



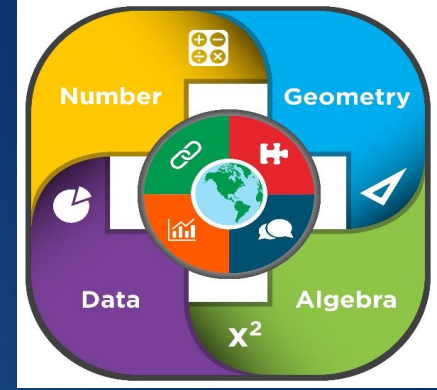
WANAQUE SCHOOL DISTRICT

Shaping the Future... One Student at a Time

BOARD OF EDUCATION MEETING WANAQUE SCHOOL DISTRICT

MAY 12, 2020

Math Curriculum



- ▶ Meets the state requirements
- ▶ Teams of teachers collaborated to write the curriculum
- ▶ Goal: Teacher-Friendly, thorough, living, breathing document

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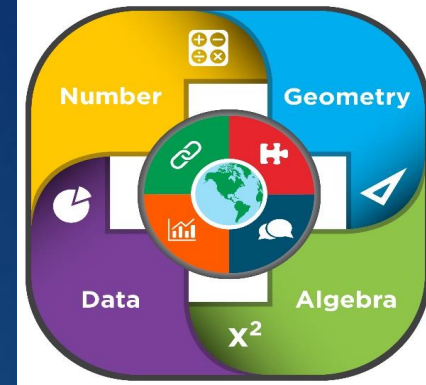
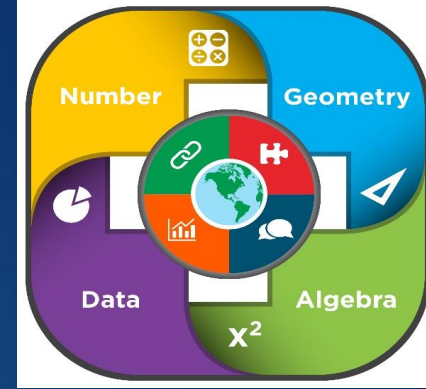


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Overview of Mathematics, K-5



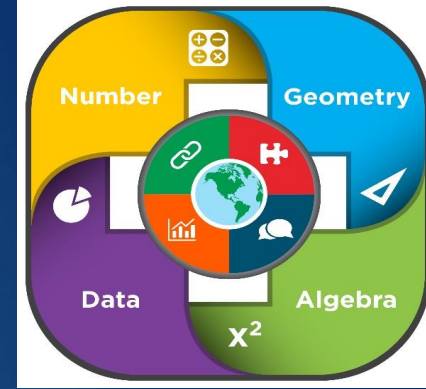
Mathematics, K-5

Overview:

As Wanaque supports the full implementation of the New Jersey State Learning Standards in Mathematics, we strive to instill a growth mindset within our students and teachers. The emphasis will not only be on key skills within each grade level, but teachers will develop lessons focusing on the three dimensions of learning: concrete, pictorial, and abstract. Through this, students will develop a complete mathematical understanding and develop problem-solving skills to take beyond the classroom. Teachers will design innovative lessons, activities, and assessment utilizing the math workshop model consisting of: whole group instruction, small group instruction, and workstations where students interact with one another while also incorporating the use of technology. Teachers will not only prepare students for any state testing (grades 3-5) but will also develop confident, proficient, flexible mathematicians and problems solvers. LinkIt MA Benchmarks, i-Ready diagnostics, and Acadience assessments are used to track student growth and drive instruction.

The students of the Wanaque School District attend math class every day, for an eighty-minute block.

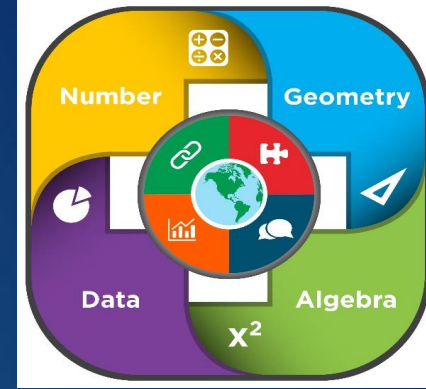
Overview of Assessments



Math Assessments Grade Four

Required In-House Assessments	i-Ready <small>(Diagnostic—Adaptive)</small>	LinkIt <small>(Benchmark)</small>
	Fall Winter Spring	Winter Spring

Overview of Ready Classroom Resources



Ready Classroom Mathematics is a comprehensive core mathematics program that makes math accessible to all students. This resource is used to help support our teachers in delivering the standards and empower students to connect to mathematics in new ways.

The program includes:

- An instructional design that allows students to take ownership of their learning
- Rigorous practice opportunities that build students' conceptual understanding and procedural fluency
- In-depth reports that enable instructional decisions so teachers can help students reach their greatest potential

Lesson Types

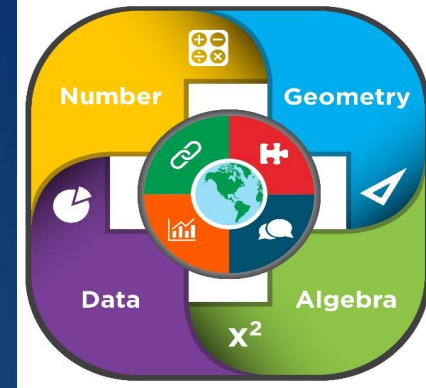
Understand Lessons: These lessons focus primarily on conceptual understanding and occur at key points in the instructional sequence.

Strategy Lessons: These lessons let students develop and discuss a variety of solution strategies, helping them make richer connections and deepen their understanding.

Math in Action Lessons: These lessons review unit content and teach students how to develop complete responses to a performance task.

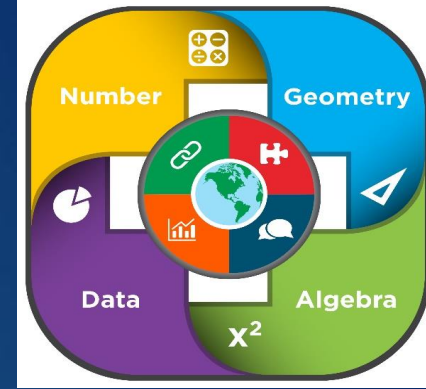
**Lessons are divided into Explore, Develop, and Refine sessions.*

Pacing Guide



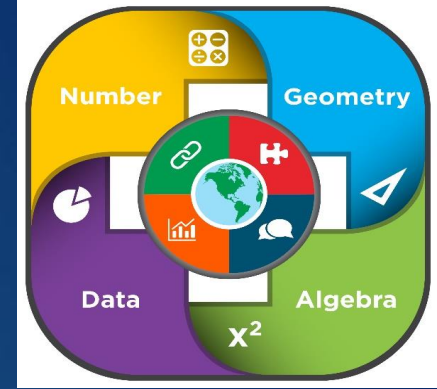
Content Area: Mathematics	Grade Level: 4	
Unit Name		Timeline
Unit 1: Whole Numbers (Place Value, Comparison, Addition, and Subtraction)		5 weeks
Unit 2: Operations (Multiplication, Division, and Algebraic Thinking)		5 weeks
Unit 3: Multi-Digit Operations and Measurement (Multiplication, Division, Perimeter, and Area)		6 weeks
Unit 4: Fractions, Decimals, and Measurement (Addition, Subtraction, and Multiplication)		13 weeks
Unit 5: Geometry and Measurement (Figures, Classification, and Symmetry)		5 weeks
Unit 6: Financial Literacy		2 weeks

Standards Chart



Content Area	Math	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Domain	MA.4.4.OA - Operations and Algebraic Thinking						
Grade Level	By the end of grade 4						
Content Statement	Indicator #	Indicator					
MA.4.4.OA.A Use the four operations with whole numbers to solve problems.	MA.4.4.OA.A.1	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations		X			
	MA.4.4.OA.A.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.		X			

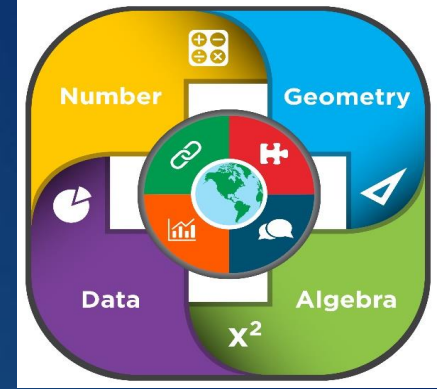
Unit Overview



Unit 1: Whole Numbers (Place Value, Comparison, Addition, and Subtraction)	
Subject Area: Mathematics	Grade Level: 4
Unit Duration: 5 Weeks (5 days a week, 80 minutes lessons)	
Unit Overview	
<p>This unit extends students’ understanding of adding and subtracting whole numbers. Students will also learn about place value to read, write and compare multi-digit whole numbers. Students will also understand that each place value in a number has ten times the value of the place value to its right. Students preview the skills they will be learning in this unit and assess what they know and do not know about them. Students record their progress after completing each lesson and reflect on their learning at the end of the unit.</p> <p>Vocabulary: digit, expanded form, is equal to(=), is greater than(>), is less than(<), number line, period, place value, standard form, word form, estimate, expanded form, sum, difference, regroup, an estimate, round</p>	
Enduring Understandings (Students will understand that...)	Essential Questions
<ul style="list-style-type: none"> You can use what you know about place value to read, write, and compare multi-digit whole numbers. Knowing that each place value in a number has ten times the value of the place value to its right can help you determine the values of numbers. 	<ul style="list-style-type: none"> How can place value help represent the value of each number? Why does each place value in a number have ten times the value of the place value to its right? How can use place value to compare multi-digit whole numbers?

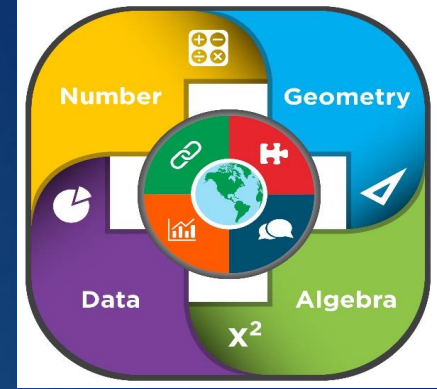
Within Each Unit...

- ▶ Objectives
- ▶ NJSLA Standards & Standards for Mathematical Practice
- ▶ Formative & Summative Assessments
- ▶ Interdisciplinary Connections
- ▶ Technology Integration
- ▶ Modifications & Accommodations

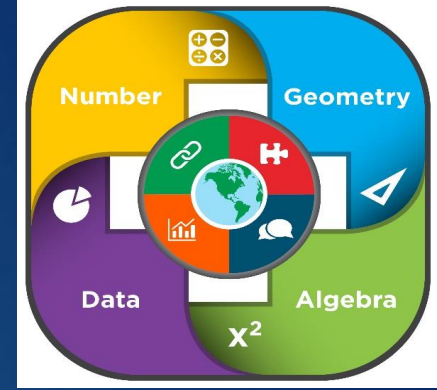


Financial Literacy Units

- ▶ 4th & 5th Grade Math Curriculum
 - ▶ Worked with other educators from the county
 - ▶ Connect with Lakeland Bank Representative
- ▶ Middle School Financial Literacy Unit in Core + More for Each Grade Level



Middle School Curriculum



- ▶ Leveled Classes:
 - ▶ Separate curriculum for each
- ▶ Special Education Classes:
 - ▶ Specific considerations, modifications, and accommodations throughout to support the LLD Classes, Resource Rooms, and In-Class Support Classrooms

THANK YOU!

