



# MUSD Grade 4 Curriculum - Year at a Glance

**Math - order has been modified to meet state testing expectations**

Unit Name	AZ State Standards	Overview	Assessment Overview
<b>Module 1</b>	4.NBT.A.1 4.NBT.A.2 4.NBT.A.3 4.NBT.B.4 4.OA.A.3	<p><b>Place Value, Rounding, and Algorithms for Addition and Subtraction</b>            In this module,, students will work on number sense by understanding the different representations of place value to the millions place, comparing and rounding numbers to the millions place, and demonstrating mastery with adding and subtracting multi-digit numbers with regrouping (borrowing and carrying) numbers to the millions place.  <b>ONGOING:</b> Basic Math Facts (multiply and divide) continue throughout the year.</p>	<ul style="list-style-type: none"> <li>• Topic Quizzes</li> <li>• Mid-Module Assessment</li> <li>• End of Module Assessment</li> <li>• District Summative Assessments</li> </ul>
<b>Module 2</b>	Supporting Standards	<p><b>Unit Conversions and Problem Solving with Metric Measurement</b>            In this module, students will solve problems involving both metric and US customary measurement (length, distance, time, volume, and mass), and conversion of measurement from a larger unit to a smaller unit.</p>	<ul style="list-style-type: none"> <li>• Topic Quizzes</li> <li>• Mid-Module Assessment</li> <li>• End of Module Assessment</li> </ul>
<b>Module 3</b>	4.NBT.B.5 4.NBT.B.6 4.OA.A.1 4.OA.A.2 4.OA.A.3	<p><b>Multi-Digit Multiplication and Division</b>            In this module, students use place value understanding and visual representations to solve multiplication and division problems with multi-digit numbers. Students will be expected to solve problems using multiplicative comparisons and investigate formulas for area and perimeter. Students create diagrams to represent these problems as well as write equations with symbols for the unknown quantities. Students will also multiply single-digit numbers by multiples of 10, 100, and 1,000 and two-digit multiples of 10 by two-digit multiples of 10 using arrays. Finally, students will decompose numbers into base ten units in order to find products of single-digit by multi-digit numbers using the distributive property.</p>	<ul style="list-style-type: none"> <li>• Topic Quizzes</li> <li>• Mid-Module Assessment</li> <li>• End of Module Assessment</li> <li>• District Summative Assessments</li> </ul>
<b>Module 5</b>	4.NF.A.1 4.NF.A.2 4.NF.B.3 4.NF.B.3 (a-d) 4.NF.B.3b 4.NF.B.3c	<p><b>Fraction Equivalence, Ordering, and Operations</b>            In this module, students explore fraction equivalence and extend this understanding to mixed numbers. This leads to the comparison of fractions and mixed numbers and the representation of both in a variety of models. Benchmark fractions play an important part in students' ability to generalize and reason about relative fraction and mixed number sizes. Students then have the opportunity to apply what they know to be true for whole number operations to</p>	<ul style="list-style-type: none"> <li>• Topic Quizzes</li> <li>• Mid-Module Assessment</li> <li>• End of Module Assessment</li> <li>• District Summative Assessments</li> </ul>

	4.NF.B.3d 4.NF.B.4 (a-c)	the new concepts of fraction and mixed number operations. Students will also solve word problems requiring interpretation of data using line plots. Later, students will observe patterns when finding the sum of odd and even denominators within fractions.	
<b>Module 6</b>	4.NF.C.5 4.NF.C.6 4.NF.C.7	<b>Decimal Fractions</b> In this module, students explore decimal numbers via their relationship to decimal fractions, expressing a given quantity in both fraction and decimal forms. Utilizing the understanding of fractions developed throughout Module 5, students apply the same reasoning to decimal numbers, building a solid foundation for Grade 5 work with decimal operations. Previously referred to as whole numbers, all numbers written in the base ten number system with place value units that are powers of 10 are henceforth referred to as decimal numbers, a set which now includes tenths and hundredths.	<ul style="list-style-type: none"> <li>• Topic Quizzes</li> <li>• Mid-Module Assessment</li> <li>• End of Module Assessment</li> <li>• District Summative Assessments</li> </ul>
<b>Module 4</b>	Supporting Standards	<b>Angle Measure and Plane Figures</b> This module introduces students to points, lines, line segments, rays, and angles, as well as the relationships between them. Students construct, recognize, and define these geometric objects before using their new knowledge and understanding to classify figures and solve problems. With angle measure playing a key role in the work throughout the module, students learn how to create and measure angles, as well as how to create and solve equations to find unknown angle measures.	<ul style="list-style-type: none"> <li>• Topic Quizzes</li> <li>• Mid-Module Assessment</li> <li>• End of Module Assessment</li> <li>• District Summative Assessments</li> </ul>
<b>Module 7</b>	4.OA.A.1 4.OA.A.2 4.OA.A.3	<b>Exploring Measurement with Multiplication</b> In this module, students build their competencies in measurement as they relate multiplication to the conversion of measurement units. Throughout the module, students explore multiple strategies for solving measurement problems involving unit conversion.	<ul style="list-style-type: none"> <li>• Topic Quizzes</li> <li>• Mid-Module Assessment</li> <li>• End of Module Assessment</li> <li>• District Summative Assessments</li> </ul>

Unit Name	AZ State Standards	Overview	Assessment Overview
<b>Unit 1</b>	4.RL.1 4.RL.2 4.RL.3 4.RI.1 4.RI.2 4.RI.5 4.RI.7 4.RF.3 4.RF.4 4.W.1 4.W.3 4.SL.1 4.L.2 4.L.4	<p>This unit provides readings and discussion on the focus question: What can you learn from the way characters clash and resolve differences? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> <li>• Understands how authors reveal conflict through dialogue and description to show the logical progression of events</li> <li>• Recognizes how authors indicate multiple points of view within the same book</li> <li>• Infers characters' feelings and motivations from description, what they do or say, and what others think about them</li> <li>• Recognizes how authors use humor to make their plots entertaining</li> <li>• Makes predictions based on information in the text as to what will happen, what characters are likely to do, and how the book will end</li> <li>• Compares the ways in which conflicts are resolved in the texts with the ways in which people negotiate relationships in real life</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Benchmark</li> <li>• Word Knowledge Inventory</li> <li>• Reading Graphic Organizer Rubrics</li> <li>• Writing Rubrics</li> <li>• End of Unit Assessment</li> </ul>
<b>Unit 2</b>	4.RL.1 4.RL.2 4.RL.3 4.RI.1 4.RI.2 4.RI.5 4.RI.7 4.RF.3 4.RF.4 4.W.1 4.SL.1 4.L.1 4.L.4	<p>This unit provides readings and discussion on the focus question: What are the essential elements in a Cinderella tale? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> <li>• Notices how authors use setting and symbols to reflect a specific culture or to make their Cinderella retellings unique</li> <li>• Identifies how the author makes a Cinderella character seem likeable and deserving of good fortune</li> <li>• Makes connections among different Cinderella tales and discusses similarities and differences</li> <li>• Understands how illustrations help establish the tone of the retelling and support the text by revealing information about the characters and the setting</li> <li>• Realizes that authors can use description, dialogue, and humor to make their characters and fairy-tale retellings interesting</li> <li>• Notices that some authors may change an old story to teach a different lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Graphic Organizer Rubrics</li> <li>• Writing Rubrics</li> <li>• End of Unit Assessment</li> </ul>
<b>Unit 3</b>	4.RL.1 4.RL.2 4.RI.1 4.RI.2 4.RI.5 4.RI.7 4.RI.9 4.RF.3 4.RF.4	<p>This unit provides readings and discussion on the focus question: What do authors do to show that animals are amazing? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> <li>• Notices how authors organize and present information about animals in informational text for example, through use of categories, comparisons, or sequence</li> <li>• Understands and discusses how scientific terms explained in context and photos, illustrations, and maps enhance the information in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Benchmark</li> <li>• Word Knowledge Inventory</li> <li>• Reading Graphic Organizer Rubrics</li> <li>• Writing Rubrics</li> <li>• End of Unit Assessment</li> </ul>

	<p>4.W.2 4.SL.1 4.L.1 4.L.2 4.L.4</p>	<ul style="list-style-type: none"> <li>• Distinguishes between more important and less important information about animals and cites textual evidence to explain why some details are more important than others</li> <li>• Describes how factual information and the author's opinions are combined in the text</li> <li>• Uses scientific terms from the texts to demonstrate understanding of the relationships among habitat, an animal's physical characteristics, and behaviors that help animals survive</li> </ul>	
<b>Unit 4</b>	<p>4.RL.1 4.RL.2 4.RL.6 4.RI.1 4.RI.2 4.RI.5 4.RI.7 4.RF.3 4.RF.4 4.W.3 4.SL.1 4.L.4</p>	<p>This unit provides readings and discussion on the focus question: How can you take action to help yourself and others? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> <li>• Notices how authors make readers aware of the book's themes or big ideas</li> <li>• Discusses how authors reveal a character's personality and abilities through dialogue and description</li> <li>• Recognizes how authors use characters' attempts at problem-solving to reveal their personalities and levels of self-awareness</li> <li>• Appreciates why taking the correct course of action is often not easy in books or in real life</li> <li>• Talks about how characters change after taking responsibility and predicts what characters might do after the story ends</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Graphic Organizer Rubrics</li> <li>• Writing Rubrics</li> <li>• End of Unit Assessment</li> </ul>
<b>Unit 5</b>	<p>4.RL.1 4.RL.2 4.RL.6 4.RI.1 4.RI.7 4.RF.3 4.RF.4 4.W.1 4.W.3 4.SL.1 4.L.1 4.L.4</p>	<p>This unit provides readings and discussion on the focus question: How do artists help others experience the world in a new way? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> <li>• Notices how authors select events in an artist's life to convey the obstacles and inspirations that affected the artwork created</li> <li>• Compares the ways in which different authors guide readers to appreciate what artists have accomplished</li> <li>• Discusses how illustrators use their own artwork to convey another artist's experiences and intentions, help establish settings, and add information about the subject</li> <li>• Thinks critically about the quality of writing and accuracy in the text, as well as what else a reader would want to know about each artist</li> <li>• Notices similarities and differences among the artists profiled in this unit</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Graphic Organizer Rubrics</li> <li>• Writing Rubrics</li> <li>• End of Unit Assessment</li> </ul>
<b>Unit 6</b>	<p>4.RL.1 4.RL.3 4.RL.6 4.RI.1 4.RI.5 4.RI.7 4.RF.3</p>	<p>This unit provides readings and discussion on the focus question: What makes a fantasy story exciting and fun to read? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> <li>• Analyzes ways in which authors of fantasy make the impossible seem believable</li> <li>• Discusses similarities and differences among works of fantasy, especially those that were written by the same author</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Benchmark</li> <li>• Word Knowledge Inventory</li> <li>• Reading Graphic Organizer Rubrics</li> <li>• Writing Rubrics</li> <li>• End of Unit Assessment</li> </ul>

	4.RF.4 4.SL.1 4.L.1 4.L.4	<ul style="list-style-type: none"> <li>• Describes how illustrations enhance the setting and mood of a fantasy</li> <li>• Identifies descriptions and figurative language that help readers visualize a fantasy setting and fantasy characters</li> <li>• Notices how authors add humor in text and in art to make their stories entertaining</li> </ul>	
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## Science

Unit Name	AZ State Standards	Overview	Assessment Overview
<b>Unit 1</b>	4.E1U1.5 4.E1U1.6 4.E1U2.10	<b>Earth Science</b> Students develop an understanding of the different Earth systems and how they interact with each other. They understand how geological systems change and shape Earth and the evidence that is used to understand these changes.	<ul style="list-style-type: none"> <li>• Performance Assessments</li> </ul>
<b>Unit 2</b>	4.E1U1.7 4.E1U1.8 4.E1U3.9	<b>Earth Science: Weather, Water, and Climate</b> Students develop an understanding of the different Earth systems and how they interact with each other. They understand how geological systems change and shape Earth and the evidence that is used to understand these changes. They also understand how weather, climate, and human interactions can impact the environment.	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Multiple Choice Assessments</li> </ul>
<b>Unit 3</b>	4.L4U1.11	<b>Life Science: Adaptations</b> Students develop an understanding of the diversity of past and present organisms, factors impacting organism diversity, and evidence of change of organisms over time.	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Multiple Choice Assessments</li> </ul>
<b>Unit 4</b>	4.P4U1.1 4.P2U1.3 4.P4U1.2 4.P4U3.4	<b>Earth Science: Energy</b> Students develop an understanding of how Earth's resources can be transformed into different forms of energy. Students develop a better understanding of electricity and magnetism.	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Multiple Choice Assessments</li> </ul>

## Social Studies

Unit Name	AZ State Standards	Overview	Assessment Overview
Unit 1	4.SP1.2 4.SP3.1 4.SP4.1	<p><b>Innovations in Complex Civilizations</b>            What Makes a Complex Society Complex?            This inquiry provides students with an opportunity to evaluate a series of innovations by three complex civilizations— Maya, Aztec, and Inca. In examining the compelling question “What makes a complex society complex?” students explore how complex societies and civilizations adapt to and modify their environment to meet the needs of their people. Students use the social studies practices of Comparison and Contextualization as they work with sources related to the ancient writing developed by the Maya, specialized agricultural methods developed by the Aztecs, and transportation/communication networks developed by the Inca. The goal of this inquiry is to provide enough background about these innovations and technological advancements to support students as they develop arguments about what makes societies complex.</p>	<ul style="list-style-type: none"> <li>● Formative Tasks</li> <li>● Summative Performance Task</li> </ul>
Unit 2	4.SP1.3 4.SP3.6	<p><b>North America Exploration</b>            Did the French Lose Out in North America?            This inquiry focuses on the emergence, growth, and collapse of the New France colony in North America. French explorers, missionaries, traders, and settlers established an important presence in North America, beginning with Jacques Cartier’s explorations in 1534 and continuing through the 19th century. The development of the fur-trading industry, along with a relatively stable relationship with Native peoples in North America, peaked around 1710. At that time the French controlled territory stretching west from Newfoundland to the Rocky Mountains and south from Hudson Bay to the Gulf of Mexico. Over the next five decades, much of the New France colony collapsed, culminating in a French loss in the French and Indian War (known as the Seven Years’ War in Europe).</p>	<ul style="list-style-type: none"> <li>● Formative Tasks</li> <li>● Summative Performance Task</li> </ul>
Unit 3	4.SP1.2 4.SP1.3	<p><b>Iroquois Confederacy</b>            How Did the Values and Beliefs of the Iroquois Reflect the Government They Created?            This inquiry leads students through an investigation of the values and beliefs held by the Iroquois and how they influenced and formed their government. In examining the compelling question “How did the Iroquois values and beliefs reflect the government they created?” students explore who the Iroquois were and where they lived. Students are able to build off of that by examining their folklore to better understand their values and reasoning behind the creation of the Iroquois Confederacy. The goal of this inquiry is to provide students with enough background about the Iroquois values and beliefs to support students</p>	<ul style="list-style-type: none"> <li>● Formative Tasks</li> <li>● Summative Performance Task</li> </ul>

		as they make the connection between the Iroquois Confederacy and our own government.	
<b>Unit 4</b>	<p>4.SP1.3  4.SP2.1  4.SP2.2  4.SP3.1  4.SP3.2  4.SP3.3  4.SP3.4  4.SP4.1</p>	<p><b>Colonial America</b>  What's the Real Story Behind the Purchase of Manhattan?  On the surface, the compelling question for this inquiry, "What's the real story behind the purchase of Manhattan?" asks students to explore the background to the story of the sale of Manhattan to the Dutch in 1626 for \$24 of beads and trinkets. A closer look at the story reveals a range of myths and unknowns including who was involved in the transaction, what the transaction actually meant, and what was exchanged. In fact, the only contemporary evidence that the sale ever took place is in a document found in the Dutch National Archives—the Peter Schagen letter written in November 1626 (though a statement by English Governor Francis Lovelace in 1670 confirmed the sale). Exploring this letter and the many other sources of information about the sale offer students a glimpse into the world of historical evidence, a world in which, as much as we might like, conclusive answers prove elusive. Teachers and students should note that, although the supporting questions and tasks ask about the perspectives of Native Americans at the time, there are no historical sources that record their views. Inferences can be made from the Dutch documents, but teachers and students will want to be aware that absence of sources can influence the interpretations that we develop of the past.</p>	<ul style="list-style-type: none"> <li>● Formative Tasks</li> <li>● Summative Performance Task</li> </ul>