Mohawk Local Schools Grade 4 Math

Quarter 4 Curriculum Guide

Mathematical Practices

1. Make Sense of Problems and Persevere in Solving them
2. Reasoning Abstractly & Quantitatively
3. Construct Viable Arguments and Critique the Reasoning of Others
4. Model with Mathematics
5. Use Appropriate Tools Strategically
6. Attend to Precision
7. Look for and Make use of Structure
8. Look for and Express Regularity in Repeated Reasoning

Critical Areas of Focus Being Addressed:

- Multiplication and Division
- Fractions
- Geometry

Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product: (DOK1) (DOK2) (DOK3) (DOK4)	Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can…..", "Students Will Be Able To……."
4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. (DOK2)	-Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. -Analyze two-dimensional figures to identify points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines.
4MD.5a An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc, between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. (DOK2)	-Define angle. -Recognize a circle as a geometric figure that has 360 degrees. -Recognize and identify an angle as a geometric shape formed from 2 rays with a common endpoint. -Recognize that an angle is a fraction of a 360 degree circle. -Explain the angle measurement in terms of

	degrees.
4.MD.5b An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees. (DOK2)	-Compare angles to circles with the angles point at the center of the circle to determine the measure of the angle. -Calculate angle measurement using the 360 degrees of a circle.
4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. (DOK3)	-Recognize that angles are measured in degrees (°). -Read a protractor. -Determine which scale on the protractor to use, based on the direction the angle is open. -Determine the kind of angle based on the specified measure to decide reasonableness of the sketch. -Measure angles in wholenumber degrees using a protractor. -Sketch angles of specified measure.
4.MD.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles by using an equation. (DOK2)	-Recognize that an angle can be divided into smaller angles -Solve addition and subtraction equations to find unknown angle measurements on a diagram. -Find an angle measure by adding the measurements of the smaller angles that make up the larger angle. -Find an angle measure by subtracting the measurements of the smaller angle from the larger angle.
4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. (DOK2)	-Identify parallel or perpendicular lines in two dimensional figures. -Recognize acute, obtuse, and right angles. Identify right triangles. -Classify two-dimensional figures based on parallel or perpendicular lines and size of angles. -Classify triangles as right triangles or not right.
4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. (DOK2)	-Recognize lines of symmetry for a two-dimensional figure. -Recognize a line of symmetry as a line across a figure that when folded along creates matching parts. -Draw lines of symmetry for two-dimensional figures. -Identify line-symmetric figures.