

## Champaign Community Unit # 4 School District Fourth Grade Curriculum Map

### Fourth Grade Assessment 1 (units 1-3)

Wks	Mathematical Understandings and Objectives	Textbook	Support Resources, Projects, Assessments, Literature Connections, Enrichment Activities	Technology	Illinois Performance Standard Assessment Framework
On-going	<p><b>ISAT Review Topics</b></p> <ul style="list-style-type: none"> <li>Spiral review on all ISAT topics with a focus on per cents questions</li> <li>Math Extended-Response (students should write extended-responses at least once a month – analyze extended responses work once a week)</li> </ul>		Curriculum Binder – ISAT support section Buckle Down Materials	<a href="http://www.isbe.net">www.isbe.net</a> <a href="http://ww.wiu.edu/mathttps/">http://ww.wiu.edu/mathttps/</a>	
<b>Reg. Cal.</b> Aug. 20- Sept. 3	<p><b>Unit 1: Naming and Constructing Geometric Figures</b></p> <ul style="list-style-type: none"> <li>To acquaint students with the content and organization of the Student Reference Book. (Secure)</li> <li>To introduce tools for geometry; and to review points, line segments, lines, and rays (Secure)</li> </ul>	1.1*	<b>District Computation Assessment</b> [Math Course 1.1]	<a href="http://nlvm.usu.edu/en/nav/vlibrary.html">http://nlvm.usu.edu/en/nav/vlibrary.html</a>	9A, 9B
<b>Bal. Cal.</b> Jul. 23- Aug. 6	<ul style="list-style-type: none"> <li>To construct angles, triangles, and quadrangles; and to classify quadrangles. (Secure)</li> <li>To classify quadrangles based on their properties. (Secure)</li> <li>To identify properties of polygons and distinguish between convex and non-convex (concave) polygons; and to explore geometric definitions and classification. (Secure)</li> <li>To explore regular polygons; and to practice using a compass. (Developing)</li> <li>To define a circle; and to explore designs with circles. (Developing)</li> <li>To construct figures with a compass and straightedge. (Secure)</li> </ul>	1.2 1.3* 1.4* 1.5*	<i>Touch and Match it Quadrangles(1.3)</i>  <i>Geometry 5 Questions (1.4)</i>  <i>Name that Polygon (1.5)</i> [The Greedy Triangle 1.5]	<a href="http://www.tlexchange.com">www.tlexchange.com</a> <a href="http://everydaymath.u-chicago.edu/">http://everydaymath.u-chicago.edu/</a>  <a href="http://www.http://illumination.nctm.org">www.http://illumination.nctm.org</a>  <a href="http://www.aplusmath.com">www.aplusmath.com</a>	9A, 9B  9B  9A, 9B  9A, 9B
	<p><b>Unit 1 Review &amp; Assessment</b></p>	1.6 1.7 1.8* 1.9	[Ed Emberly’s Piture Pie 1.6] 6-Pak Geometry Lesson: ,  Assessment CD, BLM		9A, 9B 9A, 9B 9A, 9B

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Wks	Mathematical Understandings and Objectives	Textbook	Support Resources, Projects, Assessments, Literature Connections, Enrichment Activities	Technology	Illinois Performance Standard Assessment Framework
<p><b>Reg. Cal.</b> Sept. 7 – Sept. 27</p> <p><b>Bal. Cal.</b> Aug. 9- Aug. 25</p>	<p><b>Unit 2: Using Numbers and Organizing Data</b></p> <ul style="list-style-type: none"> <li>• To review and find examples of the various ways in which numbers are used; and to introduce the World Tour Project (Beginning)</li> <li>• To find equivalent names for numbers. (Secure)</li> <li>• To name values of digits in numbers up to hundred-millions; and to read and write numbers up to hundred-million. (Secure)</li> <li>• To practice place-value skills through a calculator routine; and to read and write large numbers. (Secure)</li> <li>• To organize and display data with a tally chart; and to determine the maximum, minimum range, and mode of a set of data. (Secure)</li> <li>• Review how to display a set of data with a line plot and find the median</li> <li>• To review the partial-sums method for addition; and to introduce a column-addition method similar to the traditional addition algorithm. (Secure)</li> <li>• To measure length to the nearest ½ centimeter; and to make and use bar graphs for a set of collected data. (Secure)</li> <li>• To review the trade-first and counting-up methods for subtraction; and to introduce the partial-differences method for subtraction. (Secure)</li> </ul> <p><b>Unit 2 Review &amp; Assessment</b></p>	<p>2.1</p> <p>2.2*</p> <p>2.3*</p> <p>2.4</p> <p>2.5</p> <p>2.6</p> <p>2.7*</p> <p>2.8</p> <p>2.9</p> <p>2.10</p>	<p><i>Name that Number (2.2, 2.7)</i> [Twelve Ways to Get Eleven 2.2] [If You Made a Million 2.3]</p> <p><i>Number Top It (2.4)</i> <i>High Number Toss (2.4, 2.7)</i> <i>Addition Top It (2.5)</i></p> <p><i>Subtraction Top It (2.6)</i></p> <p><i>Subtraction Target Practice (2.9)</i></p> <p>Assessment CD, BLM</p>	<p><a href="http://nlvm.usu.edu/en/nav/vlibrary.html">http://nlvm.usu.edu/en/nav/vlibrary.html</a></p> <p><a href="http://illuminations.nctm.org/Activities.aspx?grade=2&amp;srchstr=probability">http://illuminations.nctm.org/Activities.aspx?grade=2&amp;srchstr=probability</a></p>	<p>6A, 6B, 6C</p> <p>6A</p> <p>6A</p> <p>6A</p> <p>10A, 10B</p> <p>10A, 10B</p> <p>6B, 6C</p> <p>7A, 10A,</p> <p>10B</p> <p>6B, 6C</p>

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Wks	Mathematical Understandings and Objectives	Textbook	Support Resources, Projects, Assessments, Literature Connections, Enrichment Activities	Technology	Illinois Performance Standard  Assessment Framework
<p><b>Reg. Cal.</b> Sept. 28– Oct. 19</p> <p><b>Bal. Cal.</b> Aug. 26– Sept. 15</p>	<p><b>Unit 3: Multiplication and Division; Number Sentences and Algebra</b></p> <ul style="list-style-type: none"> <li>• To review strategies for multiplication facts; and to work toward instant recall of the multiplication facts. (Secure)</li> <li>• To establish a 50-facts test routine; and to practice multiplication facts. (Beginning)</li> <li>• To give a 50-facts test and record results; and to practice multiplication facts. (Beginning)</li> <li>• To explore the relationship between multiplication and division and between division and fractions; and to practice division facts. (Secure)</li> <li>• To continue the World Tour Project (Beginning)</li> <li>• To find air distances. (Developing and Secure)</li> <li>• To introduce a simplified approach to solving number stories; and to solve number stories. (Developing)</li> <li>• To review the meanings of number sentences; and to determine whether number sentences are true or false. (Developing)</li> <li>• To review the use of parentheses in number sentences. (Secure)</li> <li>• To introduce vocabulary and notation for open sentences and to solve open sentences. (Developing)</li> <li>• To develop reasoning skills. (Developing)</li> </ul> <p><b>Unit 3 Review &amp; Assessment</b> <b>Dist. Assessment Unit 1-3</b></p>	<p>3.1*</p> <p>3.2</p> <p>3.3*</p> <p>3.4*</p> <p>3.5</p> <p>3.6</p> <p>3.7*</p> <p>3.8*</p> <p>3.9*</p> <p>3.10*</p> <p>3.11</p> <p>3.12</p>	<p>[Each Orange Had Eight Slices 3.1] <i>Factor Bingo (3.1)</i> <i>Baseball Multiplication ( 3.2, 3.3, 3.6, 3.9)</i> <i>Beat the Calculator ( 3.3, 3.9)</i> <i>Multiplication Top It (3.3)</i></p> <p><i>Division Arrays (3.4)</i></p> <p><i>Name That Number (3.9)</i> <i>Broken Calculator (3.10)</i></p> <p>[Anno’s Hat Trick 3.11]</p> <p>Assessment CD, BLM <b>Reg. – Oct. 21</b> <b>Bal. – Sept. 17</b></p>	<p><a href="http://www.fi.uu.no/rekenweb/en">www.fi.uu.no/rekenweb/en</a></p> <p><a href="http://nlvm.usu.edu/en/nav/vlibrary.html">http://nlvm.usu.edu/en/nav/vlibrary.html</a></p>	<p>6B, 6C</p> <p>6B, 6C</p> <p>6B, 6C</p> <p>6A, 6B, 6C</p> <p>6B, 6C, 7A, 7B</p> <p>7A, 7B</p> <p>6B, 6C</p> <p>6B, 6C, 8C</p> <p>6B, 6C</p> <p>6B, 6C, 8C</p> <p>6B, 6C, 7B</p>

## Champaign Community Unit # 4 School District Fourth Grade Curriculum Map

### Fourth Grade Assessment 2 (units 4-5)

Wks	Mathematical Understandings and Objectives	Textbook	Support Resources, Projects, Assessments, Enrichment Activities	Technology	Illinois Performance Standard Assessment Framework
On-going	<p><b>ISAT Review Topics</b></p> <ul style="list-style-type: none"> <li>Spiral review of ISAT content with a focus on Reflections and Symmetry</li> <li>Math Extended-Response (students should write extended-responses at least once a month – analyze extended responses work once a week)</li> </ul>		Curriculum Binder – ISAT support Buckle Down Materials	<a href="http://www.isbe.net">www.isbe.net</a>  <a href="http://www.wiu.edu/math/tips/">http://www.wiu.edu/math/tips/</a>	
<b>Reg. Cal.</b> Oct 22– Nov. 12	<p><b>Unit 4: Decimals and Their Uses</b></p> <ul style="list-style-type: none"> <li>To review basic concepts and notation for decimals through hundredths. (Developing)</li> </ul>	4.1*	<i>Baseball Multiplication (4.2)</i> <i>Beat the Calculator (4.2)</i>	<a href="http://www.tlexchange.com">www.tlexchange.com</a> <a href="http://everydaymath.uchicago.edu/">http://everydaymath.uchicago.edu/</a>	6A, 6B
<b>Bal. Cal.</b> Oct.18– Nov. 5	<ul style="list-style-type: none"> <li>To compare and order decimals in tenths and hundredths. (Developing)</li> <li>To learn why decimals are useful and to estimate sums and differences of decimals. (Developing)</li> <li>To extend methods for whole-number addition and subtraction to decimals. (Developing)</li> <li>To compute balances in a savings account. (Secure)</li> <li>To extend basic concepts and notation for decimals to thousandths. (Developing)</li> <li>To review the relationships among metric units of length; and to work with metric measurements. (Developing)</li> <li>To establish personal references for metric units of length. (Developing)</li> </ul>	4.2* 4.3* 4.4 4.5* 4.6* 4.7 4.8	<i>Multiplication Top It (4.2)</i> <i>Number Top It (4.2)</i> [Kids are Punny: Jokes Sent by Kids to the Rosie O’Donnel Show 4.2]	<a href="http://www.illuminations.net.org/lessonplans/index.html">www.illuminations.net.org/lessonplans/index.html</a>  <a href="http://www.aplusmath.com">www.aplusmath.com</a>  <a href="http://www.bbc.co.uk/education/mathsfile">www.bbc.co.uk/education/mathsfile</a>	6A 6A, 6B 6A, 6B, 6C 6B, 6C, 7A 6A 7A 7A

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	<ul style="list-style-type: none"> <li>• To measure lengths to the nearest millimeter; and to convert measurements between millimeters and centimeters. (Secure)</li> <li>• To summarize the concepts presented in this unit by extending the base-ten place-value system to decimals. (Beginning)</li> </ul> <p><b>Unit 4 Review &amp; Assessment</b></p>	<p>4.9*</p> <p>4.10</p> <p>4.11</p>	<p><i>Broken Calculator (4.10)</i></p> <p>Assessment CD, BLM</p>		<p>7A, 7B</p> <p>6A</p>
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<p><b>Reg. Cal.</b> Nov. 17 – Dec. 9 (start unit 6 on Dec. 14)</p> <p><b>Bal. Cal.</b> Nov. 8- Dec. 1 (start unit 6 on Dec. 6)</p> <p><b>Benchmark</b> Nov. 15-16</p>	<p><b>Unit 5: Big Numbers, Estimation, and Computation</b></p> <ul style="list-style-type: none"> <li>To extend basic multiplication facts to products of ones and tens and products of tens and tens. (Developing)</li> <li>To practice the extended multiplication facts; and to introduce the basic principles of multiplication with multidigit numbers. (Developing)</li> <li>The examine situation in which it is appropriate to make an estimate; and to estimate sums. (Secure)</li> <li>To estimate whether a product is in the tens, hundreds, thousands, or more. (Developing)</li> <li>To learn and practice the partial-products algorithm for 1 digit multipliers. (Developing)</li> <li>To learn and practice the partial-products algorithm for 2 digit multipliers. (Developing)</li> <li>To learn and practice the lattice method for multiplication. (Developing)</li> <li>To read, write, and compare large numbers using patterns in the base-ten place-value system. (Secure)</li> <li>To introduce exponential notation for powers of 10 as a way of naming the values of places in our base-ten system.(Beginning)</li> <li>To discuss sensible ways of reporting a</li> </ul>	5.1*	<i>Beat the Calculator (5.1,5.2)</i>	<a href="http://www.funbraijn.com/tens/index.html">www.funbraijn.com/tens/index.html</a>	6A, 6C
		5.2	<i>Multiplication Wrestling (5.2-5.4, 5.6)</i>	<a href="http://www.cobb.k12.ga.us/sites/literacy.math.math2.htm">www.cobb.k12.ga.us/sites/literacy.math.math2.htm</a>	6B, 6C
		5.3*			6B, 6C
		5.4	[In the Next Three Seconds 5.4]		6A, 6B, 6C
		5.5*			6C
		5.6			6C
		5.7*			6C
		5.8	[How Much is a Million 5.8]		6A
		5.9			6A
		5.10			6A, 6B, 6C

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	<p>count when a large number of items have been counted. (Secure)</p> <ul style="list-style-type: none"> <li>To look up and compare numerical data, including geographical measurements. (Secure)</li> </ul> <p><b>Unit 5 Review &amp; Assessment.</b></p> <p><b>Dist. Assessment Units 4-5</b></p>	<p>5.11</p> <p>5.12</p>	<p><i>High Number Toss (5.11)</i> <i>Number Top It (5.11)</i></p> <p>Assessment CD, BLM</p> <p><b>District Computation Assessment given around end of first semester</b></p> <p><b>Regular –Dec. 13</b> <b>Balance–Dec. 3</b></p>		<p>7A, 7B, 10A, 10B</p>
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**Fourth Grade Assessment 3 (Units 6-8+ Reg. cal; 6-9 Bal. cal.)**

Wks	Mathematical Understandings and Objectives	Textbook	Support Resources, Projects, Assessments, Literature Connections, Enrichment Activities	Technology	Illinois Performance Standard  Assessment Framework
<p><b>Reg. Cal.</b> Dec 14 – Jan. 21</p> <p><b>Bal. Cal.</b> Dec. 6 – Jan. 7</p>	<p><b>Unit 6: Division; Map Reference Frames; Measures of Angles</b></p> <ul style="list-style-type: none"> <li>To solve equal-grouping division stories by using a multiples-of-10 strategy. (Developing)</li> <li>To introduce and practice a “low stress” division algorithm. (Developing)</li> <li>To solve multiplication and division number stories, using diagrams to organize information. (Developing)</li> <li>To express remainders in division as fractions or decimals, and answers as missed number or decimals; and to interpret remainders in problem contexts. (Developing)</li> <li>To use letter-number pairs and ordered pairs of numbers to locate points on a rectangular grid; and to use a map scale. (Developing)</li> <li>To review rotations; and to make and use a circular protractor. (Developing)</li> <li>To use a circular protractor to measure and draw angles less than 360 degrees. (Developing)</li> <li>To classify angles as acute, right, obtuse, straight, and reflex; and to use a half-circle protractor to measure angles.(Developing)</li> </ul>	<p>6.1*</p> <p>6.2*</p> <p>6.3*</p> <p>6.4</p> <p>6.5</p> <p>6.6*</p> <p>6.7*</p> <p>6.8</p>	<p>Project 1 Making a Cutaway Globe</p> <p>Project 2 Using a Magnetic Compass</p> <p><i>Broken Calculator (6.1)</i></p> <p><i>Division Dash (6.2)</i></p> <p>[A Remainder of One 6.4]</p> <p><i>Grid Search (6.5)</i></p> <p><i>Robot (6.6)</i></p>	<p><a href="http://illuminations.nctm.org">http://illuminations.nctm.org</a></p> <p><a href="http://www.fi.uu.nl/rekenweb/en">www.fi.uu.nl/rekenweb/en</a></p> <p><a href="http://nlvm.usu.edu/en/nav/vlibrary.html">http://nlvm.usu.edu/en/nav/vlibrary.html</a></p>	<p>6B, 6C</p> <p>6B, 6C</p> <p>6B, 6C, 8A, 8B</p> <p>6B, 6C</p> <p>8B, 7C</p> <p>9A</p> <p>7A, 9A</p> <p>7A, 9A, 9B</p>

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	<ul style="list-style-type: none"> <li>• To introduce the partitioning of the globe using circles of latitude and semicircles of longitude; and to use a half-circle protractor to draw angles. (Beginning)</li> <li>• To find the latitude and longitude of given places using a globe and a map; and to identify places for which the latitude and longitude are given. (Beginning)</li> </ul> <p><b>Unit 6 Review &amp; Assessment</b></p>	<p>6.9</p> <p>6.10*</p> <p>6.11</p>	<p>Assessment CD, BLM</p>		<p>7A, 9B</p> <p>7C</p>
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Wks	Mathematical Understandings and Objectives	Textbook	Support Resources, Projects, Assessments, Literature Connections, Enrichment Activities	Technology	Illinois Performance Standard  Assessment Framework	
On-Going	<p><b>ISAT Review Topics</b></p> <ul style="list-style-type: none"> <li>Continue spiral review with focus on</li> <li>3-D Shapes, Weight, Volume, and Capacity</li> <li>Rates</li> <li>Math Extended-Response (students should write extended-responses at least once a month – analyze extended responses work once a week)</li> </ul> <p><b>Unit 7: Fractions and Their Uses; Chance and Probability</b></p> <ul style="list-style-type: none"> <li>To review fractions as parts of a whole (One), fractions on number lines, and uses of fractions.(Secure)</li> <li>To find fractional parts of sets.(Secure)</li> <li>To find fraction parts of polygonal regions.(Secure)</li> <li>To use pattern blocks to help add and subtract fractions.(Beginning)</li> <li>To model fractions on a clock face; and to use a clock face to help add and subtract fractions.(Beginning/Secure)</li> <li>To identify equivalent fractions.(Developing)</li> <li>To develop and use a rule for generation equivalent fractions.(Developing)</li> <li>To rename fractions as decimals and decimals as fractions, and to explore the relationship between fractions and division.(Developing)</li> <li>To order sets of fractions.(Secure)</li> </ul>		Curriculum Binder – ISAT support Buckle Down Materials	<a href="http://www.isbe.net">www.isbe.net</a>  <a href="http://www.wiu.edu/math/tips/">http://www.wiu.edu/math/tips/</a>		
<b>Reg. Cal.</b> Jan. 24- Feb. 11			Project 3: A Carnival Game	<a href="http://www.tlexchange.com">www.tlexchange.com</a> <a href="http://everydaymath.uchicago.edu/">http://everydaymath.uchicago.edu/</a>		
<b>Optional Benchmark</b>			[Gator Pie 7.1]	<a href="http://www.illumination.net">www.illumination.net</a> <a href="http://www.mathgoodies.com/lessons/vol6/intro_probability.html">http://www.mathgoodies.com/lessons/vol6/intro_probability.html</a>	6A	
<b>Bal. Cal.</b> Jan. 10- Feb. 3			7.1*		<a href="http://www.aplusmath.com">www.aplusmath.com</a>	6A
			7.2*			6A
			7.3	[Grandfather Tang’s Story	<a href="http://www.mathgoodies.com/lessons/vol6/intro_probability.html">http://www.mathgoodies.com/lessons/vol6/intro_probability.html</a>	6A
			7.4	7.3]		6A, 6B, 6C
			7.5			6A, 6B, 6C
			7.6	<i>Name that Number (7.6)</i>		6A
			7.7	<i>Musical Name-Collection Boxes (7.7)</i>		6A
		7.8			6A	
		7.9*			6A	

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<ul style="list-style-type: none"> <li>• To find the whole, or ONE, for given fractions.(Secure)</li> <li>• To review basic ideas of probability, including fairness and expected results; and to apply knowledge of fractions to spinners.(Developing)</li> <li>• To compare predicted and actual results from an experiment with random outcomes.(Developing)</li> </ul> <p><b>Unit 7 Review &amp; Assessment</b></p>	7.10*	<i>Fraction Top It (7.10)</i>	6A
	7.11	[Do you want to Bet? Your chance to find out about probability 7.11]	10C
	7.12*	6-Pak fraction lessons	10C
	7.13	Assessment CD, BLM	

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<p><b>Reg. Cal.</b> Feb 14-- Mar. 3</p> <p><b>Bal. Cal.</b> Feb. 4- Feb.18</p>	<p><b>Unit 8: Perimeter and Area</b></p> <ul style="list-style-type: none"> <li>• To measure and add distances in feet and inches; to find the medians and other landmarks of sets of measurements and to find the perimeters of triangles.(Secure)</li> <li>• To measure distances to the nearest foot; and to use measurements and a given scale to create a scale drawing on a grid.(Beginning/Developing)</li> <li>• To review basic area concepts; to estimate to area of a polygon by counting unit squares; and to use a scale drawing to find area.(Beginning/Secure)</li> <li>• To estimate the area of a surface having a cured boundary; and to convert measurements from one unit to another. (Beginning)</li> <li>• To develop and use a formula for the area of a rectangle.(Developing)</li> <li>• To review the properties of parallelograms; and to develop and use a formula for the area of a parallelogram.(Beginning)</li> <li>• To develop and use a formula for the area of a triangle.(Developing)</li> <li>• To examine how geographical areas are measured; and to use division to compare two quantities with like units.(Developing)</li> </ul> <p><b>Unit 8 Review &amp; Assessment</b></p>	<p>8.1*</p> <p>8.2</p> <p>8.3</p> <p>8.4*</p> <p>8.5</p> <p>8.6</p> <p>8.7</p> <p>8.8</p> <p>8.9</p>	<p>6-Pak Measurement lessons: <i>Making measurement count, Big Ideas of Measurement, How does Penny Measure Up?, Everyday Measures, Flag Measures, Guessing is Good, Record Lengths</i></p> <p>6-Pak measurement lesson: <i>Party Trays and Treats</i></p> <p>Assessment CD, BLM</p>	<p><a href="http://www.shodor.org">www.shodor.org</a></p> <p><a href="http://www.bgfl.org/bgfl...ftp/.../perimeter and area/index.html">www.bgfl.org/bgfl...ftp/.../perimeter and area/index.html</a></p> <p><a href="http://nlvm.usu.edu/en/nav/vlibrary.html">http://nlvm.usu.edu/en/nav/vlibrary.html</a></p>	<p>7A, 10A</p> <p>7A, 7B, 7C</p> <p>7A, 7C</p> <p>7A, 7B, 7C</p> <p>7A</p> <p>7A, 9A</p> <p>7A, 9A</p> <p>7A, 7B, 7C, 6C</p>

## Champaign Community Unit # 4 School District Fourth Grade Curriculum Map

Wks	Mathematical Understandings and Objectives	Textbook	Support Resources, Projects, Assessments, Literature Connections, Enrichment Activities	Technology	Illinois Performance Standard  Assessment Framework
<p><b>Reg. Cal.</b> March. 4 - March 31</p> <p><b>Bal. Cal.</b> Feb 22- March 11</p> <p><b>ISAT TESTING</b> Week of February 28</p>	<p><b>Unit 9: Percents</b></p> <ul style="list-style-type: none"> <li>• To use percents to describe real-life situations; and to practice naming equivalents among fractions, decimals, and percents. (Secure)</li> <li>• To rename “easy” fractions (fourths, fifths, and tenths) as decimals and percents; and to solve percent problems by using equivalent fractions.(Secure)</li> <li>• To rename any fraction as a decimal by using a calculator and to memorize fraction/percent equivalencies for “easy” fractions (fourths, fifths, and tenths). (Developing)</li> <li>• To rename fractions as percents using a calculator; and to solve number stories involving discounts expressed as percents. (Secure)</li> <li>• To look up and record numerical data; to rename fractions as percents using a calculator; and to rename decimal as percents. (Secure)</li> <li>• To organize and tabulate survey data and to use percents to compare quantities expressed as fractions with unlike denominators. (Developing)</li> <li>• To rank and compare data that is reported as percents; and to display ranked data by coloring maps. (Secure)</li> <li>• To multiply decimals by whole numbers; and to practice the partial-</li> </ul>	<p>9.1</p> <p>9.2</p> <p>9.3*</p> <p>9.4*</p> <p>9.5</p> <p>9.6</p> <p>9.7</p> <p>9.8</p>	<p>[Gator Pie; Eating Fractions 9.3] <i>Getting to One (9.3)</i> <i>Fraction / Percent Concentration (9.3, 9.4, 9.8)</i></p> <p>[Incredible Comparisons 9.6]</p>	<p><a href="http://www.explorelarning.com">www.explorelearning.com</a></p>	<p>6A, 6B, 6C,6D</p> <p>6A, 6B, 6C, 6D</p> <p>6A, 6D</p> <p>6A, 6B, 6C, 6D</p> <p>6D, 10A, 10B</p> <p>10A, 10B</p> <p>6D, 10A, 10B</p> <p>6B, 6C</p>

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	<p>products and lattice methods for multiplication.(Beginning)</p> <ul style="list-style-type: none"> <li>To divide decimals by whole numbers; and to practice the partial-quotients division algorithm introduced in Unit 6. (Beginning)</li> </ul> <p><b>Unit 9 Review &amp; Assessment</b></p> <p><b>Dist. Assessment for Units 6-9 for bal. cal.</b></p>	<p>9.9*</p> <p>9.10</p>	<p>Assessment CD, BLM</p> <p><b>Regular calendar April 5</b></p> <p><b>Balanced calendar March 15</b></p>		<p>6B, 6C</p>
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## Champaign Community Unit # 4 School District Fourth Grade Curriculum Map

### Fourth Grade Assessment 4 (Units 10-12)

Wks	Mathematical Understandings and Objectives	Textbook	Support Resources, Projects, Assessments, Literature Connections, Enrichment Activities	Technology	Illinois Performance Standard  Assessment Framework
On-going  <b>Reg Cal.</b> April 6- April 15  <b>Bal. Cal.</b> April 11- April 21	<p><b>Unit 10: Reflection and Symmetry</b></p> <ul style="list-style-type: none"> <li>• To explore reflections of 2-dimensional figures. (Secure)</li> <li>• To explore reflections; and to identify lines of reflection. (Secure)</li> <li>• To discover basic properties of reflections. (Secure)</li> <li>• To explore the connection between reflections and line symmetry. (Beginning)</li> <li>• To explore an application of reflections, rotations, and translations. (Secure)</li> <li>• To explore addition of integers. (Secure)</li> </ul> <p><b>Unit 10 Review &amp; Assessment</b></p>	<p>10.1</p> <p>10.2</p> <p>10.3</p> <p>10.4*</p> <p>10.5*</p> <p>10.6</p> <p>10.7</p>	<p><u>Project # 4: Making a Quilt Project 7 – Numbers, Maya Style</u></p> <p><i>Dart Game (10.2)</i> <i>Pocket-Billiards Game (10.2)</i></p> <p><i>Credits / Debits Game (10.6)</i></p> <p>Assessment CD, BLM</p>	<p><a href="http://www.learner.org/teachslab/math/geometry/spa-ce.index.html">www.learner.org/teachslab/math/geometry/spa-ce.index.html</a></p> <p><a href="http://www.tlexchange.com">www.tlexchange.com</a> <a href="http://everydaymath.uchicago.edu/">http://everydaymath.uchicago.edu/</a></p> <p><a href="http://www.illuminations.nct.org/lessonplans/index.html">www.illuminations.nct.org/lessonplans/index.html</a></p> <p><a href="http://www.aplusmath.com">www.aplusmath.com</a></p>	<p>9A</p> <p>9A</p> <p>9A</p> <p>9A</p> <p>9A</p> <p>6B, 6C</p>

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Wks	Mathematical Understandings and Objectives	Textbook	Support Resources, Projects, Assessments, Literature Connections, Enrichment Activities	Technology	Illinois Performance Standard  Assessment Framework
<p><b>Reg. Cal.</b> April 18- May 3</p> <p><b>Bal Cal.</b> April 26- May 10</p>	<p><b>Unit 11: Shapes, Weight, Volume, and Capacity</b></p> <ul style="list-style-type: none"> <li>• To review grams and ounces as units of weight; and to estimate and measure weights in grams and ounces. (Developing)</li> <li>• To review properties of common geometric solids. (Developing)</li> <li>• To identify geometric solids given their properties and to construct polyhedrons with straws and twist-ties. (Developing)</li> <li>• To review concepts and units of volume. (Developing)</li> <li>• To derive and use a formula for the volume of a rectangular prism. (Beginning)</li> <li>• To add and subtract positive and negative integers. (Beginning)</li> <li>• To review customary units of capacity. (Developing)</li> </ul> <p><b>Unit 11 Review &amp; Assessment</b></p>	<p>11.1*</p> <p>11.2</p> <p>11.3*</p> <p>11.4*</p> <p>11.5*</p> <p>11.6*</p> <p>11.7</p> <p>11.8</p>	<p><u>Project 6</u> – Building and Viewing Structures</p> <p><i>What’s My Weight? ( 11.1)</i></p> <p><i>Credits / Debits Game (11.3, 11.5)</i></p> <p><i>Credits / Debits Game advanced version (11.6)</i></p> <p>Assessment CD, BLM</p>		<p>7A, 7B</p> <p>9A, 9B</p> <p>9A, 9B</p> <p>7A, 7B</p> <p>7A, 7B, 7C</p> <p>6B, 6C</p> <p>7A, 7B</p>

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<p><b>Reg Cal.</b> May 4 – May 17</p> <p><b>Bal Cal.</b> May 12 – May 24</p>	<p><b>Unit 12: Rates</b></p> <ul style="list-style-type: none"> <li>• To introduce rates; and to collect and compare rate data. (Developing)</li> <li>• To use a rate table to record rate information and to solve rate problems. (Secure)</li> <li>• To check the validity of data by converting them to more accessible rates. (Secure)</li> <li>• To calculate the unit price for a product; to compare unit prices; and to identify information needed for comparison shopping. (Secure)</li> <li>• To calculate and compare unit prices that involves fractions of cents. (Developing)</li> <li>• To reflect on this year’s World Tour experiences. (Secure)</li> </ul> <p><b>Unit 12 Review &amp; Assessment</b></p> <p><b>District Assessment for Units 10 – 12</b></p>	<p>12.1</p> <p>12.2</p> <p>12.3</p> <p>12.4</p> <p>12.5</p> <p>12.6</p> <p>12.7</p>	<p><u>Project 5</u>- Which Soft Drink is Best to Buy?</p> <p>[Each Orange had 8 Slices 12.1]</p> <p><i>Credits / Debits Game – advanced version (12.2)</i></p> <p>[In the Next Three Seconds 12.3]</p> <p>[Count Your Way Through ...Series 12.6]</p> <p>Assessment CD, BLM</p> <p><b>Regular – May 19</b> <b>Balance – May 26</b> <b>District Computation Assessment for those who need it</b></p>		<p>6D, 10A, 10B</p> <p>6D, 10A, 10B</p> <p>6D, 10A, 10B</p> <p>6D</p> <p>6D</p> <p>6B, 6C, 7A, 7B</p>