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| **Content Area** | Mathematics | | | **Grade Level** | 4th Grade | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Number Sense, Properties, and Operations | 1. The decimal number system to the hundredths place describes place value patterns and relationships that are repeated in large and small numbers and forms the foundation for efficient algorithms | | | | | | MA10-GR.4-S.1-GLE.1 |
| 1. Different models and representations can be used to compare fractional parts | | | | | | MA10-GR.4-S.1-GLE.2 |
| 1. Formulate, represent, and use algorithms to compute with flexibility, accuracy, and efficiency | | | | | | MA10-GR.4-S.1-GLE.3 |
| 1. Patterns, Functions, and Algebraic Structures | 1. Number patterns and relationships can be represented by symbols | | | | | | MA10-GR.4-S.2-GLE.1 |
| 1. Data Analysis, Statistics, and Probability | 1. Visual displays are used to represent data | | | | | | MA10-GR.4-S.3-GLE.1 |
| 1. Shape, Dimension, and Geometric Relationships | 1. Appropriate measurement tools, units, and systems are used to measure different attributes of objects and time | | | | | | MA10-GR.4-S.4-GLE.1 |
| 1. Geometric figures in the plane and in space are described and analyzed by their attributes | | | | | | MA10-GR.4-S.4-GLE.2 |
| **Colorado 21st Century Skills**    **Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Own Your Learning*  **Invention:** *Creating Solutions* | | **Mathematical Practices:**   1. Make sense of problems and persevere in solving them. 2. Reason abstractly and 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. | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
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| **Unit Title** |  | | | **Length of Unit** |  |
| **Focusing Lens(es)** |  | **Standards and Grade Level Expectations Addressed in this Unit** |  | | |
| **Inquiry Questions (Engaging- Debatable):** |  | | | | |
| **Unit Strands** |  | | | | |
| **Concepts** |  | | | | |

| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
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| **Key Knowledge and Skills:**  **My students will…** | *What students will know and be able to do are so closely linked in the concept-based discipline of mathematics. Therefore, in the mathematics samples what students should know and do are combined.* |
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | |  |
| **Academic Vocabulary:** |  | |
| **Technical Vocabulary:** |  | |