

# SAUSD Common Core Aligned Curriculum Map: Math Grade 4 Year at a Glance

Title	Time	Performance Task	Big Idea	Essential Questions	Core Texts
<b>Unit 1:</b> Structure of Whole Numbers (Number & Operations Base Ten)	2 weeks Sept	Create a flipbook to illustrate the base ten system of numbers.	Quantities can be purposefully represented, and compared in many ways.	<ul style="list-style-type: none"> <li>• How does our place value system work?</li> <li>• Why is the number to the left ten times greater than the number to the right?</li> </ul>	HM Chapters 1, 2
<b>Unit 2:</b> Addition and Subtraction of Whole Numbers (Number & Operations Base Ten)	4 weeks Sept/Oct	Write and solve a word problem to depict a given addition or subtraction problem.	Quantities can be combined and separated in many ways.	<ul style="list-style-type: none"> <li>• What is the purpose of the algorithm we use for adding?</li> <li>• What is the purpose of the algorithm we use for subtracting?</li> <li>• How do measurement units help us to understand what is being measured?</li> <li>• What does perimeter help us understand?</li> </ul>	HM Chapters 3, 4, 5, 15.2, 27.2
<b>Unit 3:</b> Whole Number Multiplication (Number & Operations Base Ten)	4 weeks Oct/Nov	Calculate the area of the classroom.	Quantities can be grouped into many different amounts.	<ul style="list-style-type: none"> <li>• How does repeated addition relate to multiplication?</li> <li>• How do factors relate to multiplication?</li> <li>• How do we make unit conversions?</li> <li>• How do we use multiplication to find area?</li> </ul>	HM Chapters 10, 11, 15.3, 15.4, 15.5, 27.1, 27.3, 27.4, 27.5
<b>Unit 4:</b> Algebraic Expressions (Operations and Algebraic Thinking)	3 weeks Dec	Write a story problem for a given expression. Solve the problem, explaining the steps in the process.	Quantities can be expressed using letters to represent numbers.	<ul style="list-style-type: none"> <li>◦ How can a letter represent a number?</li> <li>• What are the differences between an expression, an equation, and an inequality?</li> <li>• How can we find the value of a variable?</li> <li>• How can we use a function table to solve problems?</li> </ul>	HM Chapters 7, 8, 9
<b>Unit 5:</b> Whole Number Division (Number & Operations Base Ten)	5 weeks Jan/Feb	Solve problems in real life context, explaining your thinking.	Quantities can be divided into equal groups.	<ul style="list-style-type: none"> <li>◦ How is an array related to an area model?</li> <li>• How is repeated subtraction related to equal groups in division?</li> <li>• What are the patterns that occur in division?</li> <li>• How is the remainder expressed?</li> <li>• How can we illustrate and explain division problems?</li> </ul>	Getting to the Core Division Unit
<b>Unit 6:</b> Fraction Equivalence (Number & Operations—Fractions)	6 weeks Feb/March	Create a floor plan of a house with given fractional parts for each	The set of numbers is infinite, and each number can be represented in various ways.	<ul style="list-style-type: none"> <li>• What is a fraction?</li> <li>• How can fractions be used to represent numbers and their parts?</li> <li>• How can we represent and compare fractions</li> </ul>	Getting to the Core Fraction Equivalence Unit

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		room.		using visual models? <ul style="list-style-type: none"> <li>• How does the size of the whole affect fractions?</li> <li>• How do we determine if fractions are equivalent?</li> </ul>	
<b>Unit 7:</b> Decimals (Number & Operations–Fractions)	3 weeks  March/April	Calculate the volume of a tank of water, by measuring in centimeters and converting to liters.	The set of numbers is infinite, and each number can be represented in various ways.	<ul style="list-style-type: none"> <li>• How are fractions and decimals related?</li> <li>° How does the base ten number system help us to understand decimals?</li> <li>• How can we represent decimals on a number line?</li> <li>° How are decimals used in the metric system?</li> <li>• How can addition and subtraction of decimals be applied to real life situations?</li> </ul>	HM Chapters 19, 20, Review 15.4, 15.5
<b>Unit 8:</b> Collecting Data & Angle Measurement (Measurement and Data)	2 weeks  April/May	Use a protractor to measure and classify angles.	Objects can be described, classified, measured, and analyzed based on their attributes.	<ul style="list-style-type: none"> <li>• What does angle measurement mean?</li> <li>• How are angles found in real life situations?</li> <li>• How can we use only a right angle to classify all angles?</li> </ul>	HM Chapters 23.1, 23.3, 23.4, 23.5 (Measurement of Angles TBD)
<b>Unit 9:</b> Lines, Angles, and 2-D Shapes (Geometry)	3 weeks  May/June	Design a map, which includes various types of lines and geometric shapes.	Objects can be described, classified, and analyzed based on their properties (attributes).	<ul style="list-style-type: none"> <li>• How can parallel and perpendicular lines be identified?</li> <li>• How can we use only a right angle to classify all angles?</li> <li>• What geometric components make up figures?</li> <li>• What properties do geometric objects have in common?</li> <li>• What is symmetry?</li> </ul>	Getting to the Core Geometry Unit

Topics no longer an expectation for fourth grade: negative numbers, division algorithm, coordinate grid, graphing equations, probability, statistics

Revised 06/18/14