

Tri 1: Curriculum Map

Week	Indicator	Standard	Assessment
Week 1			
Week 2	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.	Place value quiz
	4.NS.7	Use place value understanding to round multi-digit whole numbers to any given place value.	
Week 3	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.	Rounding quiz
	4.NS.7	Use place value understanding to round multi-digit whole numbers to any given place value.	
Week 4	4.CA.4	Investigate the mathematical relationship between factors and multiples for whole numbers from 1-100, including the set of factors and multiples for given numbers. Identify sets of factors and multiples for any given whole number up to 100.	Factors and multiples test
Week 5	4.CA.4	Investigate the mathematical relationship between factors and multiples for whole numbers from 1-100, including the set of factors and multiples for given numbers. Identify sets of factors and multiples for any given whole number up to 100.	Factors and multiples test
Week 6	4.CA.3	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. Investigate and apply the distributive property. (E)	Commutative and associative property test
End of Grading Period			
Week 7	4.CA.3	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. Investigate and apply the distributive property. (E)	Commutative and associative property test
Week 8	4.CA.1	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. (E)	4x1 and 2x2 multiplication test
Week 9	4.CA.1	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. (E)	4x1 and 2x2 multiplication test
Week 10	4.CA.1	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. (E)	4x1 and 2x2 multiplication test
Week 11	4.CA.1	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. (E)	4x1 and 2x2 multiplication test

Week 12	4.CA.2	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. (E)	Division test

Tri 2: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 1	4.CA.2	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. (E)	Division Test
Week 2	4.CA.3	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. Investigate and apply the distributive property. (E)	Word problems test
Week 3	4.NS.3	Use fraction models to represent two equivalent fractions with attention to how the number and size of the parts differ even though the fractions themselves are the same size. Use this principle to generate equivalent fractions. [In grade 4, limit denominators of fractions to 2, 3, 4, 5, 6, 8, 10, 25, 100.] (E)	Fraction models test
Week 4	4.NS.3	Use fraction models to represent two equivalent fractions with attention to how the number and size of the parts differ even though the fractions themselves are the same size. Use this principle to generate equivalent fractions. [In grade 4, limit denominators of fractions to 2, 3, 4, 5, 6, 8, 10, 25, 100.] (E)	Fraction models test
Week 5	4.NS.4	Compare two fractions with different numerators and different denominators (e.g., by creating common denominators or numerators, or by comparing to a benchmark, such as 0, $\frac{1}{2}$, and 1). Explain why 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). (E)	Comparing/ Equivalent Fractions Test
Week 6	4.M.1	Measure length to the nearest quarter-inch, eighth-inch, and millimeter. (E)	Measuring Quiz
End of Grading Period			
Week 7	4.M.2	Within given measurement systems, convert larger units to smaller units, including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec., and use these conversions to solve real-world problems. (E)	Conversion Test
Week 8	4.NS.5	Write tenths and hundredths in decimal and fraction notations. Use words, models, standard form, and expanded form to represent decimal numbers to hundredths. Mentally calculate fraction and decimal equivalents for halves and fourths (e.g., $\frac{1}{2} = 0.5 = 0.50$, $\frac{7}{4} = 1 \frac{3}{4} = 1.75$). (E)	
Week 9	4.NS.6	Compare two decimals to hundredths by reasoning about their size based on the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions (e.g., by using a visual model). (E)	Comparing Decimals Quiz
Week 10	4.CA.6	Add and subtract fractions with common denominators using visual fraction models. Decompose non-unit fractions to represent them as iterations of unit fractions. (E)	Adding/ Subtracting Fractions Test
Week 11	4.CA.8	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). (E)	
Week 12	4.DA.2	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using data displayed in line plots.	

Tri 3: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 1	4.DA.1	Formulate questions that can be addressed with data. Collect, organize, and graph data from observations, surveys, and experiments using line plots with whole number intervals, single- and scaled bar graphs, and frequency tables. Solve real-world problems by analyzing and interpreting the data using grade-level computation and comparison strategies. (E)	
Week 2	4.DA.1	Formulate questions that can be addressed with data. Collect, organize, and graph data from observations, surveys, and experiments using line plots with whole number intervals, single- and scaled bar graphs, and frequency tables. Solve real-world problems by analyzing and interpreting the data using grade-level computation and comparison strategies. (E)	
Week 3	4.G.1	Identify, describe, and draw parallelograms, rhombuses, and trapezoids using appropriate tools (e.g., ruler, straightedge, and technology).	
Week 4	4.G.2	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.	
Week 5	4.G.2	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.	
Week 6	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. (E)	
End of Grading Period			
Week 7	4.NS.2	Model mixed numbers and improper fractions using visual fraction models such as number lines and area models. Use a visual fraction model to show the equivalency between whole numbers and whole numbers as fractions.	
Week 8	4.CA.1	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. (E)	
Week 9	4.CA.2	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. (E)	
Week 10		SPIRAL REVIEW ALL 4th GRADE STANDARDS	
Week 11		SPIRAL REVIEW ALL 4th GRADE STANDARDS	
Week 12		SPIRAL REVIEW ALL 4th GRADE STANDARDS	