

Fourth Grade Curriculum 2017-2018

This curriculum map was developed with the intent that all teachers are implementing **CGI** and **California Common Core State Standards**. The ultimate driving force behind any math instruction should be the standards. A variety of resources have been provided that could be used as tools to facilitate implementation of the standards. You have the freedom to pick and choose from the resources provided. **Be sure to preview each assessment and performance task before teaching the units.** The following are the main components and updates for the 2017-18 school year.

-Getting Started

In the first weeks of school, you will want to establish the basis for your math instruction, classroom organization, and student expectations. The goal is to promote and increase the Levels of Discourse and raise the level of students' thinking as evidenced by their explanations (using both numbers and writing) Also, some ideas have been given for planning, scheduling, and organizing curriculum and student evaluation tools.

- Houghton Mifflin-Harcourt Expressions

CGI is the primary model to be used in all classrooms.

Expressions (adopted by DUSD) is an additional resource that may be used along with those included in the Curriculum Map.

-Measurement (Embedded and Ongoing)

Standards MD.1 and MD. 2 need to be continually integrated within the context of all operations and word problems throughout the year. The first week is used to introduce and review customary measures. Metric has also been linked to place value. Measurement standards are embedded

throughout, knowing relative sizes and using them in problem solving. Anchor charts should be used all year long as reference for students.

Students should also work toward knowing **basic conversions from memory** so that during an assessment they can be successful without the tool of a conversion chart.

-Routines

These math routines are designed to give you ideas for routines that can be used with each math unit. Use at your discretion. These sample routines are suggestions. If you have other ideas, favorites, or routines that you prefer, feel free to use them. (And don't forget to drop them into the Routines Shared Folder ;)

-Multi Step Story Problems

These have been created to help provide students with a higher level of rigor when solving story problems. Use and alter as you see fit.

-Spiral Review

It is necessary to revisit previously taught material in order for students to retain knowledge of concepts and strategies. Teachers should be mindful to incorporate Spiral Review within all units. One possible resource is the Homework and Remembering book that comes with Expressions. As students are working through word problems in classrooms, teachers should think to incorporate problems from content covered earlier in the year.

-Unit Assessments

Unit assessments were reviewed and modified so that they are aligned with the rigor of CAASPP/Smarter Balanced. Items were added to include more student manipulation of items, True and False, sorting, etc. (less multiple choice) **Be sure to preview each assessment before**

teaching the units. Assessments should be administered online using iPads, laptops, or computer labs. (Paper and Pencil can be used, but scores should be input into Illuminate) Students log-in through the website...

<https://downey.illuminatehc.com>

Copies of the assessments will still be provided for students to either use during the test and/or to communicate with parents about the content and performance of their student.

As a district that is data driven, PLCs at each site can benefit from looking at the scores within their classrooms and across the grade level. Assessments can also be hand-scored or scanned using bubble sheets. These common assessments are to be used by teachers, regardless of method of administering and scoring, in order to ensure that all teachers are working toward teaching standards. Data should be discussed and shared within PLC's to drive instruction.

-Performance Bands for Unit Assessments

In order to match the levels of CAASPP/Smarter Balanced, the percentages for the performance bands have been altered. Remember that the rigor of the tests and depth of knowledge is greater, so this is a shift in what past grading practices may have looked like.

Exceeds Standard	81%
Meets Standard	62%
Approaching Standard	49%
Below Standard	Below 49%

-Performance Tasks

The Performance Tasks were created to address Claims 2, 3, and 4 (Problem Solving, Communicating Reasoning, and Modeling & Data Analysis) They are modeled after CAASPP/Smarter Balanced Performance Tasks, which cover multiple standards and require students to build stamina in order to persevere through the entire task. They are included after each unit. **Units 3, 5, and 7 will be optional** to give teachers flexibility to use them as needed. Other optional resources for teachers included are:

- Smarter Balanced Practice Performance Tasks (Art Day, A Trip to the Zoo)
- Interim Assessment Performance Task (Animal Jumping)
- Math Hamster

-Interim/Summative Assessments

The online CAASPP/Smarter Balanced Interim Assessments at the end of Trimester 1 and Trimester 2 will continue to be **optional**. A hard copy of the IAB Performance Task is included in this Math Curriculum Resource Binder to be used as an option for administering at the end of Trimester 2 (at site discretion). Students benefit from being exposed to the format and content of the Summative Smarter Balanced Assessment through use of the Interim. The Summative Assessment will be administered at end of year.

-Getting Ready for the Smarter Balanced Assessment

This is a good resource that is provided with Expressions and provides a booklet for each student that includes:

- Common Core Standards practice in SBA format
- Beginning, Middle, and End of Year Benchmark and Performance Tasks
- Year-End Performance Task

-CGI Strategy Progress Monitor

The Strategy Progress Monitor (SPM) is an assessment that allows teachers to analyze and record data regarding how students are thinking when problem solving. This **optional** assessment has 5 different problem types and allows the teacher to track how successful they are at solving the problems and where their strategy is on the trajectory. It can be given at the beginning of the year and then one or more times at your discretion to track growth. Administration should allow for the teacher to question the student regarding their strategy, whether this be one on one, or in a small group setting. For more information and its rationale go to...

<https://kendralomax.wordpress.com/>

-Shared Resource Folder

Each unit will have a Shared Resources Folder. As you are planning with your team and come across great lessons, ideas, and resources... place them in the folder for all to access. Name your resource starting with standard, then activity. For example: 4.MD.3 Playground Perimeter and Area