This academic overview can be used to monitor and support your child's at-home learning progress

Unit 7: Personal Financial Literacy

Student Learning Targets
- I can identify ways to earn income, access money, and support one's ability to manage financial resources more effectively for a lifetime of financial literacy.
- I can describe how scarcity or availability of a product/service impacts the cost.
- I can explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's responsibility to pay it back to the lender, usually with interest.

Questions to Check for Unit Understanding
- What factors could affect the amount of money a person earns?
- What is the relationship between the availability or scarcity in terms of impacting cost?
- What are some reasons to save money?

Key Academic Vocabulary
- Income- money earned by performing a service or selling goods
- Borrower- the person who borrows money
- Lender- the person or financial institution who gives money to the borrower
- Interest- the money owed by the borrower to the lender, added on to the amount borrowed
- Availability- the abundance or scarcity of a good or service

Unit 8: Multiplication

Student Learning Targets
- I can represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting.
- I can multiply a 2-digit number by a 1-digit number using a variety of strategies.

Questions to Check for Unit Understanding
- What does it mean to multiply?
- What representations can be used to help solve a multiplication situation?
- How can you use a representation to solve a multiplication problem?

Key Academic Vocabulary
- Area model- using rows and columns of a grid to represent multiplication
- Array- an arrangement of objects into rows and columns to represent multiplication
- Factors- the numbers that are being multiplied together
- Product- the total amount in a multiplication problem

Unit 9: Division

Student Learning Targets
- I can describe the relationship that exists between multiplication and division. Division names a missing factor in terms of the known factor and the product.
- I can model division as fair sharing or repeated subtraction.

Questions to Check for Unit Understanding
- How does understanding the relationship between multiplication and division help me?
- How can division be represented?
- Why does the order of the dividend and divisor matter in a division equation?

Key Academic Vocabulary
- Dividend- the number being put into equal groups
- Divisor- the number of equal groups
- Quotient- the answer to a division problem

Unit 10: Measurement- Area

Student Learning Targets
- I can determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of squares in each row.
- I can decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area.

Questions to Check for Unit Understanding
- How does the relationship between multiplication and division help me when determining area?
- How can I use what I know about geometric figures to determine the area for composite figures?

Key Academic Vocabulary
- Area- the amount of square units needed to cover a 2-dimensional figure
- Rows- the horizontal arrangement of objects
- Columns- the vertical arrangement of objects