



Center Elementary School

Course Syllabus

4th Grade Math

| Course Description & Overview | Textbook or Curriculum Source | Assessments for Course |
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| <p>Our focus is on developing number sense, problem-solving strategies, and critical thinking skills through engaging, hands-on lessons and real-world applications.</p> <p>Our key focuses for the year are: Place value to billions, mastering multi-digit addition, subtraction, multiplication, and division, building fluency with fractions and decimals, understanding geometric concepts including angles and symmetry, applying measurement and data analysis to real world situations, and personal finance literacy including budgeting and saving.</p> | Bluebonnet Learning K-5 Math Edition 1. | <p>STAAR (State of Texas Assessments of Academic Readiness) Taken in the Spring.</p> <p>Unit tests Administered on DMAC during the middle and end of each major unit to assess understanding of key concepts.</p> <p>Quizzes Throughout units to check for understanding.</p> <p>Performance Tasks Hands-on and real-world application activities.</p> <p>mClass Math Assessments Given at beginning, middle, and end of year to track growth and readiness.</p> |

Course Content by Grading Period

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| 1st Grading Period | Modules 1-3 : Place value/rounding, unit conversions and problem solving with metric measurements, multi-digit multiplication and division. |
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| 2nd Grading Period | Modules 3-4: multi-digit multiplication and division, angle measure and plane figures. |
| 3rd Grading Period | Modules 5-6: Fraction equivalence, ordering, and operations, introduction to decimals and financial literacy. |
| 4th Grading Period | Module 7 : Exploring measurement with multiplication and data. |

| Grading Policy | |
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| There will be 10 grades per 9 weeks in Math. One of these grades will be a midpoint and an end point module assessments every 9 weeks that will be taken on DMAC. The remaining 7 grades will be daily grades. Tests and daily grades are counted equally to their final grade, with each being 10%. | |