

CURRICULUM UNIT MAP

1ST QUARTER

COURSE TITLE: MATHEMATICS

GRADE: 4

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Place Value WEEK 1—OBJECTIVES N.1.A – Read, write, and compare whole numbers less than 100,000 N.1.C – Recognize equivalent representations for the same number and generate them by decomposing and composing numbers	I know there are 3 forms of numbers: standard form, word form, and expanded form.	<ul style="list-style-type: none"> Teacher made notes pages demonstrating knowledge of each CLT Forms of Numbers clicker quiz Family names clicker quiz SmartNotebook lesson on the board with interactive exercises for students to participate in. Teacher made homework sheet over objectives taught for the week. Continuously assessed through morning math throughout the year 	
	I know the STANDARD form of a number is a number written as we see it.		
	I know the EXPANDED form of a number is a number written to show the value of each digit		
	I know the WORD form of a number is the number written in words as we say it.		
	I know the place value of a number goes ones, tens, hundreds, ones, tens, hundreds, over and over again.		
	I know the ONES place is worth up to 9		
	I know the TENS place is worth from 10 to 99.		
	I know the HUNDREDS place is worth from 100 to 999.		
	I know numbers are written in groups of 3.		
	I know that each group is separated by a comma.		
	I know each group of 3 has a family name.		
	I know that the family names go in order of: no name, thousand, million, billion, trillion.		
	I know you read numbers in groups of 3.		
	I know when reading a number I say the family name ONLY when I come to a comma.		
	I can tell time on an analog clock.		
	I can tell time to the nearest minute.		
	I know my multiplication facts up to 12 x 12.		

CURRICULUM UNIT MAP
1ST QUARTER (continued)

COURSE TITLE: MATHEMATICS

GRADE: 4

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
WEEK 2—OBJECTIVES N.1.A – Read, write, and compare whole numbers less than 100,000 N.1.C – Recognize equivalent representations for the same number and generate them by decomposing and composing numbers N.1.D – Classify and describe numbers by their characteristics, including <u>odd</u> , <u>even</u> , multiples, and factors	I know you write numbers in groups of 3.	<ul style="list-style-type: none"> Teacher made notes pages demonstrating knowledge of each CLT Value of Numbers clicker quiz Odd and Even Number clicker quiz Comparing Numbers clicker quiz SmartNotebook lesson on the board with interactive exercises for students to participate in Place Value Review 1 worksheet Place Value Review 2 worksheet Teacher made homework sheet over objectives taught for the week Continuously assessed through morning math throughout the year 	
	I know when writing a number there has to be 3 number BEHIND a comma.		
	I know when writing a number there doesn't have to be 3 numbers IN FRONT of a comma.		
	I know the VALUE of a number is how much each digit is worth.		
	I know even numbers have a 2, 4, 6, 8, or 0 in the ones place.		
	I know that odd numbers have a 1, 3, 5, 7, or 9 in the ones place.		
	I know to COMPARE numbers means to see which is bigger or smaller.		
	I know when comparing numbers I first need to line them up by place values.		
	I know when comparing numbers the number that has more digits is bigger.		
	I know if each number has the same number of digits I have to look at each place to find which number is bigger starting at the digits farthest left.		
WEEK 3—OBJECTIVES N.1.C – Recognize equivalent representations for the same number and generate them by decomposing and composing numbers	I know expanded form shows the value of each digit in a number.	<ul style="list-style-type: none"> Teacher made notes pages demonstrating knowledge of each CLT SmartNotebook lesson on the board with interactive exercises for students to participate in Place Value Review 3 worksheet Place Value Review 4 worksheet Assessment review sheet Teacher made homework sheet over objectives taught for the week Continuously assessed through morning math throughout the year 	Place Value Benchmark Assessment
	I know that if I add up the expanded form it will equal the number.		
	I know if the expanded form skips a place, I use a zero as a place holder.		
	I know numbers can be written in many ways.		

CURRICULUM UNIT MAP
1ST QUARTER (continued)

COURSE TITLE: MATHEMATICS

GRADE: 4

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
WEEK 4—OBJECTIVES N.3.D – Estimate and justify products of whole numbers.	I know when rounding I first find the place value I am rounding to. I know after I think the place value I look at the number to the right, I know if the number to the right is a 0,1,2,3 or 4 the place value stays the same.	<ul style="list-style-type: none"> Teacher made notes pages demonstrating knowledge of each CLT Rounding clicker quiz SmartNotebook lesson on the board with interactive exercises for students to participate in Rounding 1 worksheet Rounding 2 worksheet Teacher made homework sheet over objectives taught for the week Continuously assessed through morning math throughout the year 	Rounding Benchmark Assessment
Unit: Addition Unit WEEK 5 – OBJECTIVES A.2.A – Using addition represent a mathematical situation as an EXPRESSION or number sentence A.2.B – Use the <u>commutative</u> , distributive, and associative properties of addition and multiplication for multi-digit numbers	I know if the number to the right is a 5,6,7,8 or 9 the place value gets 1 bigger. I know to line up my numbers by place values. I know to start an addition problem with the ones place. I know if I get an answer over 9 I have to carry to the next place. I know if I carry I have to add that on. I know the answer to an addition problem is the SUM. I know the sign for addition is +. I can add up two numbers in any order and the answer will always be the same.	<ul style="list-style-type: none"> Teacher made notes pages demonstrating knowledge of each CLT Addition clicker quiz SmartNotebook lesson on the board with interactive exercises for students to participate in Addition 1 worksheet Addition 2 worksheet Teacher made homework sheet over objectives taught for the week Continuously assessed through morning math throughout the year 	Addition Benchmark assessment
WEEK 6 & 7 – OBJECTIVES A.2.A – Using Addition represent a mathematical situation as an EXPRESSION or number sentence N.3.D- Estimate and justify products of whole numbers	I can look at a word problem and follow 4 simple steps to solve it. I know clue words for addition are altogether, in all, total, how much, and sum. I can write a number sentence from a word problem. I know when it says ABOUT how many I have to estimate (round).	<ul style="list-style-type: none"> Teacher made notes pages demonstrating knowledge of each CLT SmartNotebook lesson on the board with interactive exercises for students to participate in Word problem worksheet and clicker quiz Teacher made homework sheet over objectives taught for the week Continuously assessed through morning math throughout the year 	

CURRICULUM UNIT MAP
1ST QUARTER (continued)

COURSE TITLE: MATHEMATICS

GRADE: 4

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
WEEK 8 – OBJECTIVES A.2.B – Use the commutative, distributive, and ASSOCIATIVE properties of addition and multiplication for multi-digit numbers M.1.A- Identify and justify the unit of linear measure including perimeter	I can add three or more numbers in any order and the answer will always be the same regardless of where the parentheses are located I can measure all the way around a polygon to get the perimeter	<ul style="list-style-type: none"> Teacher made notes pages demonstrating knowledge of each CLT SmartNotebook lesson on the board with interactive exercises for students to participate in Properties clicker quiz Perimeter worksheet Teacher made homework sheet over objectives taught for the week Continuously assessed through morning math throughout year 	Word Problems and Perimeter and Benchmark Assessment
Unit: Subtraction WEEK 9 – OBJECTIVES A.2.A – Using Subtraction represent a mathematical situation as an EXPRESSION or number sentence	I know to line my numbers up by their place values. I know to start a subtraction problem with the ones place. I know “if the bigger number is on the bottom ya gotta borrow” I know if I have to borrow, I look at the place value to the left. I know the answer to a subtraction problem is the DIFFERENCE. I know the sign for subtraction is - I know how to write a number sentence.	<ul style="list-style-type: none"> Teacher made notes pages demonstrating knowledge of each CLT SmartNotebook lesson on the board with interactive exercises for students to participate in Subtraction clicker quiz Subtraction worksheet Teacher made homework sheet over objectives taught for the week Continuously assessed through morning math throughout the year 	Subtraction Benchmark Assessment 1

CURRICULUM UNIT MAP
2nd QUARTER

COURSE TITLE: MATHEMATICS

GRADE: 4

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment (Place after last objective in unit that is assessed)
Unit: Subtraction (continued) WEEK 1 & 2 – OBJECTIVE A.2.A- Using Subtraction represent a mathematical situation as an EXPRESSION or number sentence M.1.D – Determine change from \$10.00 and add and subtract money up to \$10.00 A.2.A – Using subtraction represent a mathematical situation as an EXPRESSION or number sentence	I know to line my numbers up by place value. I know to start a subtraction problem with the ones place. I know “if the bigger number is on the bottom ya gotta borrow” I know if I have to borrow, I look at the place value to the left. I know the answer to a subtraction problem is the DIFFERENCE. I know the sign for subtraction is - I know how to write a number sentence. I know when subtracting decimals I have to line up my decimals before starting. I know when subtracting money I have to use a decimal and a dollar sign. I know when making change, I subtract the money spent from the money I have. I know how to write an expression (number sentence) I know clue words for subtraction are difference, remainder, less than, fewer, minus	<ul style="list-style-type: none"> Teacher made notes pages demonstrating knowledge of each CLT SmartNotebook lesson on the board with interactive exercises for students to participate in Subtraction word problem clicker quiz Subtraction word problem worksheet Teacher made homework sheet over objectives taught for the week. Continuously assessed through morning math throughout the year 	Subtraction word problem assessment
Unit: 2D Geometry WEEK 3 – OBJECTIVES G.1.A – Name and identify properties of 1-,2-, and 3- dimensional shapes and describe attributes of 2- and 3-dimensional shapes using appropriate geometric vocabulary	I can identify a circle, triangle, square, rectangle, polygon, quadrilateral, rhombus, trapezoid, pentagon, hexagon, and octagon. I can identify the side of a polygon. I can identify the angle of a polygon. I can identify the vertex of a polygon. I know the word vertices means more than one vertex. I can identify and draw a line segment, ray, and line. I can identify parallel and perpendicular lines. I know perpendicular lines meet at a right angle.	<ul style="list-style-type: none"> Teacher made notes pages demonstrating knowledge of each CLT Shapes quiz on ThatQuiz.com Teacher made homework sheet over objectives taught of the week Student completion of “I know 3 things about lines” Student completion of “I know 3 things about polygons” 	Polygons Benchmark Assessment

CURRICULUM UNIT MAP
2nd QUARTER (continued)

COURSE TITLE: MATHEMATICS

GRADE: 4

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
WEEK 4 – OBJECTIVES G.2.B – Select and use benchmarks to estimate measurements of 0-,45- (acute), 90- (right), greater than 90- (obtuse) degree angles G.3.A – Predict the results of sliding/translating, flipping/reflecting, turning/rotating	I can identify and draw an acute angle.	<ul style="list-style-type: none"> Teacher made notes pages demonstrating knowledge of each CLT Student completion of “I know 3 things about angles” Teacher made homework sheet over objectives taught of the week. Continuously assessed through morning math throughout the year 	Angles and Lines Benchmark
	I can identify and draw an obtuse angle.		
	I can identify and draw a right angle.		
	I know what a translation is.		
	I know another word for translation is slide.		
	I know what a rotation is		
	I know another word for rotation is turn		
	I know what a reflection is		
	I know another word for reflection is flip.		
WEEK 5 & 6 – OBJECTIVES G.3.C – Create a figure with multiple lines of symmetry and identify the lines of symmetry	I know that symmetry is when a shape is cut into two parts and both parts are the same.	<ul style="list-style-type: none"> Teacher made notes pages demonstrating knowledge of each CLT Teacher made homework sheet over objectives taught of the week Continuously assessed through morning math throughout the year 	Movement and Symmetry Benchmark Assessment
	I can identify lines of symmetry		
	I know that there can be more than one line of symmetry for a shape		
	I can draw a shape with more than one line of symmetry		
UNIT: Graphs WEEK 7-9 – OBJECTIVES D.1.A – Collect data using observations, surveys, and experiments D.1.C – Create tables or graphs to including line plots D. 2. A – Describe important features of the data set. D.3.A – Given a set of data, propose and justify conclusions that are based on the data A.3.A – Model using graphs, tables, and number sentences	I can read a bar, line, and circle graph.	<ul style="list-style-type: none"> Graph quizzes on ThatQuiz.com Graphing clicker quiz 	Graphs Benchmark Assessment Performance – Students will take a list of information and create a chart and coordinating graph using the information
	I can read a line plot		
	I can read a chart		
	I can take information from a chart and decide what graph to make.		
	I can make a bar and line graph.		
	I know I have to have a title for my graphs		
	I know I have to have equal intervals between my numbers on a graph.		
	I know I have to label my axis on my graph		
	I know how to take a list of information and make a chart with it.		

CURRICULUM UNIT MAP
3rd QUARTER

COURSE TITLE: MATHEMATICS

GRADE: 4

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
UNIT: Large Multiplication WEEK 1 - 5 – OBJECTIVES N.2.A – Represent and recognize multiplication and related division using various models, including equal intervals on the number line, equal size groups, etc. N.2.B – Describe the effects of multiplying whole numbers N.3.A – Represent a mental strategy used to compute a given multiplication problem up to 2x2 N.3.C – Apply and describe the strategy used to compute a given multiplication of 2-digit by 2-digit numbers N.3.D – Estimate and justify products of whole numbers A.2.A – Using multiplication represent a mathematical situation as an EXPRESSION A.2.B – Use the commutative, distributive, and associative properties of multiplication M.2.C- Determine and justify areas of polygons and non-polygonal regions imposed on a rectangular grid.	I have a strategy for figuring out multiplication facts. I know that to find multiples of a number all I have to do is count by that number. I know that an array is a picture of a multiplication problem. I know how to draw an array of a multiplication problem. I know that AREA is the space inside the shape. I know that to find the area of a shape, I count the boxes inside the shape I know that another way to find the area is to multiply the length times the width I know that area is labeled with square units I can use my multiplication tables to answer problems. I know how to use zeroes to make multiplication easier I can estimate numbers to make multiplication easier I know how to set up a grid to do 2 x 2 multiplication I know a PRODUCT is an answer to a multiplication problem. I can estimate a number I know estimate means to round to the biggest place value I know an EQUATION is the same as a number sentence I know an EXPRESSION is the same as a number sentence I know clue words for multiplication are in all, product, how much, total, twice, tripled	<ul style="list-style-type: none"> Teacher made notes pages demonstrating knowledge of each CLT SmartNotebook lesson on the board with interactive exercises for students to participate in Grid multiplication clicker quiz Grid multiplication worksheets Teacher made homework sheet over objectives taught for the week Continuously assessed through morning math throughout the year ThatQuiz.com multiplication facts quizzes 	Large Multiplication Unit Assessment

CURRICULUM UNIT MAP
3rd QUARTER (continued)

COURSE TITLE: MATHEMATICS

GRADE: 4

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
UNIT: Patterns WEEK 6 & 7 – OBJECTIVES A.1.A – Describe geometric and numeric patterns A.1.B – Analyze patterns using words, tables, and graphs A.4.A – Describe mathematical relationships in terms of constant rates of change	I can find the pattern of a set of numbers. I can find the pattern in a set of shapes. I know how to write the rule of a pattern in words.	<ul style="list-style-type: none"> Teacher made notes pages demonstrating knowledge of each CLT SmartNotebook lesson on the board with interactive exercises for students to participate in Patterns clicker quiz Patterns worksheets Teacher made homework sheet over objectives taught for the week Continuously assessed through morning math throughout the year ThatQuiz.com Patterns quizzes 	Patterns Unit Assessment
UNIT: 3D Geometry WEEK 8 & 9 – OBJECTIVES G.1.A – Name and identify properties of 1-,2-, and 3- dimensional shapes and describe attributes of 2- and 3-dimensional shapes using appropriate geometric vocabulary. G.1.C – Describe the results of subdividing, combining and transforming shapes G.2.A – Describe movement using common language and geometric vocabulary G.4.A – Given the picture of a prism, identify the shapes of the faces.	I can identify a sphere, cube, rectangular prism, triangular prism, cylinder, square based pyramid, triangular pyramid, and cone. I know what an edge is. I know what a face is. I know what a vertex is. I know how many faces, edges, and vertices a sphere has. I know how many faces, edges, and vertices a cube has. I know how many faces, edges, and vertices a rectangular prism has. I know how many faces, edges, and vertices a triangular prism has. I know how many faces, edges, and vertices a square based pyramid has.	<ul style="list-style-type: none"> Teacher made notes pages demonstrating knowledge of each CLT SmartNotebook lesson on the board with interactive exercises for students to participate in Nets clicker quiz Nets worksheets 3D geometry clicker quiz Teacher made homework sheet over objectives taught for the week 	

CURRICULUM UNIT MAP
4th QUARTER

COURSE TITLE: MATHEMATICS

GRADE: 4

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment (Place after last objective in unit that is assessed)
UNIT: Division WEEK 1 & 2 – OBJECTIVES N.1.D – Classify numbers as factors N.3.C – Apply and describe the strategy used to compute a related division problem A.2.A – Use division to write an expression	<div>I can use my multiplication facts to help with division.</div> <div>I can divide using the 4 steps (divide, multiply, subtract, bring down)</div>	<ul style="list-style-type: none"> Teacher made notes pages demonstrating knowledge of each CLT SmartNotebook lesson on the board with interactive exercises for students to participate in. Division worksheets Teacher made homework sheet over objectives taught for the week. Continuously assessed through morning math 2nd semester 	Division Assessment
UNIT: MAP Review WEEK 3 & 4 Review of all previously taught objectives	Review of all previously taught CLTs	<ul style="list-style-type: none"> Packets of review materials assessing all previously taught objectives 	
WEEK 5 – MAP Testing			
UNIT: FRACTIONS WEEK 6-9 – OBJECTIVES N.1.B – Use models, benchmarks (0,1/2, and 1) and equivalent forms to judge the size of fractions. N.1.B (5 th) – Recognize and generate equivalent forms of commonly used fractions	<div>I know that the top of a fraction is the part that I am looking for.</div> <div>I know the bottom of the fraction is the whole number of parts.</div> <div>I know what a numerator is</div> <div>I know what a denominator is</div> <div>I know that any number over itself equals 1 whole (5/5)</div> <div>I can put fractions on a number line</div> <div>I can add fractions</div> <div>I can subtract fractions</div> <div>I can find equivalent fractions</div> <div>I can simplify fractions to lowest terms</div>	<ul style="list-style-type: none"> Teacher made notes pages demonstrating knowledge of each CLT SmartNotebook lesson on the board with interactive exercises for students to participate in. Reducing fractions worksheets 	Fractions Assessment Performance: SmartNotebook project where students show 3 examples of finding equivalent fractions and 3 examples of how to simplify fractions to lowest terms