# NSQ Appendices for Mathematics Grade 4 5012060

Course title and code: Mathematics Grade 4, 5012060

Grade level band: Kindergarten through Grade 5

Version date: December 14 2025

[Curriculum and syllabi page](#)

## Contents

---

# Appendix 1 Course Overview and Syllabus

This appendix provides the course overview and syllabus components visible to learners and families at course entry.

## Course description

Mathematics Grade 4 develops fluency and reasoning with whole numbers, fractions, measurement, data, and geometry. The course emphasizes clear mathematical communication, multiple representations, and reliable methods, aligned to Florida Grade 4 mathematics benchmarks.

## Course structure

1. Units are organized by benchmark clusters and taught in a coherent sequence
2. Each unit includes worked examples, guided practice, independent practice, and a mastery check
3. At least one constructed response task per unit requires students to explain reasoning and show work
4. Spiral review and cumulative practice are embedded to support retention

## Participation expectations

1. Learners complete assigned lessons and practice to remain on pace
2. Learners submit constructed responses with sufficient work shown to verify understanding
3. Learners complete mastery checks and follow reteach and reassessment routines when mastery is not met

## Communication and support

1. Learners contact the instructor through secure platform messaging for academic questions and feedback
2. Families request conferences to review progress and plan targeted supports
3. Technical support requests are routed through a help form and tracked to resolution

## Grading and mastery

Grades are based on benchmark aligned mastery checks and teacher scored constructed responses. Learners revise and resubmit major work products when needed to demonstrate mastery.

## Appendix 2 Scope and Sequence

This appendix documents the instructional sequence, major topics, and assessment checkpoints.

| Unit | Focus | Major assessments |
|------|-------|-------------------|
| Unit 1 | Place value, comparing, rounding, decimals to hundredths | Practice set, constructed response, mastery check |
| Unit 2 | Multiplication and division with multi digit numbers and estimation | Practice set, error analysis task, mastery check |
| Unit 3 | Algebraic reasoning, equations, patterns, and unknowns | Constructed response, mastery check |
| Unit 4 | Fractions equivalence, comparison, and fraction concepts | Number line model task, mastery check |
| Unit 5 | Measurement conversions, time and distance problems, money with decimals, data displays | Multi step task, data task, mastery check |
| Unit 6 | Geometry: lines, angles, classification, coordinate expectations where applicable | Geometry task, mastery check |
| Unit 7 | Cumulative review and portfolio | Portfolio submission and reflection conference |

Teachers monitor progress and assign targeted support or enrichment based on performance evidence and pacing needs.

## Appendix 3 Student Digital Readiness and Minimum Skills

Learners demonstrate basic digital literacy skills needed to navigate the course and submit work.

1. Log in securely and manage credentials appropriately

2. Navigate units and lessons, open assignments, and locate feedback
3. Enter numeric responses and typed explanations, including use of math symbols where provided
4. Upload or attach files and submit assignments when a photo or scan of work is required
5. Use revision tools to correct errors after feedback
6. Use built in accessibility tools such as zoom, read aloud, captions, and keyboard navigation when needed

---

# Appendix 4 Orientation Module and Readiness Check

Learners complete an orientation module prior to beginning Unit 1. Orientation confirms technology readiness and establishes course routines.

**Orientation outline**

1. Course tour and navigation practice
2. How mastery works and what to do when mastery is not met
3. How to show work: typed explanation, scratch work upload, and checking solutions
4. How to submit work and review feedback
5. Academic integrity and appropriate collaboration expectations
6. Digital citizenship and communication norms
7. Readiness check quiz and practice submission

---

# Appendix 5 Instructor Profile Format and Communication Plan

Instructor information and communication expectations are posted at course entry and remain accessible.

**Instructor profile fields**

1. Instructor name and role
2. Certification and relevant experience summary
3. Office hours or availability windows
4. Communication channels available to students and families
5. Expected response times for messages and feedback on graded work

**Communication plan**

1. Weekly progress message to families for learners needing pacing support
2. Unit completion message summarizing mastery status and next steps

3. Conference scheduling procedure and documentation of outcomes

---

## Appendix 6 Course Policies

### Academic integrity and collaboration

Learners submit original work. Collaboration is permitted only where explicitly assigned. For constructed response tasks, learners must show work that matches their submitted solution.

### Participation and pacing

Learners follow the pacing plan and complete checkpoints. Teachers monitor engagement and progress and initiate documented interventions when learners fall behind.

### Revisions

Constructed responses include structured revision opportunities. Teachers provide rubric aligned feedback and require resubmission when criteria are not met.

### Communication norms

Course communication is respectful and evidence based. Teachers moderate discussion spaces and apply course norms consistently.

### Privacy

Student data access is role based. Public reporting uses aggregated information with suppression or combining for small groups to avoid identification.

### Accessibility

Course design supports accessibility. When barriers are identified, alternate formats and supports are provided so learners can access instruction and demonstrate mastery.

---

## Appendix 7 Technology Requirements

1. Device: current laptop, desktop, or tablet capable of running a modern browser
2. Connectivity: stable broadband connection suitable for interactive content
3. Audio: headphones or speakers for instructional media
4. Microphone: used for conferencing and oral response options when assigned
5. Camera: used to upload photos of written work when required

6. Accessibility tools: zoom, read aloud, and keyboard navigation support

---

# Appendix 8 Technical Support Plan

## Support channels

1. Help request form within the learning platform
2. Support email for families who cannot access the platform
3. Phone escalation for urgent access issues during scheduled assessments

## Response targets

1. Ticket acknowledgement within one business day
2. Common issue resolution target within three business days
3. Critical access issue triage includes same day workaround plan when needed

## Documentation

1. Ticket log includes issue category, timestamps, actions taken, and closure note
2. Recurring issues are reviewed for root cause and corrective action

---

# Appendix 9 Assessment and Grading Framework

## Assessment types

1. Formative checks: practice activities with immediate feedback
2. Mastery checks: benchmark aligned checks requiring a mastery threshold
3. Constructed responses: teacher scored problem solving tasks requiring reasoning and work shown
4. Error analysis tasks: learners identify, explain, and correct common mistakes
5. Portfolio: selected work samples showing growth over time

## Grading categories and weights

| Category | Weight | Description |
|---|---|---|
| Mastery checks | 45 percent | Benchmark aligned evidence by unit |
| Constructed responses and tasks | 45 percent | Teacher scored problem solving tasks |

| Practice and participation | 10 percent | Required practice, reflections, and discussions |
|---|---|---|

**Mastery expectations**

1. Mastery threshold is at least 90 percent on mastery checks
2. Constructed responses require meeting rubric criteria for accuracy and reasoning
3. Teachers document reteach and reassessment decisions for consistency

---

# Appendix 10 Standards and Benchmarks Coverage Map

This coverage map lists Grade 4 mathematics benchmarks and indicates where each benchmark is taught and assessed in the course.

| Benchmark code | Benchmark statement | Primary unit coverage | Evidence of mastery |
|---|---|---|---|
| MA.4.NSO.1.1 | Express how the value of a digit in a multi digit whole number changes if the digit moves one place to the left or right. | Unit 1 Place Value and Rounding | Practice set plus mastery check |
| MA.4.NSO.1.2 | Read and write multi digit whole numbers from 0 to 1,000,000 using standard form, expanded form and word form. | Unit 1 Place Value and Rounding | Practice set plus mastery check |
| MA.4.NSO.1.3 | Plot, order and compare multi digit whole numbers up to 1,000,000. | Unit 1 Place Value and Rounding | Practice set plus mastery check |
| MA.4.NSO.1.4 | Round whole numbers from 0 to 10,000 to the nearest 10, 100 or 1,000. | Unit 1 Place Value and Rounding | Practice set plus mastery check |
| MA.4.NSO.1.5 | Plot, order and compare decimals up to the hundredths. | Unit 1 Place Value and Rounding | Practice set plus mastery check |
| MA.4.NSO.2.1 | Recall multiplication facts with factors up to 12 and related division facts | Unit 2 Multiplication | Practice set plus mastery |

| | with automaticity. | and Division | check |
|---|---|---|---|
| MA.4.NSO.2.2 | Multiply two whole numbers, up to three digits by up to two digits, with procedural reliability. | Unit 2 Multiplication and Division | Practice set plus mastery check |
| MA.4.NSO.2.3 | Multiply two whole numbers, each up to two digits, including using a standard algorithm with procedural fluency. | Unit 2 Multiplication and Division | Practice set plus mastery check |
| MA.4.NSO.2.4 | Divide a whole number up to four digits by a one digit whole number with procedural reliability. Represent remainders as fractional parts of the divisor. | Unit 2 Multiplication and Division | Practice set plus mastery check |
| MA.4.NSO.2.5 | Explore the multiplication and division of multi digit whole numbers using estimation, rounding and place value. | Unit 2 Multiplication and Division | Practice set plus mastery check |
| MA.4.NSO.2.6 | Identify the number that is one tenth more, one tenth less, one hundredth more and one hundredth less than a given number. | Unit 2 Multiplication and Division | Practice set plus mastery check |
| MA.4.NSO.2.7 | Explore the addition and subtraction of multi digit numbers with decimals to the hundredths. | Unit 2 Multiplication and Division | Practice set plus mastery check |
| MA.4.AR.1.1 | Solve real world problems involving multiplication and division of whole numbers including problems in which remainders must be interpreted within the context. | Unit 3 Algebraic Reasoning and Equations | Constructed response plus mastery check |
| MA.4.AR.1.2 | Solve real world problems involving addition and subtraction of fractions with like denominators, including mixed numbers and fractions greater than one. | Unit 3 Algebraic Reasoning and Equations | Constructed response plus mastery check |
| MA.4.AR.1.3 | Solve real world problems involving multiplication of a fraction by a whole | Unit 3 Algebraic | Constructed response plus |

| | number or a whole number by a fraction. | Reasoning and Equations | mastery check |
|---|---|---|---|
| MA.4.AR.2.1 | Determine and explain whether an equation involving any of the four operations with whole numbers is true or false. | Unit 3 Algebraic Reasoning and Equations | Constructed response plus mastery check |
| MA.4.AR.2.2 | Given a mathematical or real world context, write an equation involving multiplication or division to determine the unknown whole number with the unknown in any position. | Unit 3 Algebraic Reasoning and Equations | Constructed response plus mastery check |
| MA.4.AR.3.1 | Determine factor pairs for a whole number from 0 to 144. Determine whether a whole number from 0 to 144 is prime, composite or neither. | Unit 3 Algebraic Reasoning and Equations | Constructed response plus mastery check |
| MA.4.AR.3.2 | Generate, describe and extend a numerical pattern that follows a given rule. | Unit 3 Algebraic Reasoning and Equations | Constructed response plus mastery check |
| MA.4.M.1.1 | Select and use appropriate tools to measure attributes of objects. | Unit 5 Measurement and Data | Multi step problem task plus mastery check |
| MA.4.M.1.2 | Convert within a single system of measurement using the units: yards, feet, inches; kilometers, meters, centimeters, millimeters; pounds, ounces; kilograms, grams; gallons, quarts, pints, cups; liter, milliliter; and hours, minutes, seconds. | Unit 5 Measurement and Data | Multi step problem task plus mastery check |
| MA.4.M.2.1 | Solve two step real world problems involving distances and intervals of | Unit 5 Measurement | Multi step problem task |

| | time using any combination of the four operations. | and Data | plus mastery check |
|---|---|---|---|
| MA.4.M.2.2 | Solve one and two step addition and subtraction real world problems involving money using decimal notation. | Unit 5 Measurement and Data | Multi step problem task plus mastery check |
| MA.4.FR.1.1 | Model and express a fraction, including mixed numbers and fractions greater than one, with the denominator 10 as an equivalent fraction with the denominator 100. | Unit 4 Fractions | Number line model plus mastery check |
| MA.4.FR.1.2 | Use decimal notation to represent fractions with denominators of 10 or 100, including mixed numbers and fractions greater than 1, and use fractional notation with denominators of 10 or 100 to represent decimals. | Unit 4 Fractions | Number line model plus mastery check |
| MA.4.FR.1.3 | Identify and generate equivalent fractions, including fractions greater than one. Describe how the numerator and denominator are affected when the equivalent fraction is created. | Unit 4 Fractions | Number line model plus mastery check |
| MA.4.FR.1.4 | Plot, order and compare fractions, including mixed numbers and fractions greater than one, with different numerators and different denominators. | Unit 4 Fractions | Number line model plus mastery check |
| MA.4.FR.2.1 | Decompose a fraction, including mixed numbers and fractions greater than one, into a sum of fractions with the same denominator in multiple ways. Demonstrate each decomposition with objects, drawings and equations. | Unit 4 Fractions | Number line model plus mastery check |
| MA.4.FR.2.2 | Add and subtract fractions with like denominators, including mixed | Unit 4 Fractions | Number line model plus |

| | numbers and fractions greater than one, with procedural reliability. | | mastery check |
|---|---|---|---|
| MA.4.FR.2.3 | Explore the addition of a fraction with denominator of 10 to a fraction with denominator of 100 using equivalent fractions. | Unit 4 Fractions | Number line model plus mastery check |
| MA.4.FR.2.4 | Extend previous understanding of multiplication to explore the multiplication of a fraction by a whole number or a whole number by a fraction. | Unit 4 Fractions | Number line model plus mastery check |
| MA.4.GR.1.1 | Informally explore angles as an attribute of two dimensional figures. Identify and classify angles as acute, right, obtuse, straight or reflex. | Unit 6 Geometry | Geometry task plus mastery check |
| MA.4.GR.1.2 | Estimate angle measures. Using a protractor, measure angles in whole number degrees and draw angles of specified measure in whole number degrees. Demonstrate that angle measure is additive. | Unit 6 Geometry | Geometry task plus mastery check |
| MA.4.GR.1.3 | Solve real world and mathematical problems involving unknown whole number angle measures. Write an equation to represent the unknown. | Unit 6 Geometry | Geometry task plus mastery check |
| MA.4.GR.2.1 | Solve perimeter and area mathematical and real world problems, including problems with unknown sides, for rectangles with whole number side lengths. | Unit 6 Geometry | Geometry task plus mastery check |
| MA.4.GR.2.2 | Solve problems involving rectangles with the same perimeter and different areas or with the same area and different perimeters. | Unit 6 Geometry | Geometry task plus mastery check |
| MA.4.DP.1.1 | Collect and represent numerical data, | Unit 5 | Data |

| | including fractional values, using tables, stem and leaf plots or line plots. | Measurement and Data | representation task plus mastery check |
|---|---|---|---|
| MA.4.DP.1.2 | Determine the mode, median or range to interpret numerical data including fractional values, represented with tables, stem and leaf plots or line plots. | Unit 5 Measurement and Data | Data representation task plus mastery check |
| MA.4.DP.1.3 | Solve real world problems involving numerical data. | Unit 5 Measurement and Data | Data representation task plus mastery check |

## Appendix 11 Intervention and Enrichment Menu

**Targeted supports**

1. Explicit re teaching with worked examples followed by guided practice
2. Short diagnostic checks to identify the error type and target practice
3. Vocabulary supports for math terms and symbols
4. Fluency practice for basic facts and multi step procedures with feedback
5. Small group conferences to verify reasoning and correct misconceptions

**Enrichment options**

1. Multi step application problems with multiple solution paths
2. Math modeling tasks tied to real world contexts
3. Extension problems that require generalizing patterns or creating rules

## Appendix 12 Resource Set List and Representation Notes

The course uses curated resources appropriate for Grade 4. Resource selection supports multiple perspectives and avoids stereotypes. A resource log is maintained using the format below.

| Unit | Resource | Title | Creator | Date | Source | License | Accessibility | Repres |
|---|---|---|---|---|---|---|---|---|

| | type | | | | location | basis | note | | note |
|---|---|---|---|---|---|---|---|---|---|
| Unit 1 | Interactive | | | | | | | | |
| Unit 2 | Video | | | | | | | | |
| Unit 3 | Problem set | | | | | | | | |
| Unit 4 | Visual model set | | | | | | | | |
| Unit 5 | Real world dataset | | | | | | | | |
| Unit 6 | Image set | | | | | | | | |

Representation review checks include accuracy, age appropriateness, and whether examples reflect inclusive participation in mathematics and everyday contexts.

## Appendix 13 Instructional Materials Review Process

1. Annual review of core materials and embedded links prior to each school year
2. Standards alignment check using the coverage map and assessment blueprint
3. Quality check for clarity, appropriateness, bias, and accessibility
4. Licensing verification for third party content
5. Documentation of changes and approvals in a materials log

## Appendix 14 Third Party Content and Attribution Protocol

**Attribution rules**

1. Every third party text, image, audio, or video includes attribution identifying the source and license basis
2. External links are reviewed for appropriateness, privacy impact, and stability prior to publication
3. Attribution records are updated when content is updated or replaced

**Attribution log format**

| Item | Type | Source | License basis | Placement in course | Date verified | Reviewer |
|------|------|--------|---------------|---------------------|---------------|----------|
|  | Image |  |  |  |  |  |
|  | Text excerpt |  |  |  |  |  |
|  | Video |  |  |  |  |  |

# Appendix 15 Teacher Facilitation Guide

**Weekly cadence**

1. Review progress dashboards and identify learners needing reteach or enrichment
2. Provide rubric based feedback on constructed responses
3. Conduct small group sessions focused on specific benchmark gaps
4. Assign corrective practice after error analysis of student work
5. Document contacts and interventions for learners off pace

**Mastery verification**

1. Review item level results for unusual mastery check patterns
2. Use conferences and short oral checks when understanding needs verification
3. Verify that student work shown aligns to the submitted solution for constructed responses

# Appendix 16 Student Goal Setting and Reflection Routine

**Weekly routine**

1. Set one content goal and one skill goal such as explaining reasoning clearly
2. Track completion of assigned tasks and note questions for the teacher
3. Reflect on feedback and identify one improvement action
4. Use error analysis prompts to identify the first step where reasoning broke down

# Appendix 17 Lesson Structure Blueprint

1. Objective stated in learner friendly language
2. Worked example demonstrating the target method and why it works
3. Guided practice with immediate feedback and checks for understanding
4. Independent practice aligned to the objective
5. Checkpoint that determines whether reteach or extension is assigned
6. Optional scaffolds and optional enrichment

# Appendix 18 Structured Peer Interaction Plan

1. Discussion prompts requiring learners to compare solution strategies and justify choices
2. Peer response expectations focused on identifying strengths, pointing out errors, and asking clarifying questions
3. Teacher moderation and enforcement of communication norms

# Appendix 19 Feedback and Conferencing Protocol

1. Written feedback is specific, actionable, and tied to rubric criteria and benchmark language
2. Conferences are scheduled for learners needing reteach, verification of understanding, or pacing support
3. Each conference ends with a documented action plan and a clear next task

**Action plan record format**

| Learner | Benchmark focus | Support action | Due date | Evidence to collect | Family contact note |
|---------|-----------------|----------------|----------|---------------------|---------------------|
|         |                 |                |          |                     |                     |

# Appendix 20 Project Portfolio Requirements

**Portfolio artifacts**

1. One constructed response task per unit with teacher feedback
2. One corrected work sample showing revision after feedback

3. One number line or visual model artifact for fractions
4. End of unit reflection entries documenting growth

**Portfolio review checklist**

1. All required artifacts present
2. Rubrics attached for scored artifacts
3. Learner reflections completed for each unit
4. Teacher verification note recorded

---

# Appendix 21 Alternate Demonstration Options Guidance

When a learner requires an alternate method to demonstrate mastery, the teacher selects an option that measures the same benchmark demand and uses a comparable scoring guide.

1. Oral explanation recorded and scored with the same reasoning criteria
2. Graphic organizer plus short explanation for some problem solving tasks when appropriate
3. Photo or video of handwritten work with a brief oral explanation when a typed response is a barrier

---

# Appendix 22 Rubrics

Rubrics are shared at the start of each major task. Rubrics define criteria and performance levels aligned to Grade 4 expectations.

**Constructed response rubric**

| Criteria | Level 4 | Level 3 | Level 2 | Level 1 |
|---|---|---|---|---|
| Mathematical accuracy | Solution correct and complete | Minor error that does not change the main result | Partially correct with significant errors | Incorrect or incomplete |
| Reasoning | Clear explanation showing why steps are valid | Explanation present with minor gaps | Limited explanation or unclear reasoning | No explanation |
| Work shown | Work is | Work mostly | Work | Work not |

| | organized and supports the answer | supports the answer | incomplete or disorganized | shown |
|---|---|---|---|---|
| Use of representations | Uses appropriate models or diagrams accurately | Uses a model with minor issues | Model present but inaccurate or unrelated | No model when needed |

**Error analysis rubric**

| Criteria | Meets | Approaching | Not yet |
|---|---|---|---|
| Identify the error | Accurately identifies the first incorrect step | Identifies an error but not the first incorrect step | Does not identify the error |
| Explain why it is incorrect | Explains the mathematical reason clearly | Explanation is incomplete | No explanation |
| Correct the work | Provides a correct solution with valid steps | Correct solution with gaps | Does not correct |

# Appendix 23 Course Navigation and Readability Standards

Navigation is consistent across units so learners can locate lessons, tasks, and feedback efficiently.

**Navigation rules**

1. Each unit contains the same sequence: overview, lessons, practice, tasks, assessment, reflection
2. Assignments include clear titles and submission expectations
3. Rubrics are attached to major tasks in a consistent location within each unit
4. A learner can reach the current unit work in no more than three clicks from the dashboard

## Appendix 24 Accessibility and UDL Implementation Guide

1. Multiple means of representation through text, visuals, number lines, tables, and models
2. Multiple means of engagement through choice among extension tasks and contexts
3. Multiple means of action and expression through documented alternate demonstration options when appropriate
4. Accessibility features including headings, alt text, captions, transcripts, and keyboard navigation compatibility

## Appendix 25 Multimedia Accessibility and Usability Requirements

1. Video includes captions and audio includes transcripts when used for instruction
2. Images include descriptive alt text when they convey meaning
3. Interactive elements include clear instructions and are operable using keyboard navigation where applicable
4. Math notation is displayed in a readable format and tested for screen reader compatibility where applicable

## Appendix 26 Vendor Accessibility Statements and Conformance References

For each required technology used in the course, the provider maintains an accessibility statement and conformance documentation and makes it available for review.

| Technology | Purpose | Accessibility statement availability | Conformance documentation |
|---|---|---|---|
| Learning platform | Content delivery, submissions, feedback | Available in platform help resources | Accessibility conformance report or equivalent |
| Assessment engine | Mastery checks and quizzes | Available from vendor | Accessibility conformance report or equivalent |
| Media tools | Instructional media delivery | Available from vendor | Accessibility conformance report or |

| | | | equivalent |
|---|---|---|---|

## Appendix 27 Student Data Privacy and Security Policy

**Principles**

1. Data minimization for instruction and reporting needs
2. Role based access limited to staff with legitimate educational interest
3. Security controls including encryption in transit and at rest where supported
4. Vendor management with contractual privacy and security obligations
5. Incident response process for suspected breaches

**Public reporting**

Public reporting uses aggregated data with suppression or combining for small groups to avoid identification.

## Appendix 28 Access Control and Role Permissions

| Role | Typical access | Key restrictions |
|---|---|---|
| Student | Own coursework, submissions, feedback, grades | No access to other students records |
| Parent or guardian | Own student progress and communications | No access to other families |
| Teacher | Assigned rosters, coursework data, assessment results | Access limited to assigned students |
| School administrator | Schoolwide reports and audit views | Access logged and reviewed |
| Support staff | Technical diagnostics and ticketing | Access limited to what is needed for resolution |

## Appendix 29 Course Tool Inventory and Purpose Mapping

| Tool category | Use in this course | Data elements used | Notes |
|---|---|---|---|
| Learning platform | Delivers lessons and collects submissions | Student identifiers, progress, submissions, feedback | Primary system for coursework records |
| Assessment engine | Mastery checks and quizzes | Item responses and scores | Supports progress monitoring |
| Messaging | Student teacher communication | Message content and timestamps | Retention consistent with policy |
| Media delivery | Instructional demonstrations | Access logs when enabled | Captions and transcripts provided for instructional media |

## Appendix 30 Gradebook and Assessment Scoring Description

1. Every graded item is associated with a category and a benchmark reference where applicable
2. Scores are recorded at the item level and roll up to category weights
3. Teachers score constructed responses with rubrics and attach feedback
4. Grade exports support records and reporting workflows

## Appendix 31 Adaptive and Automated Feedback Use Protocol

Automated supports may provide immediate practice feedback. Teachers remain responsible for instructional decisions and scoring of major work products.

1. Adaptive practice adjusts problem difficulty and assigns targeted items based on performance
2. Teachers review item level results to assign reteach, practice, or extension tasks
3. Constructed responses are scored by teachers using rubrics
4. Automated feedback is monitored for alignment to Grade 4 expectations

## Screens referenced in appendices

The following screens illustrate how learners and families access required information

within the public site and within the learning platform.

| **Unbound Mathematics Grade 4 Course Overview** |
| --- |

**Menu**

Course overview
Syllabus
Units
Teacher contact
Support

**What you will learn**

Place value, comparing and rounding whole numbers and decimals
Multi digit multiplication and division with reliable methods
Algebraic reasoning including equations and patterns
Fractions equivalence, comparison, and operations concepts
Measurement and multi step real world problem solving
Data displays and geometry concepts

## Screen 1 Course overview page

| **Orientation Module Mathematics Grade 4** |
| --- |

**Menu**

Start here
How mastery works
How to show work
Accessibility settings
Digital citizenship

**Orientation checklist**

Complete navigation tour
Review course policies and expectations
Practice showing work and submitting a response
Complete readiness check and receive feedback
Set a weekly learning goal and confirm support access

## Screen 2 Orientation module

**Teacher Contact and Conferences**

**Menu**

Message teacher
Conference request
Office hours
Feedback

**Contact options**

Send a secure message in the platform
Request a conference time for reteach or check ins
View office hours and response time expectations
Escalate urgent access issues through support

## Screen 3 Teacher contact and conferences

**Learner Progress Dashboard**

**Menu**

Units
Mastery status
Practice
Constructed responses
Attendance

**Progress overview**

Mastery status by unit and benchmark
Recent feedback on constructed responses and explanations
Recommended practice based on item level results
Upcoming mastery checks and due dates

## Screen 4 Learner progress dashboard

## Support Center

**Menu**

Help articles
Submit a ticket
Live support
Device check

**Submit a support request**

Select issue category
Describe the problem and attach screenshot if needed
Provide learner name and course
Track ticket status and resolution notes

# Screen 5 Support center