.2.1.2	
<u>Numbers and Operations in Base Ten</u> **Use place value understanding and properties of operations to perform multi-digit arithmetic.** • Divide up to four-digit dividends by one-digit divisors. Whole number quotients and remainders.	**CC.2.1.4.B.2** **M04.A-T.2.1.3**	**10 days** Review All Year - Cover before PSSA to mastery teach to mastery - USe exit cards to check for understanding - If not mastered - plan to reteach following days in quarter until mastered Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly
<u>Measurement and Data</u> **Solve problems involving measurement and conversions from a larger unit to a smaller unit** • Apply the area and perimeter formulas for rectangles in real-world and mathematical problems (may include finding a missing side length). Whole numbers only. The formulas will be provided. • Make a line plot to display a data set of measurements in fractions of a unit (e.g., intervals of ½, ¼, or ⅛). • Solve problems involving addition and subtraction of fractions by using information presented in line plots (line plots must be labeled with common denominators, such as ¼, 2/4, ¾).	**CC.2.4.4.A.1** **M04.D-M.1.1.3** **M04.D-M.2.1.1** **M04.D-M.2.1.2**	10-15 days - Review All Year - Cover before PSSA to mastery teach to mastery - USe exit cards to check for understanding - If not mastered - plan to reteach following days in quarter until mastered Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly
<u>Geometry</u>	**CC.2.3.4.A.1**	**10 days** Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment

Draw lines and angles and identify these in two-dimensional figures. **Classify two-dimensional figures by properties of their lines and angles.** **Recognize symmetric shapes and draw lines of symmetry.** ● Draw points, lines, line segments, rays, angles (right, acute, and obtuse) ● Draw perpendicular and parallel lines. ● Identify these in two dimensional figures.	**CC.2.3.4.A.2** **CC.2.3.4.A.3** M04.C-G.1.1.1	Anchor total points yearly
● Classify two-dimensional figures ● Recognize right triangles as a category, and identify right triangles.	M04.C-G.1.1.2	
● Recognize a line of symmetry for a two dimensional figure. ● Identify line-symmetric figures and draw lines of symmetry (up to two lines of symmetry).	M04.C-G.1.1.3	
<u>Measurement and Data</u> **Measure angles and use properties of adjacent angles to solve problems.** ● Measure angles in whole-number degrees using a protractor. ● With the aid of a protractor, sketch angles of specified measure. ● Solve addition and subtraction problems to find unknown angles	**CC.2.4.4.A.6** M04.D-M.3.1.1 M04.D-M.3.1.2	**15 days** Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly. Teach to mastery - heavily weighted item

Note: Plan for more time on anchors most tested- Refer to Reporting Category and Assessment Anchor total points yearly. Teach mastery - heavily weighted items. Use frequent formative assessments- If student does not master greater than 70%- plan to reteach skills the following days/ reassess. NOTE: There are 29 weeks prior to PSSA. Ensure content anchors are covered thoroughly.

Quarter 3 Overview

Topic	Standards / Assessment Anchors	Pacing Guide
<u>Numbers and Operations—Fractions</u> **Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.** • Decompose a fraction or a mixed number into a sum of fractions with the same denominator	**CC.2.1.4.C.2** M04.A-F.2.1.2	10-15 days - Review All Year - Cover before PSSA to mastery teach to mastery - USe exit cards to check for understanding - If not mastered - plan to reteach following days in quarter until mastered Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly. Teach to mastery - heavily weighted item
• Add and subtract fractions with a common denominator • (answers do not need to be simplified; and no improper fractions as the final answer).	M04.A-F.2.1.1	
• Solve word problems involving addition and subtraction of fractions (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100).	M04.A-F.2.1.4	
<u>Numbers and Operations—Fractions</u> **Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.** • Add and subtract mixed numbers with a common denominator (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100; no regrouping with subtraction; fractions do not need to be simplified; and no improper fractions as the final answers).	**CC.2.1.4.C.2** M04.A-F.2.1.3	**7 - 15 days** - Cover before PSSA to mastery teach to mastery - USe exit cards to check for understanding - If not mastered - plan to reteach following days in quarter until mastered Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly. Teach to mastery - heavily weighted item
<u>Numbers and Operations—Fractions</u> **Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.** • Multiply a whole number by a unit fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10,	**CC.2.1.4.C.2** M04.A-F.2.1.5	**10 days** - Review All Year - Cover before PSSA to mastery teach to mastery - USe exit cards to check for understanding - If not mastered - plan to reteach following days in quarter until mastered Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly. Teach to mastery -

12, and 100 and final answers do not need to be simplified or written as a mixed number).		heavily weighted item
• Multiply a whole number by a non-unit fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100 and final answers do not need to be simplified or written as a mixed number).	M04.A-F.2.1.6	
• Solve word problems involving multiplication of a whole number by a fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100).	M04.A-F.2.1.7	
Numbers and Operations—Fractions **Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100).** • Add two fractions with respective denominators 10 and 100	**CC.2.1.4.C.3** M04.A-F.3.1.1	**10 days** - Review All Year - Cover before PSSA to mastery teach to mastery - USe exit cards to check for understanding - If not mastered - plan to reteach following days in quarter until mastered Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly. Teach to mastery - heavily weighted item
• Use decimal notation for fractions with denominators 10 or 100.	M04.A-F.3.1.2	
• Compare two decimals to hundredths using the symbols >, =, or <, and justify the conclusions.	M04.A-F.3.1.3	
Numbers and Operations—Fractions **Extend the understanding of fractions to show equivalence and ordering.** • Recognize and generate equivalent fractions.	**CC.2.1.4.C.1** M04.A-F.1.1.1	10-15 days - Review All Year - Cover before PSSA to mastery teach to mastery - USe exit cards to check for understanding - If not mastered - plan to reteach following days in quarter until mastered Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly. Teach to mastery - heavily weighted item

• Compare two fractions with different numerators and different denominators (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100) using the symbols >, =, or < and justify the conclusions.	M04.A-F.1.1.2	
Measurement and Data *REVIEW the following Standards below prior to PSSA testing– *REVISIT in Quarter 4 after PSSA's for Mastery	**CC.2.4.4.A.2** **CC.2.4.4.A.4** **CC.2.4.4.A.1**	10-15 days - Review All Year - Cover before PSSA to mastery teach to mastery - USe exit cards to check for understanding - If not mastered - plan to reteach following days in quarter until mastered Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly. Teach to mastery - heavily weighted item

Note: Plan for more time on anchors most tested- Refer to Reporting Category and Assessment Anchor total points yearly. Teach mastery - heavily weighted items. Use frequent formative assessments- If student does not master greater than 70%- plan to reteach skills the following days/ reassess. NOTE: There are 29 weeks prior to PSSA. Ensure content anchors are covered thoroughly.

Quarter 4 Overview		
Topic	**Standards / Assessment Anchors**	**Pacing Guide**
PSSA REVIEW OF ALL STANDARDS		**5 days (Review prior to assessment - Teach to mastery)**
Measurement and Data **Translate information from one type of data display to another.** **Represent and interpret data involving fractions using information provided in a line plot** • Make a line plot to display a data set of measurements in fractions of a unit (e.g., intervals of 1/2, 1/4, or 1/8).	**CC.2.4.4.A.2** **CC.2.4.4.A.4** M04.D-M.2.1.1	**10 days total** Review All Year - Cover before PSSA to mastery teach to mastery - USe exit cards to check for understanding - If not mastered - plan to reteach following days in quarter until mastered Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly

• Solve problems involving addition and subtraction of fractions by using information presented in line plots (line plots must be labeled with common denominators, such as 1/4, 2/4, 3/4). • Translate information from one type of display to another (table, chart, bar graph, or pictograph).	M04.D-M.2.1.2 M04.D-M.2.1.3	
<u>Measurement and Data</u> **Solve problems involving measurement and conversions from a larger unit to a smaller unit.** • Identify time (analog or digital) as the amount of minutes before or after the hour.	**CC.2.4.4.A.1** M04.D-M.1.1.4	**10 days** Review All Year - Cover before PSSA to mastery teach to mastery - USe exit cards to check for understanding - If not mastered - plan to reteach following days in quarter until mastered Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly
• Know relative sizes of measurement units within one system of units including standard units (in., ft, yd, mi; oz., lb; and c, pt, qt, gal), metric units (cm, m, km; g, kg; and mL, L), and time (sec, min, hr, day, wk, mo, and yr). Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. A table of equivalencies will be provided • Use the four operations to solve word problems involving distances, intervals of time (such as elapsed time), liquid volumes, masses of objects; money, including problems involving simple fractions or decimals; and problems that require expressing measurements given in a larger unit in terms of a smaller unit.	M04.D-M.1.1.1 M04.D-M.1.1.2	

<u>Numbers and Operations Base Ten</u> **Use place value understanding and properties of operations to perform multi-digit arithmetic.** • Divide up to four-digit dividends by one-digit divisors with answers written as whole-number quotients and remainders.	**CC.2.1.4.B.2** M04.A-T.2.1.3	**10 days**

Detailed Breakdown By Topic

Note: Plan for more time on anchors most tested- Refer to Reporting Category and Assessment Anchor total points yearly. Teach mastery - heavily weighted items. Use frequent formative assessments- If student does not master greater than 70%- plan to reteach skills the following days/ reassess. NOTE: There are 29 weeks prior to PSSA. Ensure content anchors are covered thoroughly.

Topic	Standards / Assessment Anchors	Essential Knowledge & Skills	Vocabulary	Resources & Activities	Assessments	Suggested Time
<u>QUARTER 1</u> Numbers and Operations in Base Ten	**Standards: CC.2.1.4.B.1**: **Apply place-value concepts to show an understanding of multi-digit whole numbers** **Assessment Anchors: M04.A-T.1.1.1** Demonstrate an understanding that in a multi-digit whole number (through 1,000,000), a digit in one place represents ten times what it	Students will be able to: Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision.	**-** Place value **-** Base ten **-** Digit **-** Expanded form **-** Period **-** Standard form **-** Word form **-** Value **-** Halfway point **-** Round	**- McGraw Hill Unit 2** **-Base-ten blocks** ***- Place-Value Chart to Millions*** Resource (McGraw Hill) **- Index cards** ***- Place-Value Chart with Periods*** Teaching Resource **- Number cards 0-10** **- Number cubes**	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher- created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers	**10 days** Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly

	represents in the place to its right. **M04.A-T.1.1.2** Read and write whole numbers in expanded, standard, and word form through 1,000,000. **M04.A-T.1.1.3** Compare two multi-digit numbers through 1,000,000 based on meanings of the digits in each place, using >, =, and < symbols. **M04.A-T.1.1.4** Round multi-digit whole numbers (through 1,000,000) to any place.	Look for and make use of structure. Look for and express regularity in repeated reasoning. Teach / Memorize facts to mastery all year	**-** Compare **-** Estimate **-** Greater than **-** Less than **-** Equal to <u>PSSA terminology:</u> **-** Generalize **-** Notice	***- Estimation Cards*** Teaching Resource (McGraw Hill) ***- Blank Number Lines*** Teaching Resource (McGraw Hill) ALEKS MOBYMAX Study Island Reveal Khan Academy BrainPop Jr. Prodigy CK-12 Kahoot Quizlet YouTube Flash Cards k5 learning MathWorksheet.com mathworksheets4kids	Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples Accountable Talk, Debate, Oral Report Projects, Portfolio, Presentations Homework, Individual Practice Concept Mapping Performance Tasks Photos, Videos, Data Analysis	
Numbers and Operations Base Ten	**Standards:** **CC.2.1.4.B.2** **Use place-value understanding and properties of operations to perform multi-digit arithmetic**. **Assessment Anchors:** **M04.A-T.2.1.1** Add and subtract multi-digit whole numbers (limit sums	Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics.	**-** Estimate **-** Front-end **-** Estimation **-** Round **-** Decompose **-** Sum **-** Addends	**- McGraw Hill Unit 3** **-**Coins **-** Number cubes ***- Show and Explain Your Strategies*** Teaching Resource (McGraw Hill)	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher- created/ selected:	**15 days** Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly

	and subtrahends up to and including 1,000,000) **M04.A-T.2.1.4** Estimate the answer to addition, subtraction, and multiplication problems using whole numbers through six digits (for multiplication, no more than 2 digits × 1 digit, excluding powers of 10).	Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.	- Partial Sums - Algorithm - Regroup - Difference - Variable - Multi-step strategies - Commutative Property of Addition - Associative Property of Addition - Inverse Operations <u>PSSA terminology:</u> - Represent - Estimate	- Base-ten blocks - *Place Value Chart To Millions* Teaching Resource (McGraw Hill Unit) - Spinner (0-9) MOBYMAX ALEKS Study Island Reveal Khan Academy BrainPop Jr. Prodigy CK-12 Kahoot Quizlet YouTube Flash Cards Bingo k5 learning MathWorksheet.com mathworksheets4kids	Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples Accountable Talk, Debate, Oral Report Projects, Portfolio, Presentations Homework, Individual Practice Concept Mapping Performance Tasks	
Operations and Algebraic Thinking	**Standards:** **CC.2.2.4.A.1** **Represent and solve problems involving the four operations.** **Assessment Anchors:** **M04.B-O.1.1.1** Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations	Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically.	- Multiplicative comparison - Additive comparison - Bar diagram - Unknown - Multiple - Product - Array	**- McGraw Hill Unit 4** **-Daily refresher of multiplication facts to 12 (including but not limited to skip counting aloud, fact families, multiplication sprints, etc)** Connecting cubes	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher- created/ selected:	**10 days** Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly

	M04.B-O.1.1.2 Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison. **M04.B-O.1.1.3** Solve multi-step word problems posed with whole numbers using the four operations. Answers will be either whole numbers or have remainders that must be interpreted yielding a final answer that is a whole number. Represent these problems using equations with a symbol or letter standing for the unknown quantity. **M04.B-O.1.1.4** Identify the missing symbol (+, –, ×, ÷, =, <, and >) that makes a number sentence true (single-digit divisor only).	Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning	- Commutative Property of Multiplication - Zero Property of Multiplication - Identity Property of Multiplication - Distributive Property <u>PSSA terminology:</u> - Explain - Justify	Counters Number cards 0-10 Base-ten blocks Index cards ALEKS MOBYMAX Study Island Reveal Khan Academy BrainPop Jr. Prodigy CK-12 Kahoot Quizlet YouTube Flash Cards Bingo k5 learning MathWorksheet.com mathworksheets4kids	Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples Accountable Talk, Debate, Oral Report Projects, Portfolio, Presentations Homework, Individual Practice Concept Mapping Performance Tasks	

Topic	**Standards / Assessment Anchors**	**Essential Knowledge & Skills**	**Vocabulary**	**Resources & Activities**	**Assessments**	**Suggested Time**
<u>QUARTER 2</u> Operations and	**Standards:** **CC.2.2.4.A.2** **Develop and/or apply**	Make sense of problems and persevere in solving them.	- Factor - Factor pairs	**-McGraw Hill** **Unit 5**	Formative and summative assessments both	**15 days** Note: Plan for More time on

Algebraic Thinking	**number theory concepts to find factors and multiples.** **Assessment Anchors: M04.B-O.2.1.1** Find all factor pairs for a whole number in the interval 1 through 100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the interval 1 through 100 is a multiple of a given one digit number. Determine whether a given whole number in the interval 1 through 100 is prime or composite.	Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.	- Composite number - Factor pairs - Prime number - Multiple - Product <u>PSSA terminology:</u> - Reasonable - Strategy - Focus - Scan	**-Continued review of multiplication using teacher generated materials and lessons at teacher discretion** ALEKS MOBYMAX Study Island Reveal Khan Academy BrainPop Jr. Prodigy CK-12 Kahoot Quizlet YouTube Flash Cards Bingo k5 learning MathWorksheet.com Mathworksheets4kids Color tiles Index cards Grid paper Connecting cubes Pattern blocks Craft sticks	formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher- created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples Accountable Talk, Debate, Oral Report Projects, Portfolio, Presentations Homework, Individual Practice Concept Mapping Performance Tasks Photos, Videos, Data Analysis	anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly
Operations and Algebraic Thinking	**Standards: CC.2.2.4.A.4 Generate and analyze**	Make sense of problems and persevere in solving	- Pattern - Pattern rule	**Function Tables must be presented**	Formative and summative assessments both	**5 days** Note: Plan for More time on

	patterns using one rule **Assessment Anchors:** **M04.B-O.3.1.1** Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. **M04.B-O.3.1.2** Determine the missing elements in a function table (limit to +, –, or × and to whole numbers or money). **M04.B-O.3.1.3** Determine the rule for a function given a table (limit to +, –, or × and to whole numbers).	them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.	**-** Sequence **-** Term <u>PSSA terminology:</u> **-** Consider **-** Efficiently **-** Indicate **-** Logical	**Teacher generated lessons and materials** ALEKS MOBYMAX Study Island Reveal Khan Academy BrainPop Jr. Prodigy CK-12 Kahoot Quizlet YouTube Flash Cards Bingo k5 learning MathWorksheet.com mathworksheets4kids	formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher- created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples Accountable Talk, Debate, Oral Report Projects, Portfolio, Presentations Homework, Individual Practice Concept Mapping Performance Tasks	anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly
Numbers and Operations in Base Ten	**Standards:** **CC.2.1.4.B.2** **Use place value understanding and properties of**	Make sense of problems and persevere in solving them. Reason abstractly and	**-** Associative Property of Multiplication **-** Multiple(s)	**-McGraw Hill Unit 6 may be used as resource** **(Must include**	Formative and summative assessments both formal and informal will be given.	**5 days** Note: Plan for More time on anchors most tested Refer to

	operations to perform multi-digit arithmetic. **Assessment Anchors: M04.A-T.2.1.2** Multiply a whole number of up to four digits by a one-digit whole number and multiply 2 two-digit numbers.	quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.	- Compatible numbers - Rounding - Decompose - Distributive Property - Factor - Product <u>PSSA terminology:</u> - Prove - Valid - Check	**standard algorithm for up to 4 x 1 and 2 x 2)** **Include calculators** **Teacher generated lessons and materials** Connecting cubes Counters Number cubes Grid Paper Multiplication Facts Table Number cards 0-10 Base-ten blocks Index cards Graph paper Color Tiles ALEKS MOBYMAX Study Island Reveal Khan Academy BrainPop Jr. Prodigy CK-12 Kahoot Quizlet YouTube	Students will have individual work and group work. May include but is not limited to teacher- created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples Accountable Talk, Debate, Oral Report Projects, Portfolio, Presentations Homework, Individual Practice Concept Mapping Performance Tasks	Reporting Category and Assessment Anchor total points yearly

				Flash Cards Bingo k5 learning MathWorksheet.com mathworksheets4kids		
Numbers and Operations in Base Ten	**Standards:** **CC.2.1.4.B.2** **Use place value understanding and properties of operations to perform multi-digit arithmetic.** **Assessment Anchors:** **M04.A-T.2.1.3** Divide up to four-digit dividends by one-digit divisors with answers written as whole-number quotients and remainders.	Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.	-Dividend -Divisor -Multiple -Quotient -Partial Quotient -Remainder <u>PSSA terminology:</u> **-** Modify **-** Clarify	**-McGraw Hill Unit 7** **-Incorporate multiplication strategies to find quotients** **-Incorporate calculators to find quotient** ***Will revisit in Q4** Base-ten blocks Index cards Counters Rectangular paper strips Number cubes ALEKS MOBYMAX Study Island Reveal Khan Academy BrainPop Jr. Prodigy CK-12 Kahoot Quizlet	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher- created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples Accountable Talk, Debate, Oral Report Projects, Portfolio, Presentations	**5 days** Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly

				YouTube Flash Cards Bingo k5 learning MathWorksheet.com mathworksheets4kids	Homework, Individual Practice Concept Mapping Performance Tasks	
Measurement and Data	**Standards:** **CC.2.4.4.A.1** **Solve problems involving measurement and conversions from a larger unit to a smaller unit** **Assessment Anchors:** **M04.D-M.1.1.3** Apply the area and perimeter formulas for rectangles in real-world and mathematical problems (may include finding a missing side length). Whole numbers only. The formulas will be provided. **M04.D-M.2.1.1** Make a line plot to display a data set of measurements in fractions of a unit (e.g., intervals of ½, ¼, or ⅛). **M04.D-M.2.1.2** Solve problems involving addition and subtraction of fractions by using information presented in line plots (line plots must be	Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.	-Perimeter -Area <u>PSSA terminology:</u> **-** Represent	**-McGraw Hill Unit 13.7, 13.8, 13.9,13.10,13.11** **Teacher generated lessons and practice** ALEKS MOBYMAX Study Island Reveal Khan Academy BrainPop Jr. Prodigy CK-12 Kahoot Quizlet YouTube Flash Cards Bingo k5 learning MathWorksheet.com mathworksheets4kids	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher- created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples Accountable Talk, Debate, Oral Report Projects, Portfolio, Presentations	**5 days**

	labeled with common denominators, such as ¼, 2/4, ¾).				Homework, Individual Practice Concept Mapping Performance Tasks	
Geometry	**Standards:** **CC.2.3.4.A.1** **Draw lines and angles and identify these in two-dimensional figures.** **CC.2.3.4.A.2** **Classify two-dimensional figures by properties of their lines and angles.** **CC.2.3.4.A.3** **Recognize symmetric shapes and draw lines of symmetry.** **Assessment Anchors:** **M04.C-G.1.1.1** Draw points, lines, line segments, rays, angles (right, acute, and obtuse), and perpendicular and parallel lines. Identify these in two dimensional figures **M04.C-G.1.1.2** Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size.	Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.	-Endpoint -Line -Line segment -Point -Ray -Acute angle -Obtuse angle -Right angle -Degrees Protractor -Endpoint -Ray -Lines -Parallel lines -Perpendicular lines -Parallelogram -Trapezoid -Acute triangle -Equilateral triangle	**-McGraw Hill Unit 14** ALEKS MOBYMAX Study Island Reveal Khan Academy BrainPop Jr. Prodigy CK-12 Kahoot Quizlet YouTube Flash Cards Bingo k5 learning MathWorksheet.com mathworksheets4kids	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher- created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples Accountable Talk, Debate, Oral Report Projects, Portfolio, Presentations Homework, Individual Practice	**10 days** Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly

	Recognize right triangles as a category, and identify right triangles. **M04.C-G.1.1.3** Recognize a line of symmetry for a two dimensional figure as a line across the figure such that the figure can be folded along the line into mirroring parts. Identify line-symmetric figures and draw lines of symmetry (up to two lines of symmetry).		-Isosceles triangle -Obtuse triangle -Right triangle -Scalene triangle -Line of symmetry -Symmetrical -Polygons -Quadrilaterals		Concept Mapping Performance Tasks	
Measurement and Data	**Standards:** **CC.2.4.4.A.6** **Measure angles and use properties of adjacent angles to solve problems.** **Assessment Anchors:** **M04.D-M.3.1.1** Measure angles in whole-number degrees using a protractor. With the aid of a protractor, sketch angles of specified measure. **M04.D-M.3.1.2** Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems. (Angles must be adjacent and non-overlapping.)	Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.	-Acute angle -Obtuse angle -Right angle -Vertex <u>PSSA terminology:</u> **-** Correspond	**Unit 14 continued**	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher- created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples	**5 days**

					Accountable Talk, Debate, Oral Report Projects, Portfolio, Presentations Homework, Individual Practice Concept Mapping Performance Tasks	
Topic	**Standards / Assessment Anchors**	**Essential Knowledge & Skills**	**Vocabulary**	**Resources & Activities**	**Assessments**	**Suggested Time**
<u>QUARTER 3</u> Numbers and Operations- Fractions	**Standards:** **CC.2.1.4.C.2** **Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.**. **Assessment Anchors:** **M04.A-F.2.1.2** Decompose a fraction or a mixed number into a sum of fractions with the same denominator (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100), recording the decomposition by an equation. Justify decompositions (e.g., by using a visual fraction model).	Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.	-Unit Fraction -Denominator -Numerator -Decompose -Common denominator/ -Like denominators <u>PSSA terminology:</u> - Between - Distinguish - Indicate	***-Must review fractions prior to Unit 9*** ***-Teacher generated lessons and resources*** **-McGraw Hill Unit 9** ***May complete 2 lessons per day** **Incorporate utilization of calculator** ALEKS MOBYMAX Study Island Reveal Khan Academy BrainPop Jr. Prodigy CK-12	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher- created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short	**10 days** Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly

	M04.A-F.2.1.1 Add and subtract fractions with a common denominator (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100; answers do not need to be simplified; and no improper fractions as the final answer). **M04.A-F.2.1.4** Solve word problems involving addition and subtraction of fractions referring to the same whole or set and having like denominators (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100).			Kahoot Quizlet YouTube Flash Cards Bingo k5 learning MathWorksheet.com mathworksheets4kids	Answer, Explanations of Examples Accountable Talk, Debate, Oral Report Projects, Portfolio, Presentations Homework, Individual Practice Concept Mapping Performance Tasks Photos, Videos, Data Analysis	
Numbers and Operations-Fractions	**Standards:** **CC.2.1.4.C.2** **Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.**. **Assessment Anchors:** **M04.A-F.2.1.3** Add and subtract mixed numbers with a common denominator (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100; no regrouping with subtraction; fractions do not need to be simplified; and no		-Unit Fraction -Denominator -Numerator -Decompose -Common denominator -Like denominators <u>PSSA terminology:</u> - Consider - Vary	**-McGraw Hill Unit 10** ***May complete 2 lessons per day** **Incorporate utilization of calculator** ALEKS MOBYMAX Study Island Reveal Khan Academy BrainPop Jr. Prodigy CK-12 Kahoot Quizlet YouTube Flash Cards	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher- created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments,	**10 days** Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly

	improper fractions as the final answers).			Bingo k5 learning MathWorksheet.com mathworksheets4kids	Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples Accountable Talk, Debate, Oral Report Projects, Portfolio, Presentations Homework, Individual Practice Concept Mapping Performance Tasks Photos, Videos, Data Analysis	
Numbers and Operations-Fractions	**Standards:** **CC.2.1.4.C.2** **Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.**. **Assessment Anchors:** **M04.A-F.2.1.5** Multiply a whole number by a unit fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100 and final answers do not need to be simplified or written as a mixed number).		-Unit Fraction -Denominator -Numerator -Decompose -Common denominator -Like denominators <u>PSSA terminology:</u> - Correspond - Suppose	**-McGraw Hill Unit 11** ***May complete 2 lessons per day** **Incorporate utilization of calculator** Fraction tiles Fraction circles ALEKS MOBYMAX Study Island Reveal Khan Academy BrainPop Jr. Prodigy CK-12	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher- created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments,	**10 days** Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly

	M04.A-F.2.1.6 Multiply a whole number by a non-unit fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100 and final answers do not need to be simplified or written as a mixed number). **M04.A-F.2.1.7** Solve word problems involving multiplication of a whole number by a fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100).			Kahoot Quizlet YouTube Flash Cards Bingo k5 learning MathWorksheet.com mathworksheets4kids	Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples Accountable Talk, Debate, Oral Report Projects, Portfolio, Presentations Homework, Individual Practice Concept Mapping Performance Tasks	
Numbers and Operations- Fractions	**Standards:** **CC.2.1.4.C.3** **Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100).** **Assessment Anchors:** **M04.A-F.3.1.1** Add two fractions with respective denominators 10 and 100 **M04.A-F.3.1.2** Use decimal notation for fractions with denominators 10 or 100. **M04.A-F.3.1.3** Compare two decimals to hundredths using the	Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express	-Equivalent fractions -Hundredths -One- hundredth -Tenths -Hundredths -Decimal -Clarify <u>PSSA terminology:</u> - Notice - Predict - Notice	**-McGraw Hill Unit 12** ***May complete 2 lessons per day** **Incorporate utilization of calculator** Graph paper Tenths and hundredths representations Decimal place value chart ALEKS MOBYMAX Study Island Reveal Khan Academy BrainPop Jr. Prodigy	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher- created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes	**10 days**

	symbols >, =, or <, and justify the conclusions	regularity in repeated reasoning.	- Assess	CK-12 Kahoot Quizlet YouTube Flash Cards Bingo k5 learning math-salamanders turtlediary MathWorksheet.com mathworksheets4kids	DBQs, Essays, Short Answer, Explanations of Examples Accountable Talk, Debate, Oral Report Projects, Portfolio, Presentations Homework, Individual Practice Concept Mapping Performance Tasks	
Numbers and Operations- Fractions	**Standards: CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.** **Assessment Anchors: M04.A-F.1.1.1** Recognize and generate equivalent fractions. **M04.A-F.1.1.2** Compare two fractions with different numerators and different denominators (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100) using the symbols >, =, or < and justify the conclusions.	Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.	-equivalent fractions -like denominators -generalize -consider -represent <u>PSSA terminology:</u> - Examine - Process - Categorize	**-McGraw Hill Unit 8** Fraction Number Line Fraction circles Fraction tiles ALEKS MOBYMAX Study Island Reveal Khan Academy BrainPop Jr. Prodigy CK-12 Kahoot Quizlet YouTube Flash Cards Bingo k5 learning math-salamanders turtlediary MathWorksheet.co	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher- created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short	**10 days**

				m mathworksheets4kids	Answer, Explanations of Examples Accountable Talk, Debate, Oral Report Projects, Portfolio, Presentations Homework, Individual Practice Concept Mapping Performance Tasks Photos, Videos, Data Analysis	
Topic	**Standards / Assessment Anchors**	**Essential Knowledge & Skills**	**Vocabulary**	**Resources & Activities**	**Assessments**	**Suggested Time**
Measurement and Data	**Standards:** **CC.2.4.4.A.2 Translate information from one type of data display to another.** **CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot** **M04.D-M.2.1.3** Translate information from one type of display	Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision.	-data -line plot -bar graph -line graph -interval -tally -pictograph <u>PSSA terminology:</u> - Utilize - Focus	**Not in McGraw Hill** **Teacher generated lessons and worksheets** Graph paper Class generated survey question made into appropriate graph (ie line, bar, circle, picto, etc) ALEKS MOBYMAX Study Island	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher- created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers	**15 days** Note: Plan for More time on anchors most tested Refer to Reporting Category and Assessment Anchor total points yearly

	to another (table, chart, bar graph, or pictograph).	Look for and make use of structure. Look for and express regularity in repeated reasoning.	- Method - Develop	Reveal Khan Academy BrainPop Jr. Prodigy CK-12 Kahoot Quizlet YouTube Flash Cards Bingo k5 learning math-salamanders turtlediary MathWorksheet.com mathworksheets4kids	Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples Accountable Talk, Debate, Oral Report Projects, Portfolio, Presentations Homework, Individual Practice Concept Mapping Performance Tasks Photos, Videos, Data Analysis	
Measurement and Data	**Standards:** **CC.2.4.4.A.1** **Solve problems involving measurement and conversions from a larger unit to a smaller unit.** **Assessment Anchors:** **M04.D-M.1.1.4** Identify time (analog or digital) as the amount of minutes before or after the hour. **M04.D-M.1.1.1** Know relative sizes of	Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use	-elapsed time -time interval -centimeters -convert -grams -kilograms -kiloliters -customary unit -ounces -capacity	**-McGraw Hill Unit 13** **Teacher generated lessons** Conversion Tables Meter stick Rulers ALEKS MOBYMAX Study Island Reveal Khan Academy BrainPop Jr.	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher- created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers	**10 days**

	measurement units within one system of units including standard units (in., ft, yd, mi; oz., lb; and c, pt, qt, gal), metric units (cm, m, km; g, kg; and mL, L), and time (sec, min, hr, day, wk, mo, and yr). Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. A table of equivalents will be provided **M04.D-M.1.1.2** Use the four operations to solve word problems involving distances, intervals of time (such as elapsed time), liquid volumes, masses of objects; money, including problems involving simple fractions or decimals; and problems that require expressing measurements given in a larger unit in terms of a smaller unit.	of structure. Look for and express regularity in repeated reasoning.	-cup -volume -meters -yards -inches -feet <u>PSSA terminology:</u> - confirm - modify - Display - Convert	Prodigy CK-12 Kahoot Quizlet YouTube Flash Cards Bingo k5 learning MathWorksheet.com mathworksheets4kids	Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples Accountable Talk, Debate, Oral Report Projects, Portfolio, Presentations Homework, Individual Practice Concept Mapping Performance Tasks Photos, Videos, Data Analysis	
Numbers and Operations Base Ten	**Standards:** **CC.2.1.4.B.2** **Use place value understanding and properties of operations to perform multi-digit arithmetic.** **Assessment Anchors:** **M04.A-T.2.1.3**	Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others.	- Base ten system - digit - period - expanded form - value - place value	**Revisit McGraw Hill Unit 7** Base-ten blocks Index cards Counters Rectangular paper strips	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is	**10 days**

	Divide up to four-digit dividends by one-digit divisors with answers written as whole-number quotients and remainders.	Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.	<u>PSSA terminology:</u> - Generalize - Represent - Conjecture - Justify - Explain	Number cubes ALEKS MOBYMAX Study Island Reveal Khan Academy BrainPop Jr. Prodigy CK-12 Kahoot Quizlet YouTube Flash Cards Bingo k5 learning MathWorksheet.com mathworksheets4kids	not limited to teacher- created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples Accountable Talk, Debate, Oral Report Projects, Portfolio, Presentations Homework, Individual Practice Concept Mapping Performance Tasks Photos, Videos, Data Analysis	
Personal Finance	17.1.3-5.A Describe reasons people set financial goals. 17.1.3-5.B Identify the opportunity cost of various financial decisions including ones related to earning, spending, and saving.	Set financial goals and and make financial decisions Have a financial mindset and develop financial behaviors	Money and Finances Profit Financial Goals Allowance Earn/Spend/Save Money Needs and Wants	IXL 4th grade math- financial literacy Youtube Khan academy https://councilforeconed.org/wp-content/uploads/Family	Formative and summative assessments both formal and informal will be Given. Students will have individual work and group work.	**10 Days**

	17.1.3-5.C Explain how life circumstances and experiences can alter attitudes towards money. 17.1.3-5.D Identify financial decisions people make that may not be in their best interest. 17.1.3-5.E Describe conversations people have about money. 17.1.3-5.F Identify products and services provided by financial institutions.		Goods and Services	AtHomeFinancialFunPack_All_Final3.pdf Grades 3-5 https://www.fdic.gov/consumer-resource-center/educator-resources (FDIC- lessons and activities)		