

MIAMI-DADE COUNTY PUBLIC SCHOOLS
2018-2019 DISTRICT PACING GUIDE
YEAR-AT-A-GLANCE

Grade 4 Mathematics

COURSE CODE: 5012060F1

1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks																																																																																							
<p>I. Place Value, Addition, and Subtraction to One Million (Chapter 1) A. Modeling Place Value Relationships B. Reading and Writing Numbers to 1,000,000 C. Comparing and Ordering Numbers D. Estimation Strategies E. Addition and Subtraction within 1,000,000 F. Problem Solving G. Relational Comparative Thinking</p> <p>II. Multiply by 1-Digit Numbers (Chapter 2) A. Recalling Multiplication Facts 2-9 (Daily Routines) B. Multiplication Comparisons C. Multiplication Strategies D. Multiplying with Regrouping E. Problem Solving</p> <p>III. Multiply by 2-Digit Numbers (Chapter 3) A. Multiplication Strategies B. Multiplying with Regrouping C. Problem Solving</p> <p>IV. Division and Remainders (Chapter 4) A. Investigating Remainders B. Interpreting the Remainder C. Division Strategies</p>	<p>IV. Divide by 1-Digit Numbers (Chapter 4 Cont.) A. Modeling Division with Regrouping B. Problem Solving</p> <p>V. Factors, Multiples, and Patterns (Chapter 5) A. Modeling Factors and Divisibility B. Common Factors and Multiples C. Prime and Composite D. Problem Solving</p> <p>VI. Fraction Equivalence and Comparison (Chapter 6) A. Fractions B. Comparing Fractions</p> <p>VII. Add and Subtract Fractions (Chapter 7) A. Adding and Subtracting Fractions B. Fractions and Mixed Numbers C. Problem Solving</p> <p>VIII. Multiply Fractions by Whole Numbers (Chapter 8) A. Multiplying Fractions B. Fractions and Mixed Numbers C. Problem Solving</p> <p>IX. Relate Fractions and Decimals (Chapter 9) A. Relating Tenths, Hundredths, and Decimals B. Equivalent Forms C. Relating Fractions, Decimals, and Money D. Adding Fractional Parts of 10 and 100 E. Comparing Decimals Problem Solving</p>	<p>IX. Relate Fractions and Decimals (Chapter 9 Cont.) G. Relating Tenths, Hundredths, and Decimals H. Equivalent Forms I. Relating Fractions, Decimals, and Money J. Adding Fractional Parts of 10 and 100 K. Comparing Decimals L. Problem Solving</p> <p>X. Two-Dimensional Figures (Chapter 10) A. Lines, Rays, and Angles B. Classifying Triangles C. Parallel and Perpendicular Lines D. Classifying Quadrilaterals E. Symmetry F. Problem Solving</p> <p>XI. Angles (Chapter 11) A. Angles and Fractional Parts of a Circle B. Measuring and Drawing Angles C. Joining and Separating Angles D. Problem Solving</p> <p>XII. Relative Sizes of Measurement Units (Chapter 12) A. Identifying Measurement Benchmarks B. Customary Units of Length, Weight, and Liquid Volume C. Line Plots D. Metric Length, Mass, and Liquid E. Time F. Patterns of Unit Measurement G. Problem Solving</p> <p>XIII. Algebra: Perimeter and Area (Chapter 13) A. Perimeter B. Area C. Unknown Measures D. Problem Solving</p>	<p>XIII. Algebra: Perimeter and Area (Chapter 13 Cont.) A. Perimeter B. Area C. Unknown Measures D. Problem Solving</p> <p>XIV. FSA Review FSA Administration Window <i>05-01-19 through 05-14-19</i></p> <p>XV. Addition, Subtraction, Order of Operations, and Division (GRP 1-5) A. Adding and Subtracting Dollars and Cents B. Order of Operations C. Dividing by Multiples of Ten D. Modeling Division</p> <p>XVI. Place Value, Decimals, Multiples, and Number Patterns (GRP 6-11) A. Place Value Through Millions B. Decimals and Place Value C. Rounding Decimals D. Using Place Value to Compare Decimals E. Decomposing Multiples of 10, 100, 1000 F. Number Patterns</p> <p>XVII. Fractions (GRP 12-16) A. Adding and Subtracting Related Fractions B. Comparing Fractions C. Repeated Subtraction with Fractions D. Fractions and Division</p> <p>XVIII. Fractions (GRP 17-20) A. Locating Points on a Grid B. Area and Tiling C. Multiplying Three Factors D. Finding the Area of the Base</p>																																																																																							
<u>Dates for Instruction</u>	<u>Dates for Instruction</u>	<u>Dates for Instruction</u>	<u>Dates for Instruction</u> FSA Administration: 05/01 – 05/14																																																																																							
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Model Eliciting Activities (MEAs): STEM LESSONS

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<p>Topic I (Chapter 1) MAFS.4.NBT.1.1 • The Right Rental MAFS.4.NBT.1.2 • Cars for Sale MEA MAFS.4.NBT.1.3 • Kudos for Kicks MAFS.4.NBT.2.4 • Florida Hurricanes MAFS.4.OA.1.a • Robotics on a Budget MAFS.4.OA.1.b • Fish Ahoy Fish</p> <p>Topic II (Chapter 2) MAFS.4.OA.1.1 • Tennis Lessons MAFS.4.OA.1.2 MAFS.4.OA.1.3 • Cruising for a Great Value MAFS.4.NBT.2.5</p> <p>Topic III (Chapter 3) MAFS.4.NBT.2.5 MAFS.4.OA.1.1 MAFS.4.OA.1.2 • Hotels: Where to Stay MAFS.4.OA.1.3</p> <p>Topic IV (Chapter 4) MAFS.4.NBT.2.6 • Set Sail with STEM: Exploring Wind & Water Movement as Energy with Sailboats MAFS.4.OA.1.2 • Hotels: Where to Stay Sailboats MAFS.4.OA.1.3 • Robotics on a Budget</p>	<p>Topic IV (Chapter 4 Cont.) MAFS.4.NBT.2.6 MAFS.4.OA.1.3 • Walk this Way</p> <p>Topic V (Chapter 5) MAFS.4.NBT.2.5 (See Topic 3) MAFS.4.OA.2.4 • Hooray for Arrays!</p> <p>Topic VI (Chapter 6) MAFS.4.NF.1.1 MAFS.4.NF.1.2 • Amazing Alice Cookies</p> <p>Topic VII (Chapter 7) MAFS.4.NF.2.3</p> <p>Topic VIII (Chapter 8) MAFS.4.NF.2.4a • Birthday Balloon Planner MAFS.4.NF.2.4b & MAFS.4.NF.2.4c • Birthday Balloon Planner</p> <p>Topic IX (Chapter 9) MAFS.4.NF.3.5 & MAFS.4.NF.3.6 • We All Scream for Ice Cream MAFS.4.NF.3.7 • Cell Phone Inquiry</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 10px;"> <p>Highlighted lessons are recommended STEM Lessons.</p> </div>	<p>Topic IX (Chapter 9 Cont.) MAFS.4.NF.3.5 MAFS.4.NF.3.6 • We All Scream for Ice Cream MAFS.4.NF.3.7 • Cell Phone Inquiry</p> <p>Topic X (Chapter 10) MAFS.4.G.1.1 MAFS.4.G.1.2 MAFS.4.G.1.3 MAFS.4.OA.3.5 (See Topic 2)</p> <p>Topic XI (Chapter 11) MAFS.4.MD.3.5 MAFS.4.MD.3.6 MAFS.4.MD.3.7</p> <p>Topic XII (Chapter 12) MAFS.4.MD.1.1 • Water Troubles MAFS.4.MD.1.2 • Money Managers MAFS.4.MD.2.4</p> <p>Topic XIII (Chapter 13) MAFS.4.MD.1.3 • The Furniture Movers!</p>	<p>Topic XIII (Chapter 13 Cont.) MAFS.4.MD.1.3 • The Furniture Movers!</p> <p>Topic XIV: FSA REVIEW <div style="text-align: center; color: blue;"> <p>FSA Administration Window 05-01-19 through 05-14-19</p> </div></p> <p>Topic XV: Getting Ready for Grade 5 (GRP 1-5) <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><i>4th Grade</i></td> <td style="width: 50%;"><i>5th Grade Prep</i></td> </tr> <tr> <td>MAFS.4.NBT.2.4</td> <td>MAFS.5.NBT.2.6</td> </tr> <tr> <td>MAFS.4.NBT.2.6</td> <td>MAFS.5.NBT.2.7</td> </tr> <tr> <td>MAFS.4.OA.1.3</td> <td>MAFS.5.OA.1.1</td> </tr> </table></p> <p>Topic XVI: Getting Ready for Grade 5 (GRP 6-11) <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><i>4th Grade</i></td> <td style="width: 50%;"><i>5th Grade Prep</i></td> </tr> <tr> <td>MAFS.4.NBT.1.2</td> <td>MAFS.5.NBT.1.1</td> </tr> <tr> <td>MAFS.4.NBT.1.3</td> <td>MAFS.5.NBT.1.2</td> </tr> <tr> <td>MAFS.4.NF.3.6</td> <td>MAFS.5.NBT.1.3</td> </tr> <tr> <td>MAFS.4.NF.3.7</td> <td>MAFS.5.NBT.1.4</td> </tr> <tr> <td>MAFS.4.OA.2.4</td> <td>MAFS.5.OA.2.3</td> </tr> <tr> <td>MAFS.4.OA.3.5</td> <td></td> </tr> </table></p> <p>Topic XVII: Getting Ready for Grade 5 (GRP 12-16) <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><i>4th Grade</i></td> <td style="width: 50%;"><i>5th Grade Prep</i></td> </tr> <tr> <td>MAFS.4.NF.2.3d</td> <td>MAFS.5.NF.1.2</td> </tr> <tr> <td>MAFS.4.NF.2.4c</td> <td>MAFS.5.NF.2.3</td> </tr> <tr> <td></td> <td>MAFS.5.NF.2.5b</td> </tr> <tr> <td></td> <td>MAFS.5.NF.2.7b</td> </tr> </table></p> <p>Topic XVIII: Getting Ready for Grade 5 (GRP 17-20) <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><i>4th Grade</i></td> <td style="width: 50%;"><i>5th Grade Prep</i></td> </tr> <tr> <td>MAFS.4.NBT.2.5</td> <td>MAFS.5.G.1.1</td> </tr> <tr> <td>MAFS.4.MD.1.1</td> <td>MAFS.5.NF.2.4b</td> </tr> <tr> <td>MAFS.4.MD.1.3</td> <td>MAFS.5.MD.3.3</td> </tr> <tr> <td></td> <td>MAFS.5.MD.3.4</td> </tr> <tr> <td></td> <td>MAFS.5.MD.3.5b</td> </tr> </table></p>	<i>4th Grade</i>	<i>5th Grade Prep</i>	MAFS.4.NBT.2.4	MAFS.5.NBT.2.6	MAFS.4.NBT.2.6	MAFS.5.NBT.2.7	MAFS.4.OA.1.3	MAFS.5.OA.1.1	<i>4th Grade</i>	<i>5th Grade Prep</i>	MAFS.4.NBT.1.2	MAFS.5.NBT.1.1	MAFS.4.NBT.1.3	MAFS.5.NBT.1.2	MAFS.4.NF.3.6	MAFS.5.NBT.1.3	MAFS.4.NF.3.7	MAFS.5.NBT.1.4	MAFS.4.OA.2.4	MAFS.5.OA.2.3	MAFS.4.OA.3.5		<i>4th Grade</i>	<i>5th Grade Prep</i>	MAFS.4.NF.2.3d	MAFS.5.NF.1.2	MAFS.4.NF.2.4c	MAFS.5.NF.2.3		MAFS.5.NF.2.5b		MAFS.5.NF.2.7b	<i>4th Grade</i>	<i>5th Grade Prep</i>	MAFS.4.NBT.2.5	MAFS.5.G.1.1	MAFS.4.MD.1.1	MAFS.5.NF.2.4b	MAFS.4.MD.1.3	MAFS.5.MD.3.3		MAFS.5.MD.3.4		MAFS.5.MD.3.5b																																											
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**MIAMI-DADE COUNTY PUBLIC SCHOOLS
2018-2019 DISTRICT PACING GUIDE
YEAR-AT-A-GLANCE**

Grade 4 Mathematics

COURSE CODE: 5012060F1

MATHEMATICS FLORIDA STANDARDS (MAFS)

MATHEMATICAL PRACTICES

DESCRIPTION

<p>MAFS.K12.MP.1</p> <p>Make sense of problems and persevere in solving them.</p>	<p>Mathematically proficient students will be able to:</p> <ul style="list-style-type: none"> • Explain the meaning of a problem and looking for entry points to its solution. • Analyze givens, constraints, relationships, and goals. • Make conjectures about the form and meaning of the solution and plan a solution pathway. • Consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. • Monitor and evaluate their progress and change course if necessary. • Explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. • Check answers to problems using a different method, and continually ask, “Does this make sense?” • Identify correspondences between different approaches.
<p>MAFS.K12.MP.2</p> <p>Reason abstractly and quantitatively.</p>	<p>Mathematically proficient students will be able to:</p> <ul style="list-style-type: none"> • Make sense of quantities and their relationships in problem situations. • Decontextualize—to abstract a given situation and represent it symbolically. • Contextualize—to pause as needed during the manipulation process in order to probe into the referents for the symbols • Create a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them. • Know and be flexible using different properties of operations and objects.
<p>MAFS.K12.MP.3</p> <p>Construct viable arguments and critique the reasoning of others.</p>	<p>Mathematically proficient students will be able to:</p> <ul style="list-style-type: none"> • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. • Analyze situations by breaking them into cases, and can recognize and use counterexamples. • Justify their conclusions, communicate them to others, and respond to the arguments of others. • Reason inductively about data, making plausible arguments that take into account the context from which the data arose. • Compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. • Determine domains to which an argument applies.
<p>MAFS.K12.MP.4</p> <p>Model with mathematics.</p>	<p>Mathematically proficient students will be able to:</p> <ul style="list-style-type: none"> • Apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. <ul style="list-style-type: none"> ✓ In early grades, this might be as simple as writing an addition equation to describe a situation. ✓ In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. • Apply what they know and feel comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. • Identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. • Analyze relationships mathematically to draw conclusions. • Interpret mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

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MATHEMATICAL PRACTICES

DESCRIPTION

<p>MAFS.K12.MP.5</p> <p>Use appropriate tools strategically.</p>	<p>Mathematically proficient students will be able to:</p> <ul style="list-style-type: none"> • Consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. • Make sound decisions about when each of the tools appropriate for their grade or course might be helpful, recognizing both the insight to be gained and their limitations. • Detect possible errors by strategically using estimation and other mathematical knowledge. • Know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. • Identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. • Use technological tools to explore and deepen their understanding of concepts
<p>MAFS.K12.MP.6</p> <p>Attend to precision.</p>	<p>Mathematically proficient students will be able to:</p> <ul style="list-style-type: none"> • Communicate precisely to others. • Use clear definitions in discussion with others and in their own reasoning. • State the meaning of the symbols they choose, including using the equal sign consistently and appropriately. • Be careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. • Calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context.
<p>MAFS.K12.MP.7</p> <p>Look for and make use of structure.</p>	<p>Mathematically proficient students will be able to:</p> <ul style="list-style-type: none"> • Discern a pattern or structure. For example, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. • Recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. Step back for an overview and shift perspective. • See complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, students can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
<p>MAFS.K12.MP.8</p> <p>Look for and express regularity in repeated reasoning.</p>	<p>Mathematically proficient students will be able to:</p> <ul style="list-style-type: none"> • Notice if calculations are repeated, and look both for general methods and for shortcuts. <ul style="list-style-type: none"> ✓ Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. • Maintain oversight of the process, while attending to the details as they work to solve a problem. • Continually evaluate the reasonableness of their intermediate results.