

CURRICULUM MAP

Subject: MATH

Grade: 4TH

Quarter: 4th

Teacher: 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.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p>4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p>	<p>4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p>	<p>4.NF.4a Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <p>a. Understand a fraction a/b as a multiple of $1/b$.</p> <p>4.NF.4b Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <p>b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. DOK 2: Melissa fills a measuring cup with $3/4$ cup of juice 3 times. Write and solve a multiplication equation with a whole number and a fraction to show the total amount of juice she uses.</p>	<p>4.NF.4c Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.</p> <p>DOK 1: I'm joining five groups of $3/4$ of a pint. What multiplication equation can be used to describe how to join the pints?</p> <p>$3/4 + 3/4 + 3/4 + 3/4 + 3/4 = (5 \times 3/4)$</p>	<p>4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.</p> <p>DOK 1: 3ft. = _____ inches</p>
<p>Vocabulary</p>	<p>Angles Acute Obtuse Right Face Edge Vertices 2-dimensional Line segments Geometry Sides Polygon Quadrilaterals Angle measure Protractor</p>	<p>2-dimensional Line segments Geometry Sides Polygon Quadrilaterals Symmetry</p>	<p>Fractions Numerator Denominators Strategies Common fractions Simplest form Greatest Common Factor</p>	<p>Fractions Numerator Denominators Strategies Common fractions Simplest form Greatest Common Factor</p>	<p>Conversion metric system customary system unit of measure, (each of the units of measure that will be used)</p>

<p>Assessment</p> <p>Resources:</p>	<p>Resources & Links to Technology</p> <p>Classroom Lesson on Line Symmetry</p> <p>www.geogebra.com</p> <p>Free software to download that allows you to draw and measure. It is a great tool to use during this unit.</p> <p>Mathematics Plus Textbook: Line Segments, lines, and rays pg. 286-287 / Exploring Angles pg. 288-289 / take Another Look Workbook – pg. 101-105 / Stretch your thinking pg. 101-105</p> <p>Line Relationships pg. 292-293/ Circles: pg. 294-295/</p> <p>Mathematics Plus: Solid Figures: pg. 304-305 /Lesson 9.13 – pg. H69</p>	<p>Resources & Links to Technology</p> <p>Classroom Lesson on Line Symmetry</p> <p>www.geogebra.com</p> <p>Free software to download that allows you to draw and measure. It is a great tool to use during this unit.</p> <p>Mathematics Plus textbook: pg. 296-297 Congruent and Similar Figures/ Problem solving pg. 298/ Symmetry pg. 300-301/ extra practice Lesson. 9.11, pg. H69</p>	<p>Resources & Links to Technology</p> <p>Multiplying Fractions by a Whole Number</p> <p>Game: Multiplying Fractions by Whole Numbers</p> <p>Support for 4.NF.4 This site contains several links for multiplying fractions by a whole number.</p>	<p>Resources & Links to Technology</p> <p>Multiplying Fractions by a Whole Number</p> <p>Game: Multiplying Fractions by Whole Numbers</p> <p>Support for 4.NF.4 This site contains several links for multiplying fractions by a whole number.</p>	<p>Resources & Links to Technology:</p> <ul style="list-style-type: none"> • Concentration Game on Measurement Equivalencies • Converting Units of Time • Unit Conversion Online Resources • Support for 4.MD.2
<p>ESSENTIAL QUESTIONS</p>	<p>Essential Questions</p> <ul style="list-style-type: none"> • How do we draw and identify geometric basics? • How do we identify and classify 2-D figures? • How do we classify 2-D figures by line segments and angles? 	<p>Essential Questions</p> <ul style="list-style-type: none"> • How do we identify and draw 2-D symmetry? 	<p>Essential Questions</p> <ul style="list-style-type: none"> • How do we solve word problems involving fractions? • How do we multiply a fraction by a whole number? • How do we model multiplying a fraction by a whole number? 	<p>Essential Questions</p> <ul style="list-style-type: none"> • How do we solve word problems involving fractions? • How do we multiply a fraction by a whole number? • How do we model multiplying a fraction by a whole number? 	<p>Essential Questions</p> <p>How are models important in showing the relationship of units?</p>

Month _____	WEEK 6 _____	WEEK 7 _____	WEEK 8 _____	Mathematical Practices _____	Instructional Strategies (District) _____
Concept (CCSS Standards)	<p>4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>DOK 2: Damian wants to buy a video game that costs \$59.99. He has \$17.36 in his piggy bank. If his grandma gives him \$25.00 for his birthday, how much more money does he need to be able to buy the game?</p>	Make up week	<i>Make up week</i>	<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. 	
Vocabulary	conversion, metric system, customary system, unit of measure, (each of the units of measure that will be used)				

Assessment /Resources	Resources & Links to Technology: Concentration Game on Measurement Equivalencies Converting Units of Time Unit Conversion Online Resources Support for 4.MD.2				
ESSENTIAL QUESTIONS	Essential Questions How are models important in showing the relationship of units?				