

## Thomaston Public Schools - Curriculum Overview and Pacing Guide Grade 4 Math

Directions - Each colored box below represents one curricular unit. In each box, complete as much of the required information as possible (unit title, unit pacing, unit overview, priority learning targets). On its own, this document will eventually become a public-facing and quick-reference curriculum guide. As suits our curriculum goals, we will eventually use the information you lay out here as the basis for building a fully-expanded curriculum.

A few important points:

1. Unit Title - Your unit title can be thematic (i.e. “The Power and Pain of Love”) or Skill-Based (i.e. Research and Argumentation) or Content-Driven (“Quadratic Functions and Operations”).
2. Uni Pacing - There are approximately forty instructional weeks in a school year, but due to testing, school events, etc., we build a curriculum to cover thirty-six weeks. A full curriculum should contain six units each a minimum of four weeks and maximum of eight weeks long. In total, the units should add up to thirty-six weeks of coverage. The only exception is ELA, which uses quarterly units each 9 weeks long.
3. Unit Overview - The unit overview is a “meaty” paragraph that provides a narrative description of the unit, including major themes, skills, and (possibly) content. Think: In this unit students will (read / do / experience / learn / understand / develop / consider /etc.)...
4. Compelling Questions - Compelling questions are essential. They reflect critical and important inquiries that help students make sense of the world around them through the lenses of specific themes, issues, and topics that connect to specific disciplines. Compelling questions are relevant. They engage students in inquiries that are of personal importance and that ask students to consider themes, issues, and topics that help them connect the content of specific disciplines to their own lives and to their world. For more information, click [here](#).
5. Priority Learning Targets - Each unit should contain three priority learning targets. These are effectively end-of-unit guarantees of what students will be able to do and demonstrate as a result of their learning. As priority learning targets, they are those “level three” learning targets on our eventual proficiency scales that we’ve been developing for a while now. The only exception to three targets per unit are for ELA (5-6 per unit) and history (six per unit, incl. three inquiry targets). These content areas have separate curriculum guide templates

<b>Course Title: Grade 4 Math</b>		
<b>School: TCS</b>	<b>Grade: 4</b>	<b>Curriculum Pacing: 36 weeks</b>
<b>Unit One: Numbers and Operations in Base Ten</b>	<b>Unit Two: Numbers and Operations Fractions</b>	<b>Unit Three: Operations and Algebraic Thinking</b>
<b>Unit Pacing: 10 weeks</b>	<b>Unit Pacing: 10 weeks</b>	<b>Unit Pacing: 3 weeks</b>
<b>Unit Overview:</b> In this unit, students will multiply and divide with whole numbers. They will also learn and understand how to work with decimals. Decimal work will include reading, writing, comparing, and rounding. Finally, students will learn how to add, subtract, multiply and divide with decimals.	<b>Unit Overview:</b> In this unit, students will learn how to add, subtract, multiply and divide fractions. Students will also understand how fractions are used in many real-world situations.	<b>Unit Overview:</b> In this unit, students will write numerical expressions and find their value. Students will also identify and create number patterns and plot the numbers on a graph.
<b>Compelling Questions</b>  1.What patterns occur in our number system?  2.How do we solve problems with whole numbers and decimals?	<b>Compelling Questions</b>  1.How do we add, subtract, multiply, and divide fractions?  2. How does our work with fractions relate to real- world problems?	<b>Compelling Questions</b>  1. What can affect the relationship between numbers?  2. How do operations affect numbers?
<b>Priority Learning Targets</b>  1 I can read, write, and compare decimals to the thousandths place using place value understanding. (CCSS. MATH.CONTENT. 5 NBT A1,A 2,A3,A4)  2. I can fluently multiply multi-digit whole numbers using the standard algorithm. (CCSS. MATH.CONTENT. 5 NBT.B5)  3. I can divide whole numbers with up to 4-digit dividends and 2-digit divisors using place value	<b>Priority Learning Targets</b>  1.I can use equivalent fractions as a strategy to add and subtract fractions. ( CCSS. MATH.CONTENT.5 NF A1 & A2)  2. I can apply and extend my previous understandings of multiplication and division to multiply and divide fractions.(CCSS. MATH.CONTENT. 5 NF A3 & A4)  3. I can apply my understanding of fractions to solve real-world problems.(CCSS. MATH.CONTENT. 5 NFB. 6 &B. 7)	<b>Priority Learning Targets</b>  1. I can write and evaluate numerical expressions with parentheses, brackets, and/or braces. (CCSS. MATH.CONTENT.5 OA.A. 1)  2. I can write simple numerical expressions from verbal expressions without evaluating the expression. (CCSS. MATH.CONTENT.5 OA.A. 2)  3. I can generate two numerical patterns using two given rules and identify this relationship on

<p>strategies. (CCSS. MATH.CONTENT. 5 NBT.B.6)</p> <p>4. I can add, subtract, multiply and divide decimals up to the hundredths place using models, drawings and place value strategies. (CCSS. MATH.CONTENT. 5 NBT.B.7)</p>		<p>a graph.(CCSS. MATH.CONTENT. 5 OA.B. 3)</p>
<p><b>Unit 4: Measurement and Data</b></p>	<p><b>Unit 5 : Geometry</b></p>	
<p><b>Unit Pacing: 8 weeks</b></p>	<p><b>Unit Pacing: 5 weeks</b></p>	
<p><b>Unit Overview:</b> In this unit students will find the volume of different kinds of figures using different units of measurement. Students will also interpret data to create line plots.</p>	<p><b>Unit Overview:</b> In this unit students will learn to graph and find the distance between points on a coordinate plane. Students will classify two dimensional figures based on their properties.</p>	
<p><b>Compelling Questions</b></p> <p>1.How do we convert measurements within systems?</p> <p>2. How do we represent the inside of a 3 dimensional figure?</p>	<p><b>Compelling Questions</b></p> <p>1.How do we graph ordered pairs?</p> <p>2.What are the properties of 2 dimensional figures?</p>	
<p><b>Priority Learning Targets</b></p> <p>1. I can convert measurement units and solve word problems involving conversions. (CCSS. MATH.CONTENT.5.MD.A.1)</p> <p>2. I can make a line plot of data represented as fractions of measurements. (CCSS. MATH.CONTENT.5.MD.B.2)</p> <p>3.I can use my understanding of multiplication to find the volume of solid and composite figures using unit cubes and formulas.(CCSS.</p>	<p><b>Priority Learning Targets</b></p> <p>1. I can graph points on a coordinate plane. (CCSS. MATH.CONTENT.5. G.A.1, 5.G.A..2)</p> <p>2. I can classify two dimensional figures into different categories based on their properties. (CCSS. MATH.CONTENT.5.GB..4)</p> <p>3. I understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. (CCSS. MATH.CONTENT.5.G.B.3)</p>	

MATH.CONTENT.5.MD.C.3b,C.4, and C.5)