

# Financial Fitness for Life: Steps to Financial Fitness Mathematics Curriculum Framework Correlation

## Fourth Grade

↓ Frameworks / Lessons →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>NUMBERS AND OPERATIONS</b>															
<b>Standard 1: Number Sense: Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems</b>															
<b>Whole Numbers</b>															
<b>NO.1.4.3</b> Use mathematical language and symbols to compare and order any whole numbers with and without appropriate technology (<, >, =)		√													
<b>Rational Numbers</b>															
<b>NO.1.4.4</b> Write a fraction to name part of a whole, part of a set, a location on a number line, and the division of whole numbers, using models up to 12/12											√				
<b>NO.1.4.5</b> Utilize models, benchmarks, and equivalent forms to recognize that the size of the whole determines the size of the fraction											√				
<b>NO.1.4.7</b> Write an equivalent decimal for a given fraction relating to money											√				
<b>Standard 2: Properties of Number Operations: Students shall understand meanings of operations and how they relate to one another</b>															
<b>Whole Number Operations</b>															
<b>NO.2.4.3</b> Use conventional mathematical symbols to write equations for contextual problems involving multiplication							√		√						

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<b>Standard 3: Numerical Operations and Estimation: Students shall compute fluently and make reasonable estimates</b>															
<b>Computational Fluency-Addition and Subtraction</b>															
<b>NO.3.4.1</b> Demonstrate, with and without appropriate technology, computational fluency in multi-digit addition and subtraction in contextual problems		√	√		√	√	√	√							√
<b>Computational Fluency-Multiplication and Division</b>															
<b>NO.3.4.2</b> Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems (30 x 50)						√	√	√		√	√				
<b>Application of Computation</b>															
<b>NO.3.4.4</b> Solve simple problems using operation involving addition, subtraction and multiplication using a variety of methods and tools		√	√		√	√	√	√			√				
<b>Estimation</b>															
<b>NO.3.4.5</b> Use estimation strategies to solve problems and judge the reasonableness of the answer		√													
<b>ALGEBRA</b>															
<b>Standard 5: Algebraic Representations: Students shall represent and analyze mathematical situations and structures using algebraic symbols</b>															
<b>Expressions, Equations and Inequalities</b>															
<b>A.5.4.2</b> Express mathematical relationships using simple equations and inequalities ( $>$ , $<$ , $=$ , $\neq$ )															√

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<b>Standard 6: Algebraic Models: Students shall develop and apply mathematical models to represent and understand quantitative relationships</b>															
<b>Algebraic Models and Relationships</b>															
<b>A.6.4.1</b> Complete a chart or table to organize given information and to understand relationships and explain the results															√
<b>Standard 7: Analysis of Change: Students shall analyze change in various contexts</b>															
<b>Analyze Change</b>															
<b>A.7.4.1</b> Identify, describe and generalize relationships in which quantities change proportionally					√										
<b>MEASUREMENT</b>															
<b>Standard 13: Systems of Measurement: Students shall identify and use units, systems and processes of measurement</b>															
<b>Money</b>															
<b>M.13.4.5</b> Apply money concepts in contextual situations		√	√		√	√	√	√							

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<b>DATA ANALYSIS AND PROBABILITY</b>															
<b>Standard 14: Data Representation: Students shall formulate questions that can be addressed with data and collect, organize and display relevant data to answer them</b>															
<b>Collect, Organize and Display Data</b>															
<b>DAP.14.4.1</b> Create a data collection plan after being given a topic and collect, organize, display, describe and interpret simple data using frequency tables or line plots, pictographs and bar graphs							√								
<b>Standard 15: Data Analysis: Students shall select and use appropriate statistical methods to analyze data</b>															
<b>Data Analysis</b>															
<b>DAP.15.4.1</b> Read and interpret data using pictographs, bar graphs and line graphs in which symbols or intervals are greater than one						√									
<b>DAP.15.4.2</b> Match a set of data with a graphical representation of the data						√							√		