

# Grade 4 Mathematics – Unit 6: Tables and Graphs

## Phoenixville Area School District

Stage 1 Desired Results		
<p><b>PA Core Standards:</b>  <u>CC.2.4.4.A.2</u> Translate information from one type of data display to another</p> <p><u>CC.2.4.4.A.4</u> Represent and interpret data involving fractions using information provided in a line plot</p> <p><b>PSSA Assessment Anchors:</b>  <u>M04.D-M.2.1</u> organize, display, and answer questions based on data</p>	<b><i>Transfer</i></b>	
	<p><b>TRANSFER GOALS</b>  <i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Problem - Solving: Persistently apply various problem-solving strategies and organized approaches to accurately understand and solve problems</li> <li>• Mathematical Vocabulary: Interpret mathematical vocabulary and apply proper terminology to engage in meaningful oral and written expression that communicates mathematical thinking, problem-solving methods, and rationale.</li> </ul>	
	<b><i>Meaning</i></b>	
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<b><i>Knowledge and Skills Acquisition</i></b>		
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- Y axis
- Interpret

## Stage 2 – Evidence

Code A/M/T	Evaluative Criteria	Assessment Evidence		
<p style="text-align: center;">A/M/T</p> <p>Acquisition</p> <p>Meaning Making</p> <p>Transfer</p>	<p><i>What criteria will be used in each assessment to evaluate attainment of the desired results?</i></p>	<p><b>PERFORMANCE TASK(S)</b>  <i>Students will demonstrate understanding (meaning-making and transfer) through complex performance by...</i></p>		<p>Differentiation Considerations:</p> <p>[Work on this section after completing Stages 1-2 of all units]</p>
<p style="text-align: center;">A/M/T</p> <p>Acquisition</p> <p>Meaning Making</p> <p>Transfer</p>	<p><i>What criteria will be used in each assessment to evaluate attainment of the desired results?</i></p>	<p><b>OTHER EVIDENCE</b></p> <p><b>Unit Test A: Tables and Line Graphs</b></p> <ul style="list-style-type: none"> <li>• See Assessment folder for Unit 6 assessment</li> <li>• Multiple Choice</li> <li>• Fill in the blank</li> <li>• Open ended Response</li> </ul>		<p>Differentiation Considerations:</p> <p>[Work on this section after completing Stages 1-2 of all units]</p>