4th Grade Curriculum Map

Subject	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Language	What is a Sentence? **4.L.2A-** Use correct capitalization **4.L.1F:** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	Nouns **4.L.1A:** Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	Verbs	Adjectives
Math	Place Value **4.NBT.1:** Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division. Comparing and Ordering Numbers **4.NBT.2:** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using	Multiplication **4.NBT.5:** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. Division **4.NBT.6:** Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the	Division **4.NBT.6:** Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. Fractions **4.NF.1:** Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to	Fractions **4.NF.3B:** Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8. Geometry **4.G.1:** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

	>, =, and < symbols to record the results of comparisons. <u>Addition and Subtraction</u> **4.NBT.4:** Fluently add and subtract multi-digit whole numbers using the standard algorithm. <u>Rounding/Estimating</u> **4.NBT.3:** Use place value understanding to round multi-digit whole numbers to any place.	properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. **4.NF.3A:** Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	**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. **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.
Social Studies	<u>Ancient Chamorro Era</u> **4.2.4-** Explain how ancient Chamorros lived and built their civilization. EXAMPLE(S): the importance of the caste system, latte stones, flying proa, fishing	<u>Spanish Era</u> **4.2.5-** Discuss reasons for the Spanish settlement on Guam. **4.2.7-**Analyze the causes and effects of the Spanish-American War.	<u>American Era</u> **4.2.10-** Explain how the American occupation before WWII impacted life on Guam.	<u>Japanese Era</u> **4.2.11**- Discuss the impact of the Japanese occupation on Guam. <u>Post War II</u> **4.2.12-** Describe the political, economic, and social impact of Americanization on Guam from post WWII to the present. **4.4.2-** Identify Guam as a U.S. Territory that

				recognizes the U.S. Constitution as the Supreme Law of the Land.
Science	Scientific Method **4.1.1-** Observe that results of repeated scientific investigations are seldom exactly the same. When differences occur, propose an explanation for them using recorded information from the investigations. **4.1.2**- Form and support a hypothesis after collecting information by gathering specimens or observing an experiment**.** **4.1.3-** Differentiate between evidence gathered through observations and inferences, and use the evidence to develop a line of reasoning.	Photosynthesis **4.2.5-** Observe and explain why most plants produce more seeds than the number that actually grow into new plants.	Weather and Climate **4.4.1**- Describe how the location of a place affects its weather and atmospheric conditions. EXAMPLE(S): How does Guam's location affect its weather and atmospheric conditions? **4.4.2-** Describe how an environment can be changed by typhoons, earthquakes, volcanoes, waves, currents, and floods. EXAMPLE(S): Illustrate how Guam's environment has been shaped and changed by earthquakes, volcanoes, typhoons, waves, currents, and floods. **4.4.5-** Predict how changes on the Earth's surface will affect local and world ecosystems. **4.4.8-** Describe the seasonal changes that occur as a result of the Earth's orbit around the Sun. EXAMPLE(S):	Recycle 4**.5.2-** Explain why some products and materials are easier to recycle than others. Technology **4.5.1-** Describe how the use of technology has changed the way people live on Guam and around the world.

			Compare and contrast Guam's two seasons: wet and dry.	
Health				
PE	Aerobic Games Chasing and Fleeing	Fitness Circuits Fitness Challenges	Walking, Jogging, Running Basketball	Basketball
Reading	Main Idea/ Supporting Details **4.RI.2:** Determine the main idea of a text and explain how it is supported by key details; summarize the text. **4.RF.4A:** Read grade-level text with purpose and understanding. Inferences **4.RL.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **4.RI.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Chronological Order **4.RI.5:** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. Compare and Contrast **4.RL.6:** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Sequence of Events **4.RI.3:** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. **4.RI.7:** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears**.** Cause and Effect **4.RI.5:** Describe the overall structure (e.g., chronology, comparison, cause/effect,	Informational Text **4.RI.10:** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

			problem/solution) of events, ideas, concepts, or information in a text or part of a text.	
Art				
Music				