GRADE LEVEL: FOURTH GRADE **SUBJECT: MATH** **DATE: 2020-2021**

GRADING PERIOD: QUARTER 1 **MASTER COPY 9-13-20**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
NUMBER SENSE					
• Whole Numbers • Standard Form • Expanded Form • Equivalent Whole Numbers	**4.NS.1**: **Read and write whole numbers up to 1,000,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1,000,000.** **PS.6**: Attend to precision.	• Read (in standard form) whole numbers up to 1,000,000. • Write the expanded form of a number up to 1,000,000. • State equivalent forms for numbers up to 1,000,000. • Use correct mathematical terms and language.	• Classroom observation • White board work	• Standard form • Expanded form • Equivalent whole numbers	**CRITICAL**
• Comparisons • Whole Numbers	**4.NS.2**: **Compare two whole numbers up to 1,000,000. using >, =, < symbols.** **PS.6**: Attend to precision.	• Compare the value of two numbers between 10,000 to 100,000 using >, =, < symbols. • Use symbols consistently and appropriately.	• Classroom observation • White board work • Exact Path • Study Island		**CRITICAL**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
NUMBER SENSE					
• Decimals • Tenths • Hundredths • Fractions • Decimals in Expanded Form • Equivalents	**4.NS.6: Write tenths and hundredths in decimal and fraction notations. Use words, models, standard form and expanded form to represent decimal numbers to hundredths. Know the fraction and decimal equivalents for halves and fourths (e.g., ½ = 0.5 = .50, 7/4 = 1 ¾ = 1.75).** **PS.7:** Look for and make use of structure.	• Write decimals in standard form to the tenths and hundredths places. • Write fraction and decimal equivalents for halves and fourths. • Use models to represent fractions and decimals. • Discern a pattern or structure.	• Classroom observation • White board work • NWEA • Exact Path • Study Island	• Decimal • Tenths • Hundredths • Fractions	**CRITICAL**
• Factors • Factor Pairs • Multiple	**4.NS.8**: **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.** **PS.2:** Reason abstractly and quantitatively –instead of PS.4 since the standard doesn't require students to use models.	• Name factor pairs for whole numbers to 100. • Identify if a number is a multiple of a one-digit number. • Show that a whole number is a multiple of each of its factors. • Make sense of quantities and their relationships.	• White board work • Quiz • NWEA • Exact Path • Study Island	• Factors • Factor pairs • Multiple	**CRITICAL**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
NUMBER SENSE					
• Place Value • Rounding • Multi-digit Whole Numbers	**4.NS.9:** Use place value understanding to round multi-digit whole numbers to any given place value.	• Round whole multi-digit numbers to a given place value.	• Exact Path • Study Island • Quiz • Worksheet	• Place Value	IMPORTANT
COMPUTATION					
• Addition • Subtraction Multi-digit Whole Numbers	**4.C.1: Add and subtract multi-digit whole numbers fluently using a standard algorithmic approach.** **PS.6**: Attend to precision.	• Add and subtract multi-digit whole numbers using a standard algorithm. • Calculate accurately.	• Exact Path • Study Island • Quiz • Worksheet	• Multi-digit	**CRITICAL**
• Multiplication • Four Digit by One • Two Digit by Two • Place Value • Properties • Strategies • Reasoning	**4.C.2: 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. Describe the strategy and explain the reasoning.** **PS.6**: Attend to precision.	• Multiply four-digit number by one-digit. • Explain strategy. • Calculate accurately.	• Exact Path • Study Island • Worksheet • Quiz • Unit test	• Multi-digit	**CRITICAL**
• Multiplication Facts	**4.C.4: Multiply fluently within 100.**	• Memorize multiplication facts. • Multiply fluently two-digit by one-digit numbers.	• Exact Path • Study Island • Benchmark Assessments • Quiz		**CRITICAL**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
ALGEBRAIC THINKING					
• Real-world Problems • Addition • Subtraction • Multi-digit Whole Numbers • Drawings • Unknown Number	**4.AT.1: Solve real-world problems involving addition and subtraction of multi-digit whole numbers (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.)** **PS.1:** Make sense of problems and persevere in solving them.	• Solve real-world problems involving addition and subtraction of multi-digit whole numbers. • Use drawings and equations with a symbol for the unknown number to represent the problem. • Analyze relationships to arrive at the meaning of the solution.	• Story problem worksheet • Exact Path • Study Island	• Real-world problems • Multi-digit whole numbers	**CRITICAL**
• Relationship • Inverse • Real-world Problems	**4.AT.2:** Recognize and apply the relationships between addition and multiplication, between subtraction and division, and the inverse relationship between multiplication and division to solve real-world and other mathematical problems. **PS.1:** Make sense of problems and persevere in solving them. **PS.7**: Look for and make use of structure.	• Using real-world problems, show the relationship between repeated addition and multiplication. • Using real-world problems, show the relationship between repeated subtraction and division. • Using real-world problems, show that multiplication is the opposite of division. • Use simpler forms to get to the solution. • Discern a pattern or structure.	• White board work • Worksheet	• Inverse	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
ALGEBRAIC THINKING					
• Real-world problems • Multiplicative Comparison	**4.AT.4:** Solve real-world problems with whole numbers 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. [In grade 4, division problems should not include a remainder.]	• Use multiplicative and additive comparisons to find an unknown number to represent the problem.	• Class discussion • Exact Path • Study Island	• Real-world problems • Multiplicative comparison	IMPORTANT

GRADE LEVEL: FOURTH GRADE **SUBJECT: MATH** **DATE: 2020-2021**

GRADING PERIOD: QUARTER 2 **MASTER COPY 9-13-20**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
NUMBER SENSE					
• Factors • Factor Pairs • Multiple	**4.NS.8**: **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.** **PS.2:** Reason abstractly and quantitatively –instead of PS.4 since the standard doesn't require students to use models.	• Name factor pairs for whole numbers to 100. • Identify if a number is a multiple of a one-digit number. • Show that a whole number is a multiple of each of its factors. • Make sense of quantities and their relationships.	• White board work • Quiz • NWEA • Exact Path • Study Island	• Factors • Factor pairs • Multiple	**CRITICAL**
COMPUTATION					
• Multiplication • Four Digit by One • Two Digit by Two • Place Value • Properties • Strategies • Reasoning	**4.C.2: 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. Describe the strategy and explain the reasoning.** **PS.6**: Attend to precision.	• Multiply four-digit number by one-digit. • Explain strategy. • Calculate accurately.	• Exact Path • Study Island • Worksheet • Quiz • Unit test	• Multi-digit	**CRITICAL**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
COMPUTATION					
• Long Division • Quotient • Remainder • One-digit Dividend • Four-digit Dividend • Properties	**4.C.3: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Describe the strategy and explain the reasoning.** **PS.6:** Attend to precision.	• Divide multi-digit numbers to find whole-number quotients and dividends. • Express the relationship between division and multiplication. • Demonstrate the strategy and reasoning behind the relationship. • Express solutions clearly.	• Quotient • Remainder • One-digit dividend • Four-digit dividend • Properties	• Exact Path • Study Island • White board work • Worksheet	**CRITICAL**
• Multiplication Facts	**4.C.4: Multiply fluently within 100.**	• Memorize multiplication facts. • Multiply fluently two-digit by one-digit numbers.	• Exact Path • Study Island • Benchmark Assessments • Quiz		**CRITICAL**
• Commutative Property • Associative Property	**4.C.7:** Show how the order in which two numbers are multiplied (commutative property) and how numbers are grouped in multiplication (associative property) will not change the product. Use these properties to show that numbers can be multiplied in any order. Understand and use the distributive property. **PS.7**: Look for and make use of structure.	• Demonstrate how if the order of two factors is changed it will result in the same product. • Demonstrate that no matter the grouping of numbers in multiplication, the product will be the same. • Explain the difference between commutative, associative, and distributive properties. • Use properties of operation and equality.	• White board work • Exact Path • Study Island • Worksheet	• Commutative property • Associative property	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
ALGEBRAIC THINKING					
• Relationship • Inverse • Real-world Problems	**4.AT.2:** Recognize and apply the relationships between addition and multiplication, between subtraction and division, and the inverse relationship between multiplication and division to solve real-world and other mathematical problems. **PS.1:** Make sense of problems and persevere in solving them. **PS.7**: Look for and make use of structure.	• Using real-world problems, show the relationship between repeated addition and multiplication. • Using real-world problems, show the relationship between repeated subtraction and division. • Using real-world problems, show that multiplication is the opposite of division. • Use simpler forms to get to the solution. • Discern a pattern or structure.	• White board work • Worksheet	• Inverse	IMPORTANT
• Multiplication Equation	**4.AT.3:** Interpret a multiplication equation as a comparison (e.g., interpret 35 = 5 × 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. **PS.6**: Attend to precision.	• Read equations using verbal communication (standard English language) for the mathematical symbols. • Given an verbal statement of an equation, write the corresponding equation using mathematical symbols. • Recite fact families. • Use symbols consistently and appropriately.	• Class discussion • Observation • White board work	• Equation • Number Sentence	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
ALGEBRAIC THINKING					
• Real-world problems • Multiplicative Comparison	**4.AT.4:** Solve real-world problems with whole numbers 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. [In grade 4, division problems should not include a remainder.]	• Use multiplicative and additive comparisons to find an unknown number to represent the problem.	• Class discussion • Exact Path • Study Island	• Real-world problems • Multiplicative comparison	IMPORTANT
GEOMETRY					
• Parallelogram • Rhombus • Trapezoid	**4.G.1:** Identify, describe, and draw parallelograms, rhombuses, and trapezoids using appropriate tools (e.g., ruler, straightedge and technology). **PS.7**: Look for and make use of structure.	• Create and classify parallelograms, rhombuses, and trapezoids using mathematical tools. • Classify geometric shapes based on their attributes.	• Exact Path • Study Island • Worksheet	• Parallelogram • Rhombus • Trapezoid	ADDITIONAL
• Lines of Symmetry • Two-dimensional Figures	**4.G.2:** Recognize and draw lines of symmetry in two-dimensional figures. Identify figures that have lines of symmetry.	• Draw lines of symmetry in two-dimensional figures.	• Exact Path • Study Island • Worksheet	• Line of symmetry • Two-dimensional figures	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
GEOMETRY					
• Angle • Geometric Shapes • Ray • Endpoint	**4.G.3:** Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint. **PS.7:** Look for and make use of structure.	• Explain how two rays that share an endpoint form an angle. • Classify geometric shapes based on their attributes.	• White board work	• Angle • Geometric shapes • Ray • Endpoint	ADDITIONAL
• Rays • Angles • Right angle • Acute angle • Obtuse angle	**4.G.4: Identify, describe, and draw rays, angles, (right, acute, obtuse), and perpendicular and parallel lines using appropriate tools (e.g., ruler, straightedge and technology). Identify these in two-dimensional figures.** **PS.7**: Look for and make use of structure.	• Classify right, acute, and obtuse angles. • Identify parallel and perpendicular lines. • Classify geometric shapes based on their attributes.	• Exact Path • Study Island • White board work	• Rays • Angles • Right angle • Acute angle • Obtuse angle	**CRITICAL**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
MEASUREMENT					
• Angle Measurements • Circular Arc	**4.M.5:** Understand that an angle is measured with reference to a circle, with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. Understand an angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure other angles. Understand an angle that turns through n one-degree angles is said to have an angle measure of n degrees. **PS.4:** Model with mathematics.	• Measure angles in reference to a circle. • Express and illustrate that a circle as made up of 360 1-degree angles. • Measure angles using the formula n(1 degree)= an angle with a measure of n degrees. • Identify important quantities in practical situations and show relationships using diagrams.	• Exact Path • Study Island • Worksheet	• Circle • Angle • Circular arc	ADDITIONAL
• Angle • Whole-number Degrees • Protractor	**4.M.6:** Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. **PS.5**: Use appropriate tools strategically.	• Use a protractor to measure angles. • Draw angles when given a specific measurement. • Use protractor.	• Worksheet • Quiz	• Angle • Whole-number degrees • Protractor	ADDITIONAL

GRADE LEVEL: FOURTH GRADE **SUBJECT: MATH** **DATE: 2020-2021**

GRADING PERIOD: QUARTER 3 **MASTER COPY 9-13-20**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
NUMBER SENSE					
• Whole Numbers • Mixed Numbers • Improper Fractions • Equivalent Fractions	**4.NS.3: Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. Name and write mixed numbers using objects or pictures. Name and write mixed numbers as improper fractions using objects or pictures.** **PS.2:** Reason abstractly and quantitatively.	• Write whole numbers as fractions. • Identify fractions equivalent to whole numbers. • Express mixed numbers in pictures. • Rewrite mixed numbers as improper fractions. • Make sense of quantities and their relationships.	• Classroom observation • White board work • Exact Path • Study Island • Worksheet • Quiz	• Whole number • Fraction • Mixed number • Improper fraction	**CRITICAL**
• Equivalent Fractions • Fraction Models	**4.NS.4: Explain why a fraction a/b, is equivalent to a fraction, (n × a)/(n × b), by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. (In grade 4, limit denominators to 2, 3, 4, 5, 6, 8, 10, 25, 100).** **PS.4:** Model with mathematics.	• Express equivalent fractions using models. • Use equivalent fractions with 2, 3, 4, 5, 6, 8, 10, 25, and 100 as denominators. • Illustrate how the number and size of parts differ while the two fractions are the same size. • Use a variety of representations to solve problems.	• White board work • Exact Path • Study Island • Worksheet • Quiz	• Equivalent fraction • Fraction models	**CRITICAL**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
NUMBER SENSE					
• Fraction Comparisons	**4.NS.5: Compare two fractions with different numerators and different denominators, (e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 0, ½, and 1). Recognize comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions (e.g., by using a visual fraction model).** **PS.7:** Look for and make use of structure.	• Compare two fractions with different numerators and denominators. • Find common denominators. • Compare fractions that refer to the same whole by using inequality symbols and equal signs. • Discern a pattern or structure.	• White board work • Exact Path • Study Island • Worksheet • Quiz	• Numerator • Denominator • Common numerator • Common denominator • Fraction model	**CRITICAL**
• Decimals • Tenths • Hundredths • Fractions • Decimals in Expanded Form • Equivalents	**4.NS.6: Write tenths and hundredths in decimal and fraction notations. Use words, models, standard form and expanded form to represent decimal numbers to hundredths. Know the fraction and decimal equivalents for halves and fourths (e.g., ½ = 0.5 = .50, 7/4 = 1 ¾ = 1.75).** **PS.7:** Look for and make use of structure.	• Write decimals in standard form to the tenths and hundredths places. • Write fraction and decimal equivalents for halves and fourths. • Use models to represent fractions and decimals. • Discern a pattern or structure.	• Classroom observation • White board work • NWEA • Exact Path • Study Island	• Decimal • Tenths • Hundredths • Fractions	**CRITICAL**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
NUMBER SENSE					
• Decimal • Whole Number • Comparison • Symbols	**4.NS.7:** Compare two decimals to hundredths by reasoning about their size based on the same whole. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, (e.g., by using a visual model). **PS.4**: Model with mathematics.	• Compare two decimals to the hundredths place with the same whole using >, =, < symbols. • Regroup decimals for comparison. • Write results of the comparison. • Use Base-10 blocks to represent fractions and decimals. • Solve problems using representations.	• Worksheet • Exact Path • Study Island	• Decimal • Comparison • Symbols	IMPORTANT
• Factors • Factor Pairs • Multiple	**4.NS.8**: **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.** **PS.2:** Reason abstractly and quantitatively –instead of PS.4 since the standard doesn't require students to use models.	• Name factor pairs for whole numbers to 100. • Identify if a number is a multiple of a one-digit number. • Show that a whole number is a multiple of each of its factors. • Make sense of quantities and their relationships.	• White board work • Quiz • NWEA • Exact Path • Study Island	• Factors • Factor pairs • Multiple	**CRITICAL**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
COMPUTATION					
• Long Division • Quotient • Remainder • One-digit Dividend • Four-digit Dividend • Properties	**4.C.3: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Describe the strategy and explain the reasoning.** **PS.6:** Attend to precision.	• Divide multi-digit numbers to find whole-number quotients and dividends. • Express the relationship between division and multiplication. • Demonstrate the strategy and reasoning behind the relationship. • Express solutions clearly.	• Quotient • Remainder • One-digit dividend • Four-digit dividend • Properties	• Exact Path • Study Island • White board work • Worksheet	**CRITICAL**
• Fraction Addition • Fraction Subtraction • Common Denominators	**4.C.5: Add and subtract fractions with common denominators. Decompose a fraction into a sum of fractions with common denominators. Understand addition and subtraction of fractions as combining and separating parts referring to the same whole.** **PS.8**: Look for and express regularity in repeated reasoning.	• Add and subtract fractions with common denominators. • Break down a fraction as sum of fractions with common denominators. • Illustrate a whole as the addition and subtraction of fractional parts. • Create rules for regularity in mathematics.	• White board work • Classroom observation • Exact Path • Study Island • Worksheet	• Common denominator	**CRITICAL**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
COMPUTATION					
• Mixed Numbers • Addition • Subtraction • Common Denominators	**4.C.6**: Add and subtract mixed numbers with common denominators, (e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.) **PS.7:** Look for and make use of structure. **PS.8**: Look for and express regularity in repeated reasoning.	• Add and subtract mixed numbers with common denominators. • Express mixed numbers as improper fractions. • Use the properties of operations to add and subtract mixed numbers. • Discern a pattern or structure. • Create rules for regularity in mathematics.	• White board work • Classroom observation • Exact Path • Study Island • Worksheet • Quiz	• Mixed number • Improper fraction • Common denominator	IMPORTANT
ALGEBRAIC THINKING					
• Real-world Problems • Addition • Subtraction • Multi-digit Whole Numbers • Drawings • Unknown Number	**4.AT.1: Solve real-world problems involving addition and subtraction of multi-digit whole numbers (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.)** **PS.1:** Make sense of problems and persevere in solving them.	• Solve real-world problems involving addition and subtraction of multi-digit whole numbers. • Use drawings and equations with a symbol for the unknown number to represent the problem. • Analyze relationships to arrive at the meaning of the solution.	• Story problem worksheet • Exact Path • Study Island	• Real-world problems • Multi-digit whole numbers	**CRITICAL**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
ALGEBRAIC THINKING					
• Real-world Problems • Fraction Addition • Fraction Subtraction • Common Denominators	**4.AT.5:** Solve real-world problems involving addition and subtraction of fractions referring to the same whole and having common denominators (e.g., by using visual fraction models and equations to represent the problem). **PS.1:** Make sense of problems and persevere in solving them.	• Solve real world problems with the addition and subtraction of fractions (which refer to the same whole) using models and equations. • Analyze relationships to arrive at the meaning of the solution.	• White board work • Exact Path • Study Island	• Common denominator • Fraction model • Equation	IMPORTANT
• Algebraic Equation • Two Variables • Number Pattern	**4.AT.6**: Describe a relationship between two variables and use to find a second number when a first number is given. Generate a number pattern that follows a given rule.	• Describe the pattern that results when there are two variables in an equation and the first variable is given.	• Exact Path • Study Island • Worksheet	• Algebraic equation • Variables • Number pattern	ADDITIONAL
GEOMETRY					
• Parallelogram • Rhombus • Trapezoid	**4.G.1:** Identify, describe, and draw parallelograms, rhombuses, and trapezoids using appropriate tools (e.g., ruler, straightedge and technology). **PS.7**: Look for and make use of structure.	• Create and classify parallelograms, rhombuses, and trapezoids using mathematical tools. • Classify geometric shapes based on their attributes.	• Exact Path • Study Island • Worksheet	• Parallelogram • Rhombus • Trapezoid	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
GEOMETRY					
• Lines of Symmetry • Two-dimensional Figures	**4.G.2:** Recognize and draw lines of symmetry in two-dimensional figures. Identify figures that have lines of symmetry.	• Draw lines of symmetry in two-dimensional figures.	• Exact Path • Study Island • Worksheet	• Line of symmetry • Two-dimensional figures	ADDITIONAL
• Angle • Geometric Shapes • Ray • Endpoint	**4.G.3:** Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint. **PS.7:** Look for and make use of structure.	• Explain how two rays that share an endpoint form an angle. • Classify geometric shapes based on their attributes.	• White board work	• Angle • Geometric shapes • Ray • Endpoint	ADDITIONAL
• Rays • Angles • Right angle • Acute angle • Obtuse angle	**4.G.4: Identify, describe, and draw rays, angles, (right, acute, obtuse), and perpendicular and parallel lines using appropriate tools (e.g., ruler, straightedge and technology). Identify these in two-dimensional figures.** **PS.7**: Look for and make use of structure.	• Classify right, acute, and obtuse angles. • Identify parallel and perpendicular lines. • Classify geometric shapes based on their attributes.	• Exact Path • Study Island • White board work	• Rays • Angles • Right angle • Acute angle • Obtuse angle	**CRITICAL**
• Classification • Triangles • Quadrilaterals • Angles • Lines	**4.G.5** Classify triangles and quadrilaterals based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles (right, acute, obtuse).	• Classify right triangles, equilateral triangles, isosceles triangles, scalene triangles, obtuse triangles and acute triangles according to their angles. • Classify quadrilaterals according to presence or absence of parallel or perpendicular lines.	• Exact Path • Study Island • Worksheet • Quiz	• Right triangle • Equilateral triangle • Isosceles triangle • Scalene triangle • Obtuse triangle • Acute triangle	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
MEASUREMENT					
• Length • Quarter-inch • Eighth-inch • Millimeter	**4.M.1**: **Measure length to the nearest quarter-inch, eighth-inch, and millimeter.**	• Measure to quarter-inch, eighth-inch, and millimeter.	• Hands-on activity • Classroom observation • Quiz • Worksheet	• Quarter-inch • Eighth-inch • Millimeter	**CRITICAL**
• Units of Measurement	**4.M.2: Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb., oz.; l, ml; hr., min, sec. Express measurements in a larger unit in terms of a smaller unit within a single system of measurement. Record measurement equivalents in a two-column table.**	• Express units of measurement including km, m, cm, kg, g; lb., oz.; l, ml; min. sec. • Equate smaller units to larger units. • Record equivalents in a table.	• Worksheet • Exact Path • Study Island	• Kilometer • Meter • Centimeter • Kilogram • Gram • Liters • Milliliters	**CRITICAL**
• Computation • Fractions • Real-world Problems • Measurement • Distance • Time • Volume • Mass • Money	**4.M.3:** Use the four operations to solve real-world problems involving distances, intervals of time, volumes, masses of objects, and money. Include addition and subtraction problems involving simple fractions and problems that require expressing measurements given in a larger unit in terms of a smaller unit.	• Solve real-world problems in (whole number) distance, time, volume, mass, and money using the four operations. • Solve real-world problems (using simple fractions) in distance, time, volume, mass, and money using addition and subtraction.	• Classroom observation • Exact Path • Study Island	• Time intervals • Volume • Mass	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
MEASUREMENT					
• Real-world Problems • Complex Shapes • Rectangles • Area Formula • Perimeter Formula	**4.M.4: Apply the area and perimeter formulas for rectangles to solve real-world and other mathematical problems. Recognize area as additive and find the area of complex shapes composed of rectangles by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts; apply this technique to solve real-world problems and other mathematical problems.** **PS.7:** Look for and make use of structure.	• Solve real world problems using area and perimeter formulas. • Find perimeter of rectangles. • Find area of complex shapes. • Find the area of complex shapes to solve real world problems. • Use geometric figures as single objects or as being composed of several objects.	• Exact Path • Study Island • Worksheet	• Perimeter • Area • Formula • Complex shape	**CRITICAL**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
MEASUREMENT					
• Angle Measurements • Circular Arc	**4.M.5:** Understand that an angle is measured with reference to a circle, with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. Understand an angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure other angles. Understand an angle that turns through n one-degree angles is said to have an angle measure of n degrees. **PS.4:** Model with mathematics.	• Measure angles in reference to a circle. • Express and illustrate that a circle as made up of 360 1-degree angles. • Measure angles using the formula n(1 degree)= an angle with a measure of n degrees. • Identify important quantities in practical situations and show relationships using diagrams.	• Exact Path • Study Island • Worksheet	• Circle • Angle • Circular arc	ADDITIONAL
• Angle • Whole-number Degrees • Protractor	**4.M.6:** Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. **PS.5**: Use appropriate tools strategically.	• Use a protractor to measure angles. • Draw angles when given a specific measurement. • Use protractor.	• Worksheet • Quiz	• Angle • Whole-number degrees • Protractor	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
DATA ANALYSIS					
• Data • Surveys • Frequency Table • Line Plot • Bar Graph	**4.DA.1: Formulate questions that can be addressed with data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, and bar graphs.**	• Use data to generate questions. • Conduct surveys and make observations which generate data. • Participate in investigations which generate data. • Use frequency tables, line plots, and bar graphs to display data.	• Survey • Exact Path • Study Island • Worksheet	• Data • Surveys • Frequency Table • Line Plot • Bar Graph	**CRITICAL**
• Real-world Problems • Line Plot • Data Set • Fractions of Units	**4.DA.2**: Make a line plot to display a data set of measurements in fractions of a unit (½, ¼, ⅛). Solve problems involving addition and subtraction of fractions by using data displayed in line plots. **PS.4:** Model with mathematics.	• Create a line plot with fractional units (1/2, 1/4, 1/8) as the data set. • Use addition and subtraction of fractions displayed in a line plot to solve real world problems. • Show relationships using graphs and then analyze the data.	• Worksheet • Project	• Line plot • Data set	ADDITIONAL
• Circle Graph • Data	**4.DA.3:** Interpret data displayed in a circle graph.	• Read, process, and explain data displayed in a circle/pie graph.	• Exact Path • Study Island	• Circle Graph	ADDITIONAL

GRADE LEVEL: FOURTH GRADE **SUBJECT: MATH** **DATE: 2020-2021**

GRADING PERIOD: QUARTER 4 **MASTER COPY 9-13-20**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
NUMBER SENSE					
• Whole Numbers • Mixed Numbers • Improper Fractions • Equivalent Fractions	**4.NS.3: Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. Name and write mixed numbers using objects or pictures. Name and write mixed numbers as improper fractions using objects or pictures.** **PS.2:** Reason abstractly and quantitatively.	• Write whole numbers as fractions. • Identify fractions equivalent to whole numbers. • Express mixed numbers in pictures. • Rewrite mixed numbers as improper fractions. • Make sense of quantities and their relationships.	• Classroom observation • White board work • Exact Path • Study Island • Worksheet • Quiz	• Whole number • Fraction • Mixed number • Improper fraction • Equivalent fraction	**CRITICAL**
• Equivalent Fractions • Fraction Models	**4.NS.4: Explain why a fraction a/b, is equivalent to a fraction, (n × a)/(n × b), by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. (In grade 4, limit denominators to 2, 3, 4, 5, 6, 8, 10, 25, 100).** **PS.4:** Model with mathematics.	• Express equivalent fractions using models. • Use equivalent fractions with 2, 3, 4, 5, 6, 8, 10, 25, and 100 as denominators. • Illustrate how the number and size of parts differ while the two fractions are the same size. • Use a variety of representations to solve problems.	• White board work • Exact Path • Study Island • Worksheet • Quiz	• Equivalent fraction • Fraction models	**CRITICAL**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
NUMBER SENSE					
• Fraction Comparisons	**4.NS.5: Compare two fractions with different numerators and different denominators, (e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 0, ½, and 1). Recognize comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions (e.g., by using a visual fraction model).** **PS.7:** Look for and make use of structure.	• Compare two fractions with different numerators and denominators. • Find common denominators. • Compare fractions that refer to the same whole by using inequality symbols and equal signs. • Discern a pattern or structure.	• White board work • Exact Path • Study Island • Worksheet • Quiz	• Numerator • Denominator • Common numerator • Common denominator • Fraction model	**CRITICAL**
• Decimal • Whole Number • Comparison • Symbols	**4.NS.7:** Compare two decimals to hundredths by reasoning about their size based on the same whole. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, (e.g., by using a visual model). **PS.4**: Model with mathematics.	• Compare two decimals to the hundredths place with the same whole using >, =, < symbols. • Regroup decimals for comparison. • Write results of the comparison. • Use Base-10 blocks to represent fractions and decimals. • Solve problems using representations.	• Worksheet • Exact Path • Study Island	• Decimal • Comparison • Symbols	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
COMPUTATION					
• Mixed Numbers • Addition • Subtraction • Common Denominators • Equivalent Fractions • Properties	**4.C.6**: Add and subtract mixed numbers with common denominators, (e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.) **PS.7:** Look for and make use of structure. **PS.8**: Look for and express regularity in repeated reasoning.	• Add and subtract mixed numbers with common denominators. • Express mixed numbers as improper fractions. • Use the properties of operations to add and subtract mixed numbers. • Discern a pattern or structure. • Create rules for regularity in mathematics.	• White board work • Class observation • Exact Path • Study Island • Worksheet • Quiz	• Mixed number • Improper fraction • Common denominator	IMPORTANT
MEASUREMENT					
• Real-world Problems • Complex Shapes • Rectangles • Area Formula • Perimeter Formula	**4.M.4:** Apply the area and perimeter formulas for rectangles to solve real-world and other mathematical problems. Recognize area as additive and find the area of complex shapes composed of rectangles by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts; apply this technique to solve real-world problems and other mathematical problems. **PS.7:** Look for and make use of structure.	• Solve real world problems using area and perimeter formulas. • Find perimeter of rectangles. • Find area of complex shapes. • Find the area of complex shapes to solve real world problems. • Use geometric figures as single objects or as being composed of several objects.	• Exact Path • Study Island • Worksheet	• Perimeter • Area • Formula • Complex shape	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
DATA ANALYSIS					
• Data • Surveys • Frequency Table • Line Plot • Bar Graph	**4.DA.1: Formulate questions that can be addressed with data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, and bar graphs.**	• Use data to generate questions. • Conduct surveys and make observations which generate data. • Participate in investigations which generate data. • Use frequency tables, line plots, and bar graphs to display data.	• Survey • Exact Path • Study Island • Worksheet	• Data • Surveys • Frequency Table • Line Plot • Bar Graph	**CRITICAL**
• Real-world Problems • Line Plot • Data Set • Fractions of Units	**4.DA.2**: Make a line plot to display a data set of measurements in fractions of a unit (½, ¼, ⅛). Solve problems involving addition and subtraction of fractions by using data displayed in line plots. **PS.4:** Model with mathematics.	• Create a line plot with fractional units (1/2, 1/4, 1/8) as the data set. • Use addition and subtraction of fractions displayed in a line plot to solve real world problems. • Show relationships using graphs and then analyze the data.	• Worksheet • Project	• Line plot • Data set	ADDITIONAL
• Circle Graph • Data	**4.DA.3:** Interpret data displayed in a circle graph.	• Read, process, and explain data displayed in a circle/pie graph.	• Exact Path • Study Island	• Circle Graph	ADDITIONAL