

# Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

## Mathematics Grade 4

### Mathematics

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
<b>Number Properties and Operations (40&amp;)</b>																														
<p>■ 1.1 (DOK 2) ASSESSED</p> <p>The learner will be able to explain how the base 10 numbers system relates to place value and APPLY multiple representations such as drawings, manipulatives, base-10 blocks, number lines, expanded form and symbols to describe whole numbers 0 to 9,999 as well as be able to APPLY these same representations to describe fractions (halves, thirds, fourths) and APPLY these numbers to real world problems.</p>																														
<p>■ 1.1.2 Supporting</p> <p>The learner will be able to read, write and rename whole numbers, fractions and decimals and apply them to real world mathematical problems.</p>																														
<p>■ 1.1.3 ASSESSED</p> <p>The learner will be able to compare and order whole numbers to whole numbers, decimals to decimals (as money only) and picture representations of fractions to fractions using &lt;, &gt;, = symbols.</p>																														
<p>■ 1.2.1 (DOK 2) ASSESSED</p> <p>The learner will be able to apply and describe appropriate strategies for estimating quantities of objects and computational results.</p>																														
<p>■ 1.3.1 (DOK 2) ASSESSED</p> <p>The learner will be able to analyze real world problems to identify appropriate representations including mathematical operations, and will apply operations to solve real-world problems such as adding and subtracting whole numbers with three digits or less, multiplying</p>																														



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tools like thermometers, scales, balances, clock, meter stick, yardstick, ruler, for specific measurement tasks.																														
<p>■ 2.1.3 Supporting The learner will be able to use nonstandard and standard unites of measurement to identify measurable attributes of an object like length and width using appropriate units of measurement.</p>																														
<p>■ 2.1.4 Supporting The learner will be able to use units of measurement to describe and compare attributes of objects to include length (in, ft, yd, mile; cm, m, km) width, height, money (cost), temperature (F) and weight (oz, lb, ton, g, kg) and sort objects and compare attributes.</p>																														
<p>■ 2.1.6 Supporting The learner will be able to estimate weight, length, perimeter, area, angle measures and time using appropriate units of measurement.</p>																														
<p>■ 2.2.1 Supporting The learner will be able to describe, define, give examples of and use to solve real-world and mathematical problems nonstandard and standard (US Customary, metric) units of measurement (e.g., weight-oz., lbs., tons, g, kg; length-in., ft., yd., mile, cm, m, km; area in square units) and money.</p>																														
<p>■ 2.2.2 Supporting The learner will be able to determine elapsed time to the nearest quarter hour.</p>																														
<p>■ 2.2.3 Supporting The learner will be able to convert units within the same measurement system including money, time (seconds,</p>																														



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The learner will be able to identify and describe congruent figures and similar figures in real-world and mathematical problems.																														
<p>■ 3.2.1 (DOK 2) ASSESSED</p> <p>The learner will be able to describe and provide examples of line symmetry in real-world and mathematical problems or will apply one line of symmetry to construct a simple geometric design.</p>																														
<p>■ 3.2.2 Supporting</p> <p>The learner will be able to identify basic two-dimensional shapes in different orientations using 90 rotations (turns) around a point of rotation, reflections (flips) and translations (slides) within a plane.</p>																														
<p>■ 3.3.1 (DOK 2) ASSESSED</p> <p>The learner will be able to identify and graph ordered pairs on a positive coordinate system scaled by ones or locate points on a grid.</p>																														
<b>Data Analysis and Probability (15%)</b>																														
<p>■ 4.1.1 (DOK 3) ASSESSED</p> <p>The learner will be able to analyze and make inferences from data displays like drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs, line plots, and Venn diagrams.</p>																														
<p>■ 4.1.2 Supporting</p> <p>The learner will be able to collect data.</p>																														
<p>■ 4.1.3 (DOK 2) ASSESSED</p> <p>The learner will be able to construct data displays like pictographs, bar graphs, line plots, Venn diagrams and tables.</p>																														
<p>■ 4.2.1 Supporting</p>																														

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The learner will be able to determine the median, mode (for a set of data with no more than one mode) and the range of a set of data.																														
<ul style="list-style-type: none"> <li>4.3.1 Supporting The learner will be able to pose questions that can be answered by collecting data.</li> </ul>																														
<ul style="list-style-type: none"> <li>4.4.1 (DOK 1) The learner will be able to determine all possible outcome of an activity/event with up to six possible outcomes.</li> </ul>																														
<ul style="list-style-type: none"> <li>4.4.2 (DOK 1) ASSESSED The learner will be able to determine the likelihood of an event and the probability of an event (expressed as a fraction).</li> </ul>																														
<ul style="list-style-type: none"> <li>4.4.3 Supporting The learner will be able to describe and give examples of the probability of an unlikely event (near zero) and a likely event (near one).</li> </ul>																														
<b>Algebraic Thinking (15%)</b>																														
<ul style="list-style-type: none"> <li>5.1.1 (DOK 3) ASSESSED The learner will be able to extend patterns (e.g., 108, 208, 308, 408, ...; ???????...) from real-world and mathematical problems; compare simple patterns (numbers, pictures, words; e.g., ?????; ?????); and describe rules for simple number patterns (e.g., 1, 3, 5, 7, ...; 5, 10, 15, 20, ...; 30, 27, 24, 21, ...).</li> </ul>																														
<ul style="list-style-type: none"> <li>5.1.2 (DOK 2) ASSESSED The learner will be able to describe functions (input-output) through pictures, tables and words; and will analyze functions from a table based on real-world</li> </ul>																														

