TABERNACLE TOWNSHIP
PUBLIC SCHOOLS

MATHEMATICS CURRICULUM
GRADES K-4

Revised: July 2017

Board Adopted: August, 21st, 2017

TABERNACLE TOWNSHIP SCHOOL DISTRICT
MISSION STATEMENT

The mission of the Tabernacle School District is to create and maintain a safe and secure learning environment that ensures that all students in grades Pre K-8 attain success in mastering the ***New Jersey Student Learning Standards***. The home, the school, and the community working together will provide effective learning experiences that foster the academic, personal, intellectual, physical, social, and emotional growth necessary for students to become responsible, productive members of a diverse and global society. We commit to a comprehensive system of support to assure these outcomes.

Glenn Robbins, Superintendent
Barry Saide, Director of Curriculum & Instruction

Steering Committee:
Marc Miller, Math Specialist

Mathematics

Overview/Philosophy

The district's vision for Tabernacle Township students is to develop a community of competent and confident learners who value and apply mathematics in their everyday lives. Mathematics educators must carefully construct educational experiences that support this vision. Opportunities for problem-solving and writing about math are embedded into the daily curriculum at each grade level. Students are also afforded opportunities to share and discuss with their peers to further enhance the development of mathematical communication skills.

All students must be challenged to reach higher levels of understanding. Opportunities must be provided that allow students to explore and investigate using varying modalities and learning styles.

The district curriculum is aligned with the NJSLS in the area of mathematics and supports the following:

- All students have the need and capability to learn mathematics.
- A pedagogical shift from rote memorization and application of procedures to problem-solving and development of number sense is critical to the success of effective mathematics instruction.
- Integration of appropriate technology into the mathematics curricula and instruction is essential for effective instruction in the twenty-first century.

In the end, our goal is for students to enjoy as well as value mathematics.

Goals

In order for students to achieve the benefits of mathematical literacy and number sense, the Tabernacle Township School District has identified the following goals:

- Develop mathematical process skills to promote mathematical discourse and enhance understanding and facilitate application of mathematical content in everyday situations
- Develop a strong sense of numbers and its application in real life settings
- Explore, develop, understand, and apply fundamentals of spatial sense and reasoning and related measurements in everyday context
- Read, understand, construct, analyze, and explain representations of data and probability statistics collected from real experiments
- Use concepts of algebraic reasoning to identify patterns, solve problems and equations, and connect algebra to real life experiences

Curriculum Framework

Overview

Mathematics instruction will formally begin in kindergarten and proceed through grade eight. Students will explore the content areas of number, numerical operations, measurement, geometry, patterns, algebra, data, probability, and discrete mathematics. Integration of content and strategies across the curriculum will be incorporated at all grade levels. Content will be presented within contexts to promote development of the mathematical processes of problem solving, connections, communication, representations, reasoning, and technology.

Elementary

In the K-5 grades, curriculum materials provide opportunities for children to explore content within a spiraling context. Concepts repeat several times throughout the instructional year and are presented in a variety of ways to increase children's exposure and understanding. Focus algorithms present operations in child-friendly ways that elevate conceptual number sense. Materials at each grade level allow for the appropriate use of manipulatives and calculators.

Middle

In the middle school grades (6-8), mathematics materials present challenging content embedded in real-world problem solving contexts. Lessons emphasize multiple strategies and approaches to solving problems. Discovery of patterns are emphasized as students explore problems, develop theories, make connections and construct understanding of
presented content. The students continue to use manipulatives and technology and are introduced to graphing calculators to solve problems and represent data.

Special Education

Special education teachers at all grade levels may need to adapt and modify the mathematics curriculum for their students based on individual needs and IEP specifications. By using varied instructional strategies, manipulatives, and effective questioning, special needs teachers help to make challenging curricular materials accessible for all special needs students. In most cases, special education classes use the same program resources as regular education to serve as the core instructional platform on which to base any modifications or adaptations. In cases of significant need, a more individualized curriculum and appropriate curricular materials may be designed in accordance with IEP specifications.

MATHEMATICS GRADE KINDERGARTEN CURRICULUM MAP

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
Unit/ Topics	Topic 14 – Identifying and Describing Shapes Topic 1 – One to Five	Topic 2 – Comparing and Ordering 0 to 5 Topic 3 – Six to Ten	Topic 4 – Comparing and Ordering 0 to 10	Topic 15 – Position and Location of Shapes Topic 12 - Measurement	Topic 13 – Sorting, Classifying, Counting, and Categorizing Data
Instructional Materials	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Pattern Blocks -Attribute Blocks -Two-Color Counters -Five Frame Mats -Number Cards	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Connecting Cubes -Two-Color Counters -Number Cards -Five Frame Mats -Ten Frame Mats	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Two-Color Counters -Number Cards -Five Frame Mats -Ten Frame Mats	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Classroom Objects -Connecting Cubes -Measuring Cups -Balance Scale -Geometric Solids -Yarn -Attribute Blocks	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Two-Color Counters -Pattern Blocks -Attribute Blocks -Color Tiles -Assorted Buttons
Curricular Connections (Interdisciplinary)	-Reading: Follow Directions/ Use Picture Clues/Describe Objects -Science: Collect things from "Nature" to count and sort -Dramatic Play: Students set a table using numbers for plates/forks/cups/etc. -Phys. Ed.: Clap and Jump -Soc. Studies: Street Signs and Shapes	-Reading: Use Objects to Act out Problems and Using Prior Knowledge -Science: Grow Beans -Phys. Ed.: Giant Steps or Not? and Button, Button! -Social Studies: Numbers All Over!	-Reading: Visual Images/Text Descriptions and Count 'Em Up! -Art: Show More, Show Fewer	-Reading: Use Prior Knowledge, Sequencing, Sense or Nonsense? and Guess What's Inside! -Drama: Taller than Teddy? -Social Studies: Line Up the Family -Phys. Ed.: Simon Says!	-Reading: Use Reasoning -Social Studies: Talk It Over -Phys. Ed.: Match Them Up
Integration of 21st Century Themes & Skills	-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

Assessments (Formative, Summative, Benchmark)	-Daily Quick Checks -Placement Test -Topic Tests	-Daily Quick Checks -Topic Tests -MAP Assessment - Fall	-Daily Quick Checks -Topic Tests -Topics 1-4 Benchmark Test	-Daily Quick Checks -Topic Tests	-Daily Quick Checks -Topic Tests -MAP Assessment - Winter

MATHEMATICS GRADE KINDERGARTEN CURRICULUM MAP

	FEBRUARY	MARCH	APRIL	MAY	JUNE
Unit/Topics	Topic 7 – Understanding Addition Topic 8 – Understanding Subtraction	Topic 9 – Composing and Decomposing Numbers to 10 Topic 5 - Numbers to 20 Topic 10 – Composing Numbers 11-19	Topic 11 – Decomposing Numbers 11-19 Topic 6 – Numbers to 100	Topic 16 – Analyzing, Comparing, and Composing Shapes	Step Up to Grade 1
Instructional Materials	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Two-Color Counters -Connecting Cubes	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Two-Color Counters -Connecting Cubes -Ten Frame Mats -Number Cards -Double Ten Frame Mats	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Two-Color Counters -Connecting Cubes -Hundred Chart -Number Cards	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Pattern Blocks -Geometric Solids	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Connecting Cubes -Two-Color Counters -Part/Part/Whole Mats -Pattern Blocks -Geometric Solids
Curricular Connections (Interdisciplinary)	-Reading: Retell the Order of Events, Use Prior Knowledge and Room For One More -Music: Take a Seat! -Drama: What's Going On?	-Reading: Make Predictions, Following Directions and Five Little Squirrels -Phys. Ed.: More or Fewer, Go Fish, and Find Your Partner -Art: Popcorn fun -Science: 20 Questions -Writing: We've Been Framed	-Reading: Use Prior Knowledge -Drama: Muffins for Sale! and How Many Beans? -Technology: Input, Output	-Reading: Retelling -Drama: I Spy -Science: Guess It!	
Integration of 21st Century Themes & Skills	-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

Assessments (Formative, Summative, Benchmark)	-Daily Quick Checks -Topic Tests -Topics 5-8 Benchmark Test	-Daily Quick Checks -Topic Tests	-Daily Quick Checks -Topic Tests -Topics 9-12 Benchmark Test	-Daily Quick Checks -Topic Tests -Topics 13-16 Benchmark Test	-MAP Assessment – Spring -Topics 1-16 End-of-Year Test

TABERNACLE TOWNSHIP PUBLIC SCHOOLS
MATHEMATICS CURRICULUM
GRADE KINDERGARTEN

NJSLS	STANDARDS/INDICATORS	BENCHMARKS/CPI	ASSESSMENT	RESOURCES
K.CC	**Counting and Cardinality**			
	A. Know number names and the count sequence.			
K.CC.A.1 K.CC.A.2 K.CC.A.3	Count to 100 by ones and by tens. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	• Students explore number relationships through counting by tens and ones to 100. • Students will demonstrate the ability of counting forward by ones given a random number other than one. • Students count, write, recognize and compare sets of objects using one to one correspondence for numbers zero to twenty.	• Student Practice Pages • Oral Responses • Teacher Checklist • Topic Assessments • Topic Centers • Topics Addressing Standards: 1, 2, 3, 4, 5, 6	• Manipulatives • Counters • EnVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topics Addressing Standards: 1, 2, 3, 4, 5, 6
	B. Count to tell the number of objects.			
K.CC.B.4 K.CC.B.4.a K.CC.B.4.b	Understand the relationship between numbers and quantities; connect counting to cardinality. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their	• When given items in a group students will assign a number to each item and provide the total amount of items in that group. • Count a variety of objects up to twenty items using a variety of configurations. • While counting items students will demonstrate the understanding that the next sequential number is one larger than the previous one.	• Student Practice Pages • Oral Responses • Teacher Checklist • Topic Assessments • Topic Centers • Topics Addressing Standards: 1, 2, 3, 4, 6	• Manipulatives • Counters • EnVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center

	arrangement or the order in which they were counted.			• Topics Addressing Standards: 1, 2, 3, 4, 6
K.CC.B.4.c	Understand that each successive number name refers to a quantity that is one larger.			
K.CC.B.5	Count to answer "How many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10			

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MATHEMATICS CURRICULUM
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K.CC.B.5 (cont.)	things in a scattered configuration; given a number from 1-20, count out that many objects.			
C. Compare numbers.				
K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies (groups of ten).	• Students will use the language of less than, more than, or equal to in order to compare items in a group. • When given two written numbers, one through ten, students will be able to distinguish the quantity of a written numeral compared to another written numeral.	• Student Practice Pages • Oral Responses • Teacher Checklist • Topic Assessments • Topic Centers • Topics Addressing Standards: 2, 4, 5	• Manipulatives • EnVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topics Addressing Standards: 2, 4, 5
K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.			
K.OA Operations and Algebraic Thinking				
A. **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**				
K.OA.A.1	Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	• Add and subtract items in their environment up to ten and use language to explain how they added or subtracted to get the total • Know basic addition and subtraction facts 0 through five	• Student Practice Pages • Oral Responses • Teacher Checklist • Topic Assessments • Topic Centers • Topics Addressing Standards: 4, 7, 8, 9	• Manipulatives • Counters • EnVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website
K.OA.A.2	Solve addition and subtraction with word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.			

K.OA.A.3 K.OA.A.4	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5=2+3 and 5=4+1). For any number from 1 to 9, find the number that makes 10 when added to the given			• Mathematics Literature in Media Center • Topics Addressing Standards: 4, 7, 8, 9

TABERNACLE TOWNSHIP PUBLIC SCHOOLS
MATHEMATICS CURRICULUM
GRADE KINDERGARTEN

NJSLS	CONTENT	BENCHMARKS/CPI	ASSESSMENT	RESOURCES
K.OA.A.4 (cont.) K.OA.A.5	number, e.g., by using objects or drawings, and record the answer with a drawing or equation. Demonstrate fluency for addition and subtraction within 5.			
K. NBT	**Number and Operations in Base Ten**			
	A. Work with numbers 11-19 to gain foundations for place value.			
K.NBT.A.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18=10+8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	● Using numbers 11 through 19 students will represent the meaning of a composition or a decomposition problem by using pictures, equations, manipulatives and or objects.	● Student Practice Pages ● Oral Responses ● Teacher Checklist ● Topic Assessments ● Topic Centers ● Topics Addressing Standards: 10, 11	● Manipulatives ● EnVisionMATH Program ● Teacher Resource Masters ● Center Materials ● Pearson website ● Mathematics Literature in Media Center ● Topics Addressing Standards: 10, 11
K.MD	**Measurement and Data**			
	A. Describe and compare measurable attributes.			
K.MD.A.1 K.MD.A.2	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. Directly compare two objects with a measurable attribute in common, to see which object has "more of/less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	● Students will identify several ways to measure a single object . ● Students will measure objects using a variety of measurements. ● Students will use language that shows understanding of an object's different attributes .	● Student Practice Pages ● Oral Responses ● Teacher Checklist ● Topic Assessments ● Topic Centers ● Topic Addressing Standards: 12	● Manipulatives ● EnVisionMATH Program ● Teacher Resource Masters ● Center Materials ● Pearson website ● Mathematics Literature ● Topic Addressing Standards: 12
	B. Classify objects and count the number of objects in each category.			
K.MD.B.3	Classify objects into given categories; count the number of objects in each category and sort the categories by count. (Limit category	● Given a set of objects students will classify them into categories, count	● Student Practice Pages ● Oral Responses	● Manipulatives ● EnVisionMATH

TABERNACLE TOWNSHIP PUBLIC SCHOOLS
MATHEMATICS CURRICULUM
GRADE KINDERGARTEN

NJSLS	CONTENT	BENCHMARKS/CPI	ASSESSMENT	RESOURCES
K.MD.B.3 (cont.)	counts to be less than or equal to 10.)	the numbers of objects in each category, and sort the categories by count.	• Teacher Checklist • Topic Assessments • Topic Centers • Topic Addressing Standards: 13	• Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topic Addressing Standards: 13
K.G	**Geometry**			
A. Identify and describe shapes (squares, circles, triangle, rectangles, hexagons, cubes, cones, cylinders, and spheres).				
K.G.A.1 K.G.A.2 K.G.A.3	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. Correctly name shapes regardless of their orientations or overall size. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	• Children will show understanding of positional words by describing where objects are located in their environment. • Students will correctly name the following shapes: squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres in their environment. • Identify basic 2-D and 3-D shapes recognizing likeness and differences among them.	• Student Practice Pages • Oral Responses • Teacher Checklist • Topic Assessments • Topic Centers • Topics Addressing Standards: 13, 14, 15, 16	• Manipulatives • EnVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Pattern Blocks • Shapes • Topics Addressing Standards: 13, 14, 15, 16
B. Analyze, compare, create, and compose shapes.				
K.G.B.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners) and other attributes (e.g., having sides of equal length).	• Correctly name shapes regardless of orientation and overall size. • Model the construction of shapes with various tools. • Children will be able to combine simple shapes to form larger shapes.	• Student Practice Pages • Oral Responses • Teacher Checklist • Topic Assessments • Topic Centers • Topic Addressing Standards: 16	• Manipulatives • EnVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website

TABERNACLE TOWNSHIP PUBLIC SCHOOLS
MATHEMATICS CURRICULUM
GRADE KINDERGARTEN

NJSLS	CONTENT	BENCHMARKS/CPI	ASSESSMENT	RESOURCES
K.G.B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.			• Mathematics Literature in Media Center • 3-D Shapes
K.G.B.6	Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"			• Topic Addressing Standards: 16

MATHEMATICS GRADE 1 CURRICULUM MAP

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
Unit/Topics	Topic 1- Understanding Addition Topic 2- Understanding Subtraction	Topic 3- Five and Ten Relationships	Topic 4- Addition and Subtraction Facts to 12	Topic 5- Addition Facts to 20	Topic 6- Subtraction Facts to 20 Topic 7- Counting and Number Patterns to 120
Instructional Materials	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Part/Part/Whole Mats -Two-Color Counters -Paper Plates -Color Tiles -Connecting Cubes -Number Cards	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Number Cards -Two-Color Counters -Ten Frame Mats	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Number Cards -Two-Color Counters -Connecting Cubes -Number Cube -Double Ten Frame Mats	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Connecting Cubes -Double Ten Frame Mats -Number Cards	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Two-Color Counters -Number Cards -Hundred Chart -Connecting Cubes
Curricular Connections (Interdisciplinary)	Reading: Retell and Act Out and draw visual images based on text description Writing: Write a story about an amusement park Music: Sing a backward song Literature: *The Action of Subtraction*	Reading: Draw visual images based on text description Art: Make Number Collages Literature: *Math for All Seasons*	Reading: Retelling and Sequencing Soc. Stud.: Research state wildlife (plant, birds, etc.) Literature: *Animals on Board*	Reading – Retelling and Sequencing STEM: Research animals raised on Farms and Ranches Literature: *Two of Everything: A Chinese Folktale*	Reading: Retelling and Sequencing Soc. Stud.: Write facts about state capitol and illustrate a counting pattern of the state mammal Literature: *Subtraction Action* and *Emily's First 100 Days of School*
Integration of 21st Century Themes & Skills	-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

Assessments (Formative, Summative, Benchmark)	-Daily Quick Checks -Placement Test -Topic Tests -MAP Assessment - Fall	-Daily Quick Checks -Topic Tests	-Daily Quick Checks -Topic Tests -Topics 1-4 Benchmark Test	-Daily Quick Checks -Topic Tests	-Daily Quick Checks -Topic Tests -MAP Assessment - Winter

MATHEMATICS GRADE 1 CURRICULUM MAP

	FEBRUARY	MARCH	APRIL	MAY	JUNE
Unit/Topics	Topic 8- Tens and Ones Topic 9- Comparing and Ordering Numbers to 100	Topic 10- Adding with Tens and Ones Topic 11- Subtracting with Tens and Ones	Topic 12- Length Topic 13- Time	Topic 14- Using Data to Answer Questions Topic 15- Geometry	Topic 16- Fractions of Shapes Step Up to Grade 2
Instructional Materials	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Connecting Cubes -Place Value Mats -Number Cards -Hundred Chart	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Number Cards -Connecting Cubes -Hundred Chart -Place Value Blocks -Place Value Mats -Part/Part/Whole Mats	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Classroom Objects to Measure -Connecting Cubes -Yarn -Straws -Paper Clips - Different Sized Shoes, Pencils, Markers -Demonstration/Student Clocks	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Two-Color Counters -Sticky Notes -Connecting Cubes -Chart Paper -Pattern Blocks -Attribute Blocks -Geometric Solids -Modeling Clay or Pipe Cleaners	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Boxes
Curricular Connections (Interdisciplinary)	Reading: Retell or Act Out to Sequence, Making Inferences, Main Idea, Cause and Effect, Making Prediction, and Drawing Conclusions STEM: Research state insect to use in groups of 10 pictures Soc. Stud.: Research Native American Jewelry Literature: *A Fair Bear Share* and *More or Less*	Reading: Retell or Act Out to Sequence, Making Inferences, Main Idea, Cause and Effect, Making Prediction, and Drawing Conclusions Art: Students draw pieces of fruit STEM: Research New Jersey State Bird Literature: *17 Kings and 42 Elephants* and *Mike's Mystery*	Reading: Draw and discuss visual images based on text and retell or act out to sequence Soc. Stud.: Create a schedule for a train in a New Jersey City STEM: Compare measurement of state animals Literature: *Measuring Penny* and *Bunny Day: Telling Time from Breakfast to Bedtime*	Reading: Draw and discuss visual images based on text and Main Idea STEM: Create a Summer Fun Activity Graph Art: Find pictures to cut into different shapes Literature: *Graphs* and *Circus Shapes*	Reading: Draw and discuss visual images based on text Music: Make up a song about fractions of a whole Literature: *Rabbit and Hare Divide and Apple*

Integration of 21st Century Themes & Skills	-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
Assessments (Formative, Summative, Benchmark)	-Daily Quick Checks -Topic Tests -Topics 5-8 Benchmark Test	-Daily Quick Checks -Topic Tests	-Daily Quick Checks -Topic Tests -Topics 9-12 Benchmark Test	-Daily Quick Checks -Topic Tests -Topics 13-16 Benchmark Test	-MAP Assessment – Spring -Topics 1-16 End-of-Year Test

TABERNACLE TOWNSHIP PUBLIC SCHOOLS
MATHEMATICS CURRICULUM
GRADE 1

NJSLS	CONTENT	BENCHMARKS/CPI	ASSESSMENT	RESOURCES
1.OA	**Operations and Algebraic Thinking**			
	A. Represent and solve problems involving addition and subtraction.			
1.OA.A.1 1.OA.A.2	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings and equations with a symbol for the unknown number to represent the problem. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	• Construct, use and explain efficient and accurate procedures for numerical operations and problem solving. • Construct and solve open number sentences and recognize and describe changes over time.	• Student Practice Pages • Teacher Observation • Oral Responses • Topic Center Activities • Topic Assessments • Topics Addressing Standards: 1, 2, 4, 5, 6	• Manipulatives • EnVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topics Addressing Standards: 1, 2, 4, 5, 6
	B. Understand and apply properties of operations and the relationship between addition and subtraction.			
1.OA.B.3	Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) Examples: If 8+3+11 is known, then 3+8=11 is also known. (Commutative property of addition.) To add	• Understand and apply the cumulative, associative and zero properties of addition. • Construct, use and explain efficient and accurate procedures for	• Student Practice Pages • Teacher Observation • Oral Responses • Topic Center Activities • Topic Assessments	• Manipulatives • EnVisionMATH Program • Teacher Resource Masters

	2+6+4, the second two numbers can be added to make ten, so 2+6+4=2+10=12. (Associative property of addition.) Students need not use the formal terms for these properties.	numerical operations and problem solving.	• Topics Addressing Standards: 1, 2, 3, 4, 5, 6	• Center Materials • Pearson website • Mathematics Literature in Media Center
1.OA.B.4	Understand subtraction as an unknown-addend problem. For example, subtract 10-8 by finding the number that makes 10 when added to 8.			• Topics Addressing Standards: 1, 2, 3, 4, 5, 6

TABERNACLE TOWNSHIP PUBLIC SCHOOLS
MATHEMATICS CURRICULUM
GRADE 1

NJSLS	CONTENT	BENCHMARKS/CPI	ASSESSMENT	RESOURCES
C. Add and subtract within 20.				
1.OA.C.5 1.OA.C.6	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8+6=8+2+4=10+4=14: decomposing a number leading to a ten (e.g., 13-4=13-3-1=10-1=9); using the relationship between addition and subtraction (e.g., knowing that 8+4=12, one knows 12-8=4); and creating equivalent but easier or known sums (e.g., adding 6+7 by creating the known equivalent 6+6+1=12+1=13).	• Construct, use and explain efficient and accurate procedures for numerical operations and problem solving.	• Student Practice Pages • Teacher Observation • Oral Responses • Topic Center Activities • Topic Assessments • Topics Addressing Standards: 2, 3, 4, 5, 6	• Manipulatives • EnVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topics Addressing Standards: 2, 3, 4, 5, 6
D. Work with addition and subtraction equations.				
1.OA.D.7 1.OA.D.8	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6=6, 7=8-1, 5+2=2+5, 4+1=5+2. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8+?=11, 5=•-3, 6+6=•.	• Construct, use and explain efficient and accurate procedures for numerical operations and problem solving. • Construct, use and explain efficient and accurate procedures for numerical operations and problem solving.	• Student Practice Pages • Teacher Observation • Oral Responses • Topic Center Activities • Topic Assessments • Topics Addressing Standards: 1, 2, 3, 4, 5, 6	• Manipulatives • EnVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topics Addressing Standards: 1, 2, 3, 4, 5, 6

TABERNACLE TOWNSHIP PUBLIC SCHOOLS
MATHEMATICS CURRICULUM
GRADE 1

NJSLS	CONTENT	BENCHMARKS/CPI	ASSESSMENT	RESOURCES
1.NBT	**Number and Operations in Base Ten**			
	A. Extend the counting sequence.			
1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	• Students will read, represent and write numbers up to 120.	• Student Practice Pages • Teacher Observation • Oral Responses • Topic Center Activities • Topic Assessments • Topics Addressing Standards: 7, 9	• Manipulatives • EnVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topics Addressing Standards: 7, 9
	B. Understand place value.			
1.NBT.B.2 1.NBT.B.2.a 1.NBT.B.2.b 1.NBT.B.2.c 1.NBT.B.3	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones – called a "ten". The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	• Connect symbols to number dot patterns, ten frames and counted sets. • Develop and demonstrate an appropriate understanding of number sense to place value, and comparison and ordering of whole numbers.	• Student Practice Pages • Teacher Observation • Oral Responses • Topic Center Activities • Topic Assessments • Topics Addressing Standards: 7, 8, 9	• Manipulatives • EnVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topics Addressing Standards: 7, 8, 9

TABERNACLE TOWNSHIP PUBLIC SCHOOLS
MATHEMATICS CURRICULUM
GRADE 1

NJSLS	CONTENT	BENCHMARKS/CPI	ASSESSMENT	RESOURCES
C. Use place value understanding and properties of operations to add and subtract.				
1.NBT.C.4 1.NBT.C.5 1.NBT.C.6	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	• Students explore addition, subtraction, multiplication, and division problems through joining and separating sets • Students use mental math to add or subtract ten.	• Student Practice Pages • Teacher Observation • Oral Responses • Topic Center Activities • Topic Assessments • Topics Addressing Standards: 9, 10, 11	• Manipulatives • EnVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topics Addressing Standards: 9, 10, 11
1.MD Measurement and Data				
A. Measure lengths indirectly and by iterating length units.				
1.MD.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	• Select, compare and use appropriate standard and non-standard units of measure to solve real-life problems.	• Student Practice Pages • Teacher Observation • Oral Responses • Topic Center Activities • Topic Assessments • Topic Addressing Standards: 12	• Manipulatives • EnVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature • Topic 12

TABERNACLE TOWNSHIP PUBLIC SCHOOLS
MATHEMATICS CURRICULUM
GRADE 1

NJSLS	CONTENT	BENCHMARKS/CPI	ASSESSMENT	RESOURCES
1.MD.A.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.			
B. Tell and write time.				
1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.	• Students will write and orally state time to the nearest hour and half hour using analog and digital clocks.	• Student Practice Pages • Teacher Observation • Oral Responses • Topic Center Activities • Topic Assessments • Topic Addressing Standards: 13	• Manipulatives • EnVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topic Addressing Standards: 13
C. Represent and interpret data.				
1.MD.C.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	• Use graphs and charts to collect and organize information in a systematic way to discover patterns, and make comparisons between groups on graph.	• Student Practice Pages • Teacher Observation • Oral Responses • Topic Center Activities • Topic Assessments • Topic Addressing Standards: 14	• Manipulatives • EnVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topic Addressing Standards: 14

TABERNACLE TOWNSHIP PUBLIC SCHOOLS
MATHEMATICS CURRICULUM
GRADE 1

NJSLS	CONTENT	BENCHMARKS/CPI	ASSESSMENT	RESOURCES
1.G	**Geometry**			
	A. Reason with shapes and their attributes.			
1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	• Students will construct shapes to demonstrate understanding of their defining attributes.	• Student Practice Pages • Teacher Observation • Oral Responses • Topic Center Activities • Topic Assessments • Topics Addressing Standards: 15, 16	• Manipulatives • EnVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topics Addressing Standards: 15, 16
1.G.A.2 1.G.A.3	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as "right rectangular prism." Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	• Students will be able to determine the difference between defining and non defining attributes • Explore ways to use, combine, and transform shapes to create designs, patterns and pictures. • Students will partition circles or rectangles into fractional parts. • Verbally state the portions of the shapes.		

MATHEMATICS GRADE 2 CURRICULUM MAP

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
Unit /Topics	Topic 1- Understanding Addition and Subtraction Topic 2- Addition Strategies	Topic 2 – (Continued) Topic 3- Subtraction Strategies	Topic 4- Working with Equal Groups	Topic 5- Place Value to 100	Topic 6- Mental Addition Topic 7- Mental Subtraction
Instructional Materials	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Connecting Cubes -Part-Part-Whole Mats -Number Cards -Two-Color Counters -Double Ten Frame Mats -Number Cubes	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Connecting Cubes -Part-Part-Whole Mats -Number Cards -Two-Color Counters -Double Ten Frame Mats -Number Cubes	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Two Sided Counters	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Connecting Cubes -Number Cards -Place Value Mats -Hundred Chart	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Place Value Blocks -Single Ten Frame Mats -Double Ten Frame Mats -Number Cards -Two-Color Counters -Hundred Chart -Connecting Cubes
Curricular Connections (Interdisciplinary)	-Reading: Use Structure and Act Out or Retell Important Events in a Story -Soc. Stud.: Where to Go on Vacation? -STEM: What you Might See at a Space Center	-Reading: Act Out or Retell Important Events in a Story -Science/Literature: Look up and make a list of animals	-Reading: Draw and Discuss Visual Images Based on Text Descriptions -STEM: Students research animals, plants, and products from their state	-Reading: Use Prior Knowledge -Art: Students Draw Stars in the Night Sky	-Reading: Represent Text in Different Ways, Including Charts -Literature: Students write a story about things they can count "10 more of"
Integration of 21st Century Themes & Skills)	-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

Assessments (Formative, Summative, Benchmark)	-Daily Quick Checks -Placement Test -Topic Tests -MAP Assessment - Fall	-Daily Quick Checks -Topic Tests	-Daily Quick Checks -Topic Tests -Topics 1-4 Benchmark Test	-Daily Quick Checks -Topic Tests	-Daily Quick Checks -Topic Tests -MAP Assessment - Winter

MATHEMATICS GRADE 2 CURRICULUM MAP

	FEBRUARY	MARCH	APRIL	MAY	JUNE
Unit/Topics	Topic 8- Adding Two-Digit Numbers Topic 9- Subtracting Two-Digit Numbers	Topic 10- Place Value to 1,000 Topic 11- Three-Digit Addition and Subtraction	Topic 12- Geometry Topic 13- Counting Money	Topic 14- Money Topic 15- Measuring Length	Topic 16- Time, Graphs, and Data Step Up to Grade 3
Instructional Materials	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Place Value Mats -Number Cards -Connecting Cubes -Number Lines -Number Cubes	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Hundred Chart -Place Value Blocks -Number Cube -Place Value Mats -Number Cards	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Geometric Solids -Straws -Pipe Cleaners -Pattern Blocks -Plastic Coins -Number Cube -Bills	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Plastic Coins -Number Cube -Classroom Objects to Measure -Connecting Cubes -Small Paper Clips -Inch/Centimeter Ruler -Yardstick/Meterstick	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Demonstration Clock -Student Clocks -Inch Ruler -Classroom Objects -Connecting Cubes -Unit Cubes -Two-Color Counters
Curricular Connections (Interdisciplinary)	-Reading: Draw and discuss visual images based on text -Art: Draw fields of wildflowers native to their region -Soc. Stud.: Compare information about cities in New Jersey	-Reading: Draw and discuss visual images based on text and relate facts and details in text to clarify and organize data -STEM: Research animals found at the shore -Art: Students research and draw a large marine animal	-Reading: Use text to find clues and to represent text information in different ways -Art: Use magazines and newspapers to find examples of geometric solids -Soc. Stud.: Create a seasonal dish menu	-Reading: Represent text information in different ways and draw and discuss visual images based on text descriptions -Soc. Stud.: Draw a Fairground scene map -STEM: Research length of animals	-Reading: Draw images based on text descriptions -STEM: Research favorite dinosaur

Integration of 21st Century Themes & Skills)	-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 -Financial Responsibility	-Attend to Precision -Look for and Make Use of Structure -Financial Responsibility	-Look for and Express Regularity in Repeated Reasoning
Assessments (Formative, Summative, Benchmark)	-Daily Quick Checks -Topic Tests -Topics 5-8 Benchmark Test	-Daily Quick Checks -Topic Tests	-Daily Quick Checks -Topic Tests -Topics 9-12 Benchmark Test	-Daily Quick Checks -Topic Tests -Topics 13-16 Benchmark Test	-MAP Assessment – Spring -Topics 1-16 End-of-Year Test

TABERNACLE TOWNSHIP PUBLIC SCHOOLS
MATHEMATICS CURRICULUM
GRADE 2

NJSLS	CONTENT	BENCHMARKS/CPI	ASSESSMENT	RESOURCES
2.OA	**Operations and Algebraic Thinking**			
	A. Represent and solve problems involving addition and subtraction.			
2.OA.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	● Use tile designs to develop number sentences for addition. ● Use manipulatives to show joining, separating and comparing.	● Student Guide Pages ● Teacher Observation ● Oral Responses ● Topic Assessments ● Topic Center Activities ● Topics Addressing Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9	● Manipulatives ● EnVisionMATH Program ● Teacher Resource Masters ● Center Materials ● Pearson website ● Mathematics Literature in Media Center ● Tiles ● Topics Addressing Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9
	B. Add and subtract within 20.			
2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	● Fluently add and subtract within 20	● Student Guide Pages ● Teacher Observation ● Oral Responses ● Topic Assessments	● Manipulatives ● EnVisionMATH Program

			• Topic Center Activities • Topics Addressing Standards: 2, 3	• Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topics Addressing Standards: 2, 3
C. Work with equal groups of objects to gain foundations for multiplication.				
2.OA.C.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	• Use manipulatives to pair objects, determine if a number is odd or even • Students will write an equation using the same digits that equals	• Student Guide Pages • Teacher Observation • Oral Responses • Topic Assessments • Topic Center Activities	• Manipulatives • EnVisionMATH Program • Teacher Resource Masters

TABERNACLE TOWNSHIP PUBLIC SCHOOLS
MATHEMATICS CURRICULUM
GRADE 2

NJSLS	CONTENT	BENCHMARKS/CPI	ASSESSMENT	RESOURCES
2.OA.C.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	• an even number • Use tile designs to develop number sentences for addition	• Topics Addressing Standards: 4, 5	• Center Materials • Pearson website • Mathematics Literature in Media Center • Topics Addressing Standards: 4, 5
2.NBT Number and Operations in Base Ten				
A. Understand place value.				
2.NBT.A.1 2.NBT.A.1.a 2.NBT.A.1.b 2.NBT.A.2 2.NBT.A.3 2.NBT.A.4	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: 100 can be thought of as a bundle of ten tens – called a "hundred." The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). Count within 1000; skip-count by 5s, 10s, and 100s. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	• Identify the ones, tens and hundreds in a number. • Demonstrate an understanding of whole number place value concepts. • Students will show understanding by grouping place value blocks in bundles of ten tens to make one hundred and identify the value of the ones, tens, and hundreds. • Students will Count within 1000; skip-count by 5s, 10s, and 100s. • Students will write numbers to 1000 using standard form, word form, and expanded form. • Compare and order whole numbers using >, < and =.	• Student Guide Pages • Teacher Observation • Oral Responses • Topic Assessments • Topic Center Activities • Topics Addressing Standards: 5, 6, 10	• Manipulatives • EnVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Place Value Blocks • Topics Addressing Standards: 5, 6, 10
B. Use place value understanding and properties of operations to add and subtract.				
2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between	• Use count on to add. • Use double and double plus one. • Use ten frame to add or subtract	• Student Guide Pages • Teacher Observation • Oral Responses	• Manipulatives • Envision Math Program

TABERNACLE TOWNSHIP PUBLIC SCHOOLS
MATHEMATICS CURRICULUM
GRADE 2

NJSLS	CONTENT	BENCHMARKS/CPI	ASSESSMENT	RESOURCES
2.NBT.B.5 (cont.) 2.NBT.B.6 2.NBT.B.7 2.NBT.B.8 2.NBT.B.9	addition and subtraction. Add up to four two-digit numbers using strategies based on place value and properties of operations. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. Explain why addition and subtraction strategies work, using place value and the properties of operations.	• numbers. • Learn how to add and subtract on a 200 chart. • Use paper and pencil to solve addition and subtraction problems. • Use mental math to solve problems. • Use a calculator to solve problems. • Choose best strategy to solve specific problems. • Determine if answer is reasonable or crazy. • Use number families to connect the operations of addition and subtraction. • Use paper pencil, mental math or calculator to construct, use and explain addition and subtraction strategies.	• Topic Assessments • Topic Center Activities • Topics Addressing Standards: 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 14	• Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topics Addressing Standards: 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 14 • Ten Frames • 200 Chart • Calculator
2.MD Measurement and Data				
A. Measure and estimate lengths in standard units.				
2.MD.A.1 2.MD.A.2	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two	• Use standard and nonstandard units of measure for length. • Students will measure and compare the length of an object by using two different units of measurement. • Estimate measurements using	• Student Guide Pages • Teacher Observation • Oral Responses • Topic Assessments • Topic Center Activities • Topic Addressing	• Manipulatives • enVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website

TABERNACLE TOWNSHIP PUBLIC SCHOOLS
MATHEMATICS CURRICULUM
GRADE 2

NJSLS	CONTENT	BENCHMARKS/CPI	ASSESSMENT	RESOURCES
2.MD.A.2 (cont.) 2.MD.A.3 2.MD.A.4	measurements relate to the size of the unit chosen. Estimate lengths using units of inches, feet, centimeters, and meters. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	• standard units of measurement. • Compare and contrast objects according to length.	Standards: 15	• Mathematics Literature in Media Center • Topic Addressing Standards: 15
B. Relate addition and subtraction to length.				
2.MD.B.5 2.MD.B.6	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, …, and represent whole-number sums and differences within 100 on a number line diagram.	• Students will solve addition and subtraction word problems using the same unit of measurement for length. • Students will use the number line to place whole number lengths and to find the sum and differences within 100.	• Student Guide Pages • Teacher Observation • Oral Responses • Topic Assessments • Topic Center Activities • Topics Addressing Standards: 8, 9, 15	• Manipulatives • enVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topics Addressing Standards: 8, 9, 15
C. Work with time and money.				
2.MD.C.7 2.MD.C.8	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	• Use digital and analog clocks to the nearest five minutes, using a.m. and p.m. • Count coins using pennies, nickels, dimes and quarters up to $1.00. • Add or subtract money amounts to solve problems.	• Student Guide Pages • Teacher Observation • Oral Responses • Topic Assessments • Topic Center Activities • Topics Addressing Standards: 13, 14, 16	• Manipulatives • enVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topics Addressing Standards: 13, 14, 16

TABERNACLE TOWNSHIP PUBLIC SCHOOLS
MATHEMATICS CURRICULUM
GRADE 2

NJSLS	CONTENT	BENCHMARKS/CPI	ASSESSMENT	RESOURCES
D. Represent and interpret data.				
2.MD.D.9 2.MD.D.10	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	• Collect, generate and record and organize data by measuring the length of different objects to the nearest whole unit • Use data to make line plot • Use statistical methods to collect and organize data. • Use data to read, interpret, and analyze.	• Student Guide Pages • Teacher Observation • Oral Responses • Topic Assessments • Topic Center Activities • Topics Addressing Standards: 14, 16	• Manipulatives • enVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Graph paper • Data Column • Topics Addressing Standards: 14, 16
2.G Geometry				
A. Reason with shapes and their attributes.				
2.G.A.1 2.G.A.2 2.G.A.3	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	• Use concrete objects, or drawings to identify, classify and describe shapes based on their specific attributes. • Fill the inside space of a shape to find the area. • Use manipulatives to create equal shares of whole shapes	• Student Guide Pages • Teacher Observation • Oral Responses • Topic Assessments • Topic Center Activities • Topic Addressing Standards: 12	• Manipulatives • enVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topic Addressing Standards: 12

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
Unit/ Topics	Topic 1 – Numeration	Topic 2 – Number Sense: Addition and Subtraction Topic 3 – Using Place Value to Add and Subtract	Topic 4 – Meanings of Multiplication Topic 5 – Multiplication Facts: Use Patterns	Topic 6 – Multiplication Facts: Use Known Facts	Topic 7 – Meanings of Division
Instructional Materials	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Place-Value Blocks -Number Lines	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Two-Color Counters -Place-Value Blocks	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Two-Color Counters - Hundred Chart	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) - Two-Color Counters	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) - Two-Color Counters -Multiplication Table -Two-Color Tiles
Curricular Connections (Interdisciplinary)	Reading: Compare and Contrast elements, settings, characters and problems in two texts Soc. Stud.: Students research the height of famous structures Literature: *Fiji Facts and Figures*	Reading: Order Details Literature: *Magic Squares and More* Soc. Stud.: Students research the heights of three amusement park rides and students research how many days students in other countries go to school	Reading: Draw visual images based on text descriptions and record information Literature: *Below Zero* and *Keeping Count* STEM: Students use facts about an armadillo to solve problems and use the mockingbird to create arrays	Reading: Record information Literature: *Below Zero* Social Studies: Steam Locomotive and the Railroad System Multiplication	Reading: Finding Important Information in a Word Problem Literature: *Surviving the Odds* STEM: Division with Apollo Missions
Integration of 21st Century Themes & Skills)	-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
Assessments (Formative, Summative, Benchmark)	-Daily Quick Checks -Placement Test -Topic Tests -MAP Assessment - Fall	-Daily Quick Checks -Topic Tests	-Daily Quick Checks -Topic Tests -Topics 1-4 Benchmark Test	-Daily Quick Checks -Topic Tests	-Daily Quick Checks -Topic Tests -MAP Assessment - Winter

MATHEMATICS GRADE 3 CURRICULUM MAP

	FEBRUARY	MARCH	APRIL	MAY	JUNE
Unit /Topics	Topic 8 – Division Facts Topic 9 – Understanding Fractions	Topic 10 – Fraction Comparison and Equivalence Topic 11 – Two-Dimensional Shapes and Their Attributes	Topic 12 – Time Topic 13 – Perimeter	Topic 14 – Area Topic 15 – Liquid Volume and Mass	Topic 16 – Data Step Up to Grade 4
Instructional Materials	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Two-Color Counters -Centimeter Grid Paper -Number Lines -Fraction Strips	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Fraction Models -Fraction Strips -Number Lines -Ruler -Piper Cleaners -Two-Color Tiles	--enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Demonstration Clocks -Student Clocks -Calendar -ruler, yardstick -Straws, Craft Sticks, Tooth Picks	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Pattern Blocks -Capacity Containers -Liter Containers -Water, Sand, Rice -Pan Balance	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Line Plots -Paper Bags -Rulers
Curricular Connections (Interdisciplinary)	Reading: Organizing Ideas and Visual Images Literature: *Rainforest Math* and *Keeping Count* Art: Mosaic Pattern Designs Social Studies: Flags with Equal Parts	Reading: Visual Images and Organizing Information Literature: *Surviving the Odds* and *Perfect Patterns* STEM: Fractions with Insects Art: Shapes with John Gillin	Reading: Main Idea, Drawing Conclusions, and Organizing Information Literature: *Below Zero* and *Fiji Facts and Figures* Social Studies: Charter Fishing Boats Art: Perimeters of Famous Buildings	Reading: Organizing Information Literature: *Rainforest Math* and *Keeping Count* Social Studies: State Symbols STEM: Make up a New Metric System to Measure Mass	Reading: Draw Visual Images Based on Text Descriptions Literature*: Fiji Facts* and *Figures* Social Studies: Olympic Team Medal Tallies
Integration of 21st Century Themes & Skills)	-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
Assessments (Formative, Summative, Ben	-Daily Quick Checks -Topic Tests -Topics 5-8 Benchmark Test	-Daily Quick Checks -Topic Tests	-Daily Quick Checks -Topic Tests -Topics 9-12 Benchmark Test	-Daily Quick Checks -Topic Tests -Topics 13-16 Benchmark Test	-MAP Assessment – Spring -Topics 1-16 End-of-Year Test

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TABERNACLE TOWNSHIP PUBLIC SCHOOLS
MATHEMATICS CURRICULUM
GRADE 3

NJSLS	CONTENT	BENCHMARKS/CPI	ASSESSMENT	RESOURCES
3.OA	**Operations and Algebraic Thinking**			
	A. Represent and solve problems involving multiplication and division.			
3.OA.A.1	Interpret products of whole numbers, e.g., interpret 5x7 as the total number of objects in 5 groups of 7 objects each. For example, describe and/or represent a context in which a total number of objects can be expressed as 5 x 7.	• Students will use arrays, repeated addition and objects to show the number of groups and how many in each group to represent a multiplication number sentence. • Students will use pictures, repeated subtraction and objects to show the total amount divided into groups for a division number sentence. • Construct and solve word problems and equations using multiplication and division (e.g., 3 x 6 = __, 15 /3 =n, 3 x n = 15, 16 / c = 4).	• Teacher Observation • Student Guide Pages • Oral Responses • Topic Assessments • Topic Center Activities • Topics Addressing Standards: 4, 5, 6, 7, 8	• Manipulatives • enVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topics Addressing Standards: 4, 5, 6, 7, 8
3.OA.A.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56÷8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned in to equal shares of 8 objects each. For example, describe and/or represent a context in which a number of shares or a number of groups can be expressed as 56÷8.			
3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.			
3.OA.A.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the			

	unknown number that makes the equation true in each of the equations 8 x ?=48, 5=•÷3, 6 x 6=?.			

TABERNACLE TOWNSHIP PUBLIC SCHOOLS
MATHEMATICS CURRICULUM
GRADE 3

NJSLS	CONTENT	BENCHMARKS/CPI	ASSESSMENT	RESOURCES
B. Understand properties of multiplication and the relationship between multiplication and division.				
3.OA.B.5 3.OA.B.6	Apply properties of operations as strategies to multiply and divide. Examples: If 6 x 4=24 is known, then 4 x 6=24 is also known. (Commutative property of multiplication.) 3 x 5 x 2 can be found by 3 x 5=15, then 15 x 2=30, or by 5 x 2=10, then 3 x 10=30. (Associative property of multiplication.) Knowing that 8 x 5=40 and 8 x 2=16, one can find 8 x 7 as 8 x (5+2)=(8 x 5)+(8 x 2)=40+16=56. (Distributive property.) Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.	● Apply and identify the properties of operations and numbers. ● Students will understand and use the inverse relationship between multiplication and division.	● Teacher Observation ● Student Guide Pages ● Oral Responses ● Topic Assessments ● Topic Center Activities ● Topics Addressing Standards: 4, 5, 6, 7, 8	● Manipulatives ● enVisionMATH Program ● Teacher Resource Masters ● Center Materials ● Pearson website ● Mathematics Literature in Media Center ● Topics Addressing Standards: 4, 5, 6, 7, 8
C. Multiply and divide within 100.				
3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	● Students will develop proficiency with basic multiplication and division number facts using a variety of fact strategies.	● Teacher Observation ● Student Guide Pages ● Oral Responses ● Topic Assessments ● Topic Center Activities ● Topics Addressing Standards: 4, 5, 6, 7, 8	● Manipulatives ● enVisionMATH Program ● Teacher Resource Masters ● Center Materials ● Pearson website ● Mathematics Literature in Media Center ● Topics Addressing Standards: 4, 5, 6, 7, 8

TABERNACLE TOWNSHIP PUBLIC SCHOOLS
MATHEMATICS CURRICULUM
GRADE 3

NJSLS	CONTENT	BENCHMARKS/CPI	ASSESSMENT	RESOURCES
D. Solve problems involving the four operations, and identify and explain patterns in arithmetic.				
3.OA.D.8 3.OA.D.9	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.	• Students will solve two step word problems using the four operations while implementing a variety of estimation strategies (e.g., rounding and mental math) for estimating both quantities and the result of computations. • Students will check the reasonableness of computation. • Students will solve problems using letters representing unknown quantities. • Recognize, describe, extend, and create patterns.	• Teacher Observation • Student Guide Pages • Oral Responses • Topic Assessments • Topic Center Activities • Problem solving lessons in topics 1-16 • Topics Addressing Standards: 1-8	• Manipulatives • enVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • enVisionMATH Program Topics 1-16 for problem solving • Topics Addressing Standards: 1-8 • Problem solving handbook
3.NBT Number and Operations in Base Ten				
A. Use place value understanding and properties of operations to perform multi-digit arithmetic.				
3.NBT.A.1 3.NBT.A.2	Use place value understanding to round whole numbers to the nearest 10 or 100. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	• Recognize, describe, extend, and create patterns. • Students will fluently add and subtract within a thousand using pencil-and-paper procedures or various strategies.	• Teacher Observation • Student Guide Pages • Oral Responses • Topic Assessments • Topic Center Activities	• Manipulatives • enVisionMATH Program • Teacher Resource Masters • Center Materials

TABERNACLE TOWNSHIP PUBLIC SCHOOLS
MATHEMATICS CURRICULUM
GRADE 3

NJSLS	CONTENT	BENCHMARKS/CPI	ASSESSMENT	RESOURCES
3.NBT.A.3	Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 x 80, 5, x 60) using strategies based on place value and properties of operations.	• Students will multiply two digit numbers that are multiples of ten by one digit numbers.	• Topics Addressing Standards: 1-8	• Pearson website • Mathematics Literature in Media Center • Topics Addressing Standards: 1-8
3.NF	**Number and Operations - Fractions**			
	A. Develop understanding of fractions as numbers.			
3.NF.A.1 3.NF.A.2	Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction *a/b* as the quantity formed by *a* parts of size 1/*b*. Understand a fraction as a number on the number line; represent fractions on a number line diagram.	• Students will demonstrate an understanding of fractions using fraction strips. • Students will construct a number line and correctly place the faction on the number line. • Student will compare and order fractions using fraction strips. • Students will compare and order fractions using symbols.	• Teacher Observation • Student Guide Pages • Oral Responses • Topic Assessments • Topic Center Activities • Topics Addressing Standards: 9, 10	• Manipulatives • enVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topics Addressing Standards: 9, 10

MATHEMATICS CURRICULUM
GRADE 3

NJSLS	CONTENT	BENCHMARKS/CPI	ASSESSMENT	RESOURCES
3.NF.A.2.a	Represent a fraction 1/*b* on a number line diagram be defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 located the number 1/*b* on the number line.	• Students will demonstrate an understanding of fractions using fraction strips. • Students will construct a number line and correctly place the faction on the number line. • Student will compare and order fractions using fraction strips. • Students will compare and order fractions using symbols.	• Teacher Observation • Student Guide Pages • Oral Responses • Topic Assessments • Topic Center Activities • Topics Addressing Standards: 9, 10	• Manipulatives • enVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topics Addressing Standards: 9, 10
3.NF.A.2.b	Represent a fraction *a/b* on a number line diagram by marking off a lengths 1/*b* from 0. Recognize that the resulting interval has size *a/b* and that its endpoint locates the number *a/b* on the number line.			
3.NF.A.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.			
3.NF.A.3.a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.			
3.NF.A.3.b	Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.			
3.NF.A.3.c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.			

TABERNACLE TOWNSHIP PUBLIC SCHOOLS
MATHEMATICS CURRICULUM
GRADE 3

NJSLS	CONTENT	BENCHMARKS/CPI	ASSESSMENT	RESOURCES
3.NF.A.3.d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.			
3.MD	**Measurement and Data**			
A. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.				
3.MD.A.1 3.MD.A.2	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	• Using digital and analog clocks students will tell time to the nearest minute. • Students will solve word problems involving the addition and subtraction of time. • Select and use appropriate standard units of measure and measurement tools to solve word problems. • Incorporate estimation in measurement activities (e.g. estimate before measuring).	• Teacher Observation • Student Guide Pages • Oral Responses • Topic Assessments • Topic Center Activities • Topics Addressing Standards: 12, 15	• Manipulatives • enVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topics Addressing Standards: 12, 15
B. Represent and interpret data.				
3.MD.B.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	• Read, interpret, construct, analyze, generate questions about, and draw inferences from displays of data. • Use rulers to measure objects to the nearest halves and fourths of an inch and display data on a line plot.	• Teacher Observation • Student Guide Pages • Oral Responses • Topic Assessments • Topic Center Activities • Topic Addressing Standards: 16	• Manipulatives • enVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Lit. in Media Center

MATHEMATICS CURRICULUM
GRADE 3

NJSLS	CONTENT	BENCHMARKS/CPI	ASSESSMENT	RESOURCES
3.MD.B.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters.			
C. Geometric measurement: understand concepts of area and relate area to multiplication and to addition.				
3.MD.C.5 3.MD.C.5.a 3.MD.C.5.b 3.MD.C.6 3.MD.C.7 3.MD.C.7.a 3.MD.C.7.b	Recognize area as an attribute of plane figures and understand concepts of area measurement. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. Measure areas by counting unit squares (square cm, square m, square in, square ft, and non-standard units). Relate area to the operations of multiplication and addition. Find the area of a rectangle with whole- number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	• Select and use appropriate standard units of measure and standard measurement tools to solve real-life problems.	• Teacher Observation • Student Guide Pages • Oral Responses • Topic Assessments • Topic Center Activities • Topic Addressing Standards: 14	• Manipulatives • enVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topic Addressing Standards: 14

TABERNACLE TOWNSHIP PUBLIC SCHOOLS
MATHEMATICS CURRICULUM
GRADE 3

NJSLS	CONTENT	BENCHMARKS/CPI	ASSESSMENT	RESOURCES
3.MD.C.7.c 3.MD.C.7.d	Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a x b and a x c. Use area models to represent the distributive property in mathematical reasoning. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.			
D. Geometric measurement: recognize perimeter as a attribute of plane figures and distinguish between linear and area measures.				
3.MD.D.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	• Determine the perimeter of polygons by measuring all of the sides.	• Teacher Observation • Student Guide Pages • Oral Responses • Topic Assessments • Topic Center Activities • Topic Addressing Standards: 13	• Manipulatives • enVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topic Addressing Standards: 13
3.G Geometry				
A. Reason with shapes and their attributes.				
3.G.A.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes, (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	• Students will list the attributes of shapes. • Classify polygons according to attributes. • Use pattern blocks to partition shapes into parts with equal areas. • Identify each partition as a fraction.	• Teacher Observation • Student Guide Pages • Oral Responses • Topic Assessments • Topic Center Activities • Topic Addressing Standards: 9, 11	• Manipulatives • enVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Lit. in Media Center

TABERNACLE TOWNSHIP PUBLIC SCHOOLS
MATHEMATICS CURRICULUM
GRADE 3

NJSLS	CONTENT	BENCHMARKS/CPI	ASSESSMENT	RESOURCES
3.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.			• Topic Addressing Standards: 9, 11

MATHEMATICS GRADE 4 CURRICULUM MAP

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
Unit /Topics	Topic 1 – Multiplication and Division: Meanings and Facts Topic 2 – Generate and Analyze Patterns	Topic 3 – Place Value Topic 4 – Addition and Subtraction of Whole Numbers	Topic 5 – Number Sense: Multiplying by 1-Digit Numbers Topic 6 – Developing Fluency: Multiplying by 1-Digit Numbers	Topic 7 – Number Sense: Multiplying by 2-Digit Numbers	Topic 8 – Developing Fluency: Multiplying by 2-Digit Numbers Topic 9 – Number Sense: Dividing by 1-Digit Divisors Topic 10 – Developing Fluency: Dividing by 1-Digit Divisors
Instructional Materials	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Grid Paper -Place Value Blocks -Hundred Chart -Two-Color Counters -Pattern Blocks -Cubes	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Place Value Blocks -Number Lines -Place Value Chart	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Place Value Blocks	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Grid Paper -Calculators	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Grid Paper -Two-Color Counters -Place Value Blocks
Curricular Connections (Interdisciplinary)	Reading: Reading for Different Purposes and Drawing Visual Images Based on Text Descriptions Literature: *All Roads Lead to Rome* and *It's a Big Country* Social Studies: Multiplication at the Indianapolis Speedway STEM: Rate of Growth	Reading: Main Idea and Using Images to Comprehend Literature: *All Tied Up* and *First In Space* Social Studies: Freshwater Lakes in Florida and Maps of USA and Mexico	Reading: Summarizing and Use Text Information to Answer Questions Literature: *All Roads Lead to Rome* Social Studies: National Park Research and Create a City Skyline	Reading: Identify Purpose Literature: *Wild, Wet, and Windy* STEM: Reasearch how much water is used by the average household	Reading: Use Context Clues, Representing Text in Different Ways, and Note Important Information in Text Literature*: First in Space, All Roads Lead to Rome,* and *All Tied Up* Social Studies: US Railroads and Surveys of Local Animals Art: Seminole Designs
Integration of 21st Century Themes & Skills)	-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

Assessments (Formative, Summative, Benchmark)	-Daily Quick Checks -Placement Test -Topic Tests -MAP Assessment - Fall	-Daily Quick Checks -Topic Tests -Topics 1-4 Benchmark Test	-Daily Quick Checks -Topic Tests	-Daily Quick Checks -Topic Tests	-Daily Quick Checks -Topic Tests -MAP Assessment – Winter -Topics 5-8 Benchmark Test

MATHEMATICS GRADE 4 CURRICULUM MAP

	FEBRUARY	MARCH	APRIL	MAY	JUNE
Unit /Topics	Topic 11 – Fraction Equivalence and Ordering Topic 12 – Adding and Subtracting Fractions and Mixed Numbers with Like Denominators	Topic 13 – Extending Fraction Concepts	Topic 14 – Measurement Units and Conversions	Topic 15 – Solving Measurement Problems	Topic 16 – Lines, Angles, and Shapes Step Up to Grade 5
Instructional Materials	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Grid Paper -Color Tiles -Fraction Models: Strips -Fraction Models: Circles -Number Lines	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Grid Paper -Fraction Models: Strips -Fraction Models: Circles -Number Lines -Bills and Coins	--enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Rulers (Inch, Yardstick) -Capacity Containers -Place Value Blocks -Pan Balance -Demonstration/Student Clocks	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Bills and Coins	-enVisionMATH program (teacher resource kits, student pages, online resources at pearsonsuccessnet.com) -Grid Paper -Dot Paper -Demonstration Clock -Pattern Blocks -Protractors
Curricular Connections (Interdisciplinary)	Reading: Organizing Information Literature: *All Roads Lead to Rome* and *All Tied Up* Social Studies: US Flags STEM: Animals in Shell Island	Reading: Visualize Important Information Literature: *It's a Big Country* Social Studies: US Racetracks	Reading: Record Important Information in a Graphic Organizer Literature: *It's a Big Country* Social Studies: Movie Theater Design	Reading: Locate Key Ideas Literature: *Building Blocks* Social Studies: Maps of States	Reading: Organize Information in Different Forms Literature: *Dazzling Designs* Social Studies: Map of 48 Contiguous States

Integration of 21st Century Themes & Skills)	-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
Assessments (Formative, Summative, Benchmark)	-Daily Quick Checks -Topic Tests -Topics 9-12 Benchmark Test	-Daily Quick Checks -Topic Tests	-Daily Quick Checks -Topic Tests	-Daily Quick Checks -Topic Tests	-MAP Assessment – Spring -Topics 13-16 Benchmark Test -Topics 1-16 End-of-Year Test

TABERNACLE TOWNSHIP PUBLIC SCHOOLS
MATHEMATICS CURRICULUM
GRADE 4

NJSLS	CONTENT	BENCHMARKS/CPI	ASSESSMENT	RESOURCES
4.OA	**Operations and Algebraic Thinking**			
	A. Use the four operations with whole numbers to solve problems.			
4.OA.A.1 4.OA.A.2 4.OA.A.3	Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing the multiplicative comparison from additive comparison. Solve multistep word problems posed with whole numbers and having whole-number	• Students will use multiplication equations to represent verbal statements of multiplicative comparison. • Given a multiplication equation students will give a multiplicative comparison statement. • Use appropriate operations to solve multiplicative comparison word problems. Students will solve problems using manipulatives and drawings. • Use four basic operations to solve multi step word problems.	• Teacher Observation • Student Guide Pages • Oral Responses • Topic Assessments • Topic Center Activities • Problem solving lessons in units 1-20 • Topic Addressing Standards: All lessons have a problem solving section which involve using the four operations to solve problems	• Manipulatives • enVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Units 1-20 • Topic Addressing Standards: All lessons have a problem solving

	answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	● Use estimation strategies to determine whether the result of the computation is reasonable. ● Construct and solve simple open sentences involving any one operation.		section which involve using the four operations to solve problems
B. Gain familiarity with factors and multiples.				
4.OA.B.4	Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	● Students will factor whole numbers. ● Students will identify prime and composite numbers.	● Teacher Observation ● Student Guide Pages ● Oral Responses ● Topic Assessments ● Topic Center Activities ● Topic Addressing Standards: 11	● Manipulatives ● enVisionMATH Program ● Teacher Resource Masters ● Center Materials ● Pearson website ● Mathematics Literature in Media Center

TABERNACLE TOWNSHIP PUBLIC SCHOOLS
MATHEMATICS CURRICULUM
GRADE 4

NJSLS	CONTENT	BENCHMARKS/CPI	ASSESSMENT	RESOURCES
C. Generate and analyze patterns.				
4.OA.C.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.	• Recognize, describe and extend patterns.	• Teacher Observation • Student Guide Pages • Oral Responses • Topic Assessments • Topic Center Activities • Topic Addressing Standards: 2	• Manipulatives • enVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topic Addressing Standards: 2
4.NBT Number and Operations in Base Ten				
A. Generalize place value understanding for multi-digit whole numbers.				
4.NBT.A.1 4.NBT.A.2 4.NBT.A.3	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. Use place value understanding to round multi-digit whole numbers to any place.	• Demonstrate an understanding of place value concepts. • Compare and order whole numbers using <, >, or =. • Read and write multi digit numbers, using standard, word and expanded form. • Round whole numbers to a given place value.	• Teacher Observation • Student Guide Pages • Oral Responses • Topic Assessments • Topic Center Activities • Topic Addressing Standards: 3	• Manipulatives • enVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topic Addressing Standards: 3
B. Use place value understanding and properties of operations to perform multi-digit arithmetic.				
4.NBT.B.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	• Use efficient and accurate pencil and paper procedures to add and subtract multi digit numbers.	• Teacher Observation • Student Guide Pages • Oral Responses • Topic Assessments • Topic Center Activities	• Manipulatives • enVisionMATH Program • Teacher Resource Masters

TABERNACLE TOWNSHIP PUBLIC SCHOOLS
MATHEMATICS CURRICULUM
GRADE 4

NJSLS	CONTENT	BENCHMARKS/CPI	ASSESSMENT	RESOURCES
4.NBT.B.5 4.NBT.B.6	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	• Multiply a multi digit number (up to four digits) by one number. • Multiply a two digit number by a two digit number. • Choose and discuss strategies to solve multiplication problems. • Divide a multi digit number (up to four digits) by one number. • Choose and discuss strategies to solve division problems.	• Topic Addressing Standards: 1, 4, 5, 6, 7, 8, 9, 10	• Center Materials • Pearson website • Mathematics Literature in Media Center • Topic Addressing Standards: 1, 4, 5, 6, 7, 8, 9, 10
4.NF	**Number and Operations - Fractions**			
A. Extend understanding of fraction equivalence and ordering.				
4.NF.A.1 4.NF.A.2	Explain why a fraction *a/b* is equivalent to a fraction (*n* x *a*)/(*n* x *b*) by using visual fraction models, with attention to show the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	• Use concrete and pictorial models to relate whole numbers, commonly used fractions, and decimals to each other, and to represent equivalent forms of the same number. • Compare and order fractions with like and unlike denominators using benchmark fractions.	• Teacher Observation • Student Guide Pages • Oral Responses • Topic Assessments • Topic Center Activities • Topic Addressing Standards: 11	• Manipulatives • enVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topic Addressing Standards: 11

TABERNACLE TOWNSHIP PUBLIC SCHOOLS
MATHEMATICS CURRICULUM
GRADE 4

NJSLS	CONTENT	BENCHMARKS/CPI	ASSESSMENT	RESOURCES
B. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.				
4.NF.B.3	Understand a fraction *a/b* with *a* > 1 as a sum of fractions 1/*b*.	• Read, write and model fractions. • Add and subtract fractions. • Decompose fractions, write equation for the fraction and use a visual fraction model. • Add and subtract mixed numbers. • Use concrete models to explore addition and subtraction word problems. • Students will use models to understand how to multiply a fraction by a whole number. • Students will use fraction models and equations to solve word problems.	• Teacher Observation • Student Guide Pages • Oral Responses • Topic Assessments • Topic Center Activities • Topic Addressing Standards: 11 - 13	• Manipulatives • enVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topic Addressing Standards: 11 - 13
4.NF.B.3.a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.			
4.NF.B.3.b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8; 3/8 = 1/8 + 2/8; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.			
4.NF.B.3.c	Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.			
4.NF.B.3.d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.			
4.NF.B.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.			
4.NF.B.4.a	Understand a fraction *a/b* as a multiple of 1/*b*. For example, use a visual fraction model to represent 5/4 as the product 5 x (1/4), recording the conclusion by the equation 5/4 = 5 x (1/4).			

TABERNACLE TOWNSHIP PUBLIC SCHOOLS
MATHEMATICS CURRICULUM
GRADE 4

NJSLS	CONTENT	BENCHMARKS/CPI	ASSESSMENT	RESOURCES
4.NF.B.4.b 4.NF.B.4.c	Understand a multiple of *a/b* as a multiple of 1/*b*, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 x (2/5) as 6 x (1/5), recognizing this product as 6/5. (In general, *n x* (*a/b*) = (*n x a*)/*b*.) Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?	• Read, write and model fractions. • Add and subtract fractions. • Decompose fractions, write equation for the fraction and use a visual fraction model. • Add and subtract mixed numbers. • Use concrete models to explore addition and subtraction word problems. • Students will use models to understand how to multiply a fraction by a whole number. • Students will use fraction models and equations to solve word problems.	• Teacher Observation • Student Guide Pages • Oral Responses • Topic Assessments • Topic Center Activities • Topic Addressing Standards: 11 - 13	• Manipulatives • enVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topic Addressing Standards: 11 - 13
C. Understand decimal notation for fractions, and compare decimal fractions.				
4.NF.C.5 4.NF.C.6	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.	• Students will represent equivalent fractions through addition equations. • Students will translate decimals to fractions. • Students will compare and order decimals using, <, >, or =.	• Teacher Observation • Student Guide Pages • Oral Responses • Topic Assessments • Topic Center Activities • Topic Addressing Standards: 13	• Manipulatives • enVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topic Addressing Standards: 13

TABERNACLE TOWNSHIP PUBLIC SCHOOLS
MATHEMATICS CURRICULUM
GRADE 4

NJSLS	CONTENT	BENCHMARKS/CPI	ASSESSMENT	RESOURCES
4.NF.C.7	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.			
4.MD	**Measurement and Data**			
A. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.				
4.MD.A.1	Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g; lb. oz.,; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), …	• Comparing measurements. • Convert measurements and display data using a table. • Identify the units of measurement within one system. • Select and use appropriate standard units of measure and measurement tools to solve real-life problems. • Distinguish between perimeter and area and use each appropriately in problem-solving situations.	• Teacher Observation • Student Guide Pages • Oral Responses • Topic Assessments • Topic Center Activities • Topic Addressing Standards: 15	• Manipulatives • enVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topic Addressing Standards: 15
4.MD.A.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.			
4.MD.A.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.			

TABERNACLE TOWNSHIP PUBLIC SCHOOLS
MATHEMATICS CURRICULUM
GRADE 4

NJSLS	CONTENT	BENCHMARKS/CPI	ASSESSMENT	RESOURCES
B. Represent and interpret data.				
4.MD.B.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.	• Create a number line, divide and label into fractional units. • Use a number line to solve addition and subtraction word problems. • Read, interpret, construct, analyze, generate questions about, and draw inferences from displays of data.	• Teacher Observation • Student Guide Pages • Oral Responses • Topic Assessments • Topic Center Activities • Topic Addressing Standards: 15	• Manipulatives • enVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topic Addressing Standards: 15
C. Geometric measurement: understand concepts of angle and measure angles.				
4.MD.C.5 4.MD.C.5.a 4.MD.C.5.b 4.MD.C.6	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. An angle that turns through n one-degree angles is said to have an angle measure of n degrees. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	• Use a protractor to measure and draw angles	• Teacher Observation • Student Guide Pages • Oral Responses • Topic Assessments • Topic Center Activities • Topic Addressing Standards: 16	• Manipulatives • enVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topic Addressing Standards: 16

TABERNACLE TOWNSHIP PUBLIC SCHOOLS
MATHEMATICS CURRICULUM
GRADE 4

NJSLS	CONTENT	BENCHMARKS/CPI	ASSESSMENT	RESOURCES
4.MD.C.7	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.			
4.G	**Geometry**			
A. Draw and identify lines and angles, and classify shapes by properties of their lines and angles.				
4.G.A.1 4.G.A.2 4.G.A.3	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	• Understand and apply concepts involving lines, and angles of two dimensional figures • Use properties of standard two dimensional shapes to identify, classify and describe them. • Student will use shapes and drawings to find the line symmetry	• Teacher Observation • Student Guide Pages • Oral Responses • Topic Assessments • Topic Center Activities • Topic Addressing Standards: 16	• Manipulatives • EnVisionMATH Program • Teacher Resource Masters • Center Materials • Pearson website • Mathematics Literature in Media Center • Topic Addressing Standards: 16