

CURRICULUM MAP

Subject: MATH

Grade: 4TH

Quarter: 1ST

Teacher(s): 4th Grade

Month _____	WEEK 1 _____	WEEK 2 _____	WEEK 3 _____	WEEK 4 _____	WEEK 5 _____
<p>Concept (CCSS Standards)</p> <p><i>Italic Information: Recursive standard – repeated in at least one other quarter</i></p> <p>BOLD information: Standards that should be emphasized</p>	<p>4.NBT.1 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 $700 \div 70 = 10$ by applying concepts of place value and division. DOK 1: How many thousands equal 50 hundreds?</p> <p>Big Idea 1: Students will generalize their understanding of place value to be able to read numbers, compare numbers, round numbers to 1,000,000, and understand the relative sizes of numbers in each place.</p> <p>Skills to cover:</p> <p>How to tell time</p> <p>Money</p> <p>Regrouping and renaming</p>	<p>4.NBT.2 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. DOK 1: Simplify $70,000 + 300 + 40 + 6 =$ ____ Write in standard form. Write in word form.</p> <p>DOK 2: Compare the following numbers using $>$, $<$ or $=$. Explain your answer. $23,456$ ____ $23,654$.</p> <p>Big Idea 1: Students will generalize their understanding of place value to be able to read numbers, compare numbers, round numbers to 1,000,000, and understand the relative sizes of numbers in each place.</p>	<p>4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place. DOK 2: Round to the nearest 10, 100, 1,000, 10,000, and 100,000. Use a number line to explain your answer.</p> <p>Big Idea 1: Students will generalize their understanding of place value to be able to read numbers, compare numbers, round numbers to 1,000,000, and understand the relative sizes of numbers in each place.</p>	<p>4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>DOK 1: Find the sum of $2930 + 1862 =$ ____</p> <p>Find the difference of $2930 + 1862 =$ ____ DOK 2: Write an equation that equals, 3876.</p> <p>Big Idea 1: Students will generalize their understanding of place value to be able to read numbers, compare numbers, round numbers to 1,000,000, and understand the relative sizes of numbers in each place.</p>	<p>4.OA.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.</p> <p>DOK 1: What is number 3 times larger than 4? DOK 2: Write an equation that shows 8 times as many as 24.</p> <p>4.OA.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.</p> <p>DOK 1: Jenny has 5 dolls. Susie has 3 times as many dolls as Jenny. How many dolls does Susie have in all?</p> <p>DOK 2: Joan works on a loading dock. She can load 45 boxes in one hour. Write an equation that can be used to find b, the number of boxes she can load in 2 hours.</p>
<p>Vocabulary</p>	<ul style="list-style-type: none"> • Place value • Multi-digit • Round • Estimate • Standard form • Sum • Difference • Digit • Greater than • Less than • Equal to • Number 	<ul style="list-style-type: none"> • Place value • Multi-digit • Round • Estimate • Standard form • Sum • Difference • Digit • Greater than • Less than • Equal to • Number 	<ul style="list-style-type: none"> • Place value • Multi-digit • Round • Estimate • Standard form • Sum • Difference • Digit • Greater than • Less than • Equal to 	<ul style="list-style-type: none"> • prime, • composite • rule • factors • product • comparison • equation • remainder 	

				<ul style="list-style-type: none"> • Number 	<ul style="list-style-type: none"> • estimation • rounding
Assessment Resources:	Resources & Links to Technology <p>Illustrative Mathematics An online resource with sample items that can be used in class or for assessment</p> <p>National Library of Virtual Manipulatives A collection of online manipulatives that can be used by teachers and students</p> <p>Kansas Unwrapping the Standards This source unwraps each standard for 4th grade and looks at strategies and misconceptions.</p> <p>CCSS 4th Grade North Carolina Tasks This source provides examples of tasks and assessments aligned to CCSS.</p> <p>CCSS 4th Grade Lesson from Georgia This Web site provides units of study as aligned to Georgia’s pacing guide for the CCSS.</p>	Resources & Links to Technology <p>Illustrative Mathematics An online resource with sample items that can be used in class or for assessment</p> <p>National Library of Virtual Manipulatives A collection of online manipulatives that can be used by teachers and students</p> <p>Kansas Unwrapping the Standards This source unwraps each standard for 4th grade and looks at strategies and misconceptions.</p> <p>CCSS 4th Grade North Carolina Tasks This source provides examples of tasks and assessments aligned to CCSS.</p> <p>CCSS 4th Grade Lesson from Georgia This Web site provides units of study as aligned to Georgia’s pacing guide for the CCSS.</p>	Resources & Links to Technology <p>Illustrative Mathematics An online resource with sample items that can be used in class or for assessment</p> <p>National Library of Virtual Manipulatives A collection of online manipulatives that can be used by teachers and students</p> <p>Kansas Unwrapping the Standards This source unwraps each standard for 4th grade and looks at strategies and misconceptions.</p> <p>CCSS 4th Grade North Carolina Tasks This source provides examples of tasks and assessments aligned to CCSS.</p> <p>CCSS 4th Grade Lesson from Georgia This Web site provides units of study as aligned to Georgia’s pacing guide for the CCSS.</p>	Resources & Links to Technology <p>Illustrative Mathematics An online resource with sample items that can be used in class or for assessment</p> <p>National Library of Virtual Manipulatives A collection of online manipulatives that can be used by teachers and students</p> <p>Kansas Unwrapping the Standards This source unwraps each standard for 4th grade and looks at strategies and misconceptions.</p> <p>CCSS 4th Grade North Carolina Tasks This source provides examples of tasks and assessments aligned to CCSS.</p> <p>CCSS 4th Grade Lesson from Georgia This Web site provides units of study as aligned to Georgia’s pacing guide for the CCSS.</p>	Resources & Links to Technology <p>Illustrative Mathematics An online resource with sample items that can be used in class or for assessment</p> <p>Factor Game</p> <p>Product Game</p>
ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> • How do we explain relative size of place value? • How do we read and write multi-digit whole numbers? • How do we compare whole numbers? • How do we round whole numbers? • How does the value of a number change when the digit in a specific place value increases or decreases? • How does this same digit help me to understand ten thousands? 	<ul style="list-style-type: none"> • How do we explain relative size of place value? • How do we read and write multi-digit whole numbers? • How do we compare whole numbers? • How do we round whole numbers? • How does the value of a number change when the digit in a specific place value increases or decreases? • How does this same digit help me to understand ten thousands? 	<ul style="list-style-type: none"> • How do we explain relative size of place value? • How do we read and write multi-digit whole numbers? • How do we compare whole numbers? • How do we round whole numbers? • How does the value of a number change when the digit in a specific place value increases or decreases? • How does this same digit help me to understand ten thousands? 	<ul style="list-style-type: none"> • How do we explain relative size of place value? • How do we read and write multi-digit whole numbers? • How do we compare whole numbers? • How do we round whole numbers? • How does the value of a number change when the digit in a specific place value increases or decreases? • How does this same digit help me to understand ten thousands? 	<ul style="list-style-type: none"> • How do you illustrate and explain multiplication calculations by using equations, rectangular arrays, and/or area models • How do you 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

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Month _____	WEEK 6 _____	WEEK 7 _____	WEEK 8 _____	WEEK 9 _____	Mathematical Practices: _____
<p>Concept (CCSS Standards) <i>Italic Information: Recursive standard – repeated in at least one other quarter</i></p> <p>BOLD information: Standards that should be emphasized</p>	<p>4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number 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.</p> <p>DOK 1: Identify the equation used to solve this word problem. Noah is planning a birthday party. 24 girls are attending and 28 boys plan to attend. He is serving the cake that will feed 75 people. How many more people can Noah invite to his party before he runs out of cake? $75 - (24 + 28) =$ _____</p> <p>DOK 2: Solve: Mary had 3 apple trees with 12 apples on each tree. She had 4 orange trees with 16 oranges on each tree. Write an equation with a letter standing for the unknown quantity that shows how much fruit she has in all.</p> <p>DOK 3: Write and solve a two-step word problem that uses 2 different operations.</p>	<p>4.OA.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. DOK 1: Identify the prime number. Which number is a composite? What are the factors of 25? List the multiples of 7 up to 70.</p> <p>Big Idea 2, Quarter 1: eStu able to utilize the four basic operations with whole numbers to solve problems.</p>	<p>4.OA.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.</p> <p>DOK 1: A pattern is created with a number by adding 6 each time. Which of these number patterns follows that rule?</p> <p>DOK 2: Predict the next three numbers in the pattern using the rule add 3.</p> <p>DOK 3: Given the rule “multiply by 2” and the starting number 2, predict the first 5 terms in the pattern and identify features of those terms.</p> <p>Big Idea 2, Quarter 1: to utilize the four basic operations with whole numbers to solve problems.</p>	<p><i>TESTING WEEK AND REVIEW LESSONS</i></p>	<ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.

	<p>Big Idea 2, Quarter 1: able to utilize the four basic operations with whole numbers to solve problems.</p>				
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