

Wells Elementary School
CURRICULUM STANDARDS
MATH

Grade Level: 4

UNIT/MODULE:

Module 1 - Place Value, Rounding, and Algorithms for Addition and Subtraction

Timeline: September/October

Focus Skills/Strategies:

Place Value of multi-digit whole numbers
Comparing multi-digit whole numbers
Rounding multi-digit whole numbers
Multi-digit whole number addition
Multi-digit whole number subtraction
Addition and subtraction word problems

STANDARDS	LEARNING TARGETS ("I CAN" STATEMENTS)
<u>4.NBT.A.1</u>	I can recognize that one place's value represents ten times what it represents to it's right.
<u>4.NBT.A.2</u>	I can represent numbers in all forms. I can compare a multi-digit whole number.
<u>4.NBT.A.3</u>	I can round multi-digit whole numbers to any place value.
<u>4.NBT.B.4</u>	I can use standard algorithms to add and subtract multi-digit whole numbers.
<u>4.OA.A.3</u>	I can solve multi-step whole number word problems using addition and subtraction.

Grade Level: 4

UNIT/MODULE: 2 - Unit Conversions and Problem Solving with Metric Measurement

Timeline: October

Focus Skills/Strategies:

Unit Conversions and Problem Solving with Metric Measurement

Metric Unit Conversions

Application of Metric Unit Conversions

STANDARDS	LEARNING TARGETS ("I CAN" STATEMENTS)
<u>4.MD.A.1</u>	I can apply my knowledge of relative sizes of measurement units including length, mass, and capacity, and convert to find equivalent units.
<u>4.MD.A.2</u>	I can use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money.

Grade Level: 4th

UNIT/MODULE: 3: Multi-Digit Multiplication and Division

Timeline: November/December/January

Focus Skills/Strategies:

Topic A: Multiplicative Comparison Word Problems

Topic B: Multiplication by 10, 100, and 1,000

Topic C: Multiplication of up to Four Digits by Single-Digit Numbers

Topic D: Multiplication Word Problems

Topic E: Division of Tens and Ones with Successive Remainders

Topic F: Reasoning with Divisibility

Topic G: Division of Thousands, Hundreds, Tens, and Ones

Topic H: Multiplication of Two-Digit by Two-Digit Numbers

STANDARDS	LEARNING TARGETS (“I CAN” STATEMENTS)
<u>CCSS.MATH.CONTENT.4.MD.A.3</u>	I can use the area and perimeter formulas for rectangles.
<u>CCSS.MATH.CONTENT.4.MD.A.1</u>	I can convert large units of measurement into smaller units within the metric system. I can compare units of measurement in the metric system.
<u>CCSS.MATH.CONTENT.4.NBT.A.1</u>	I can recognize that each digit is ten times more than the place to the right.
<u>CCSS.MATH.CONTENT.4.NBT.B.5</u>	I can multiply a whole number up to four digits by one digit. I can multiply two 2-digit numbers using my knowledge of place value and properties of operations. I can show the multiplication using equations, arrays, and area models.
<u>CCSS.MATH.CONTENT.4.OA.B.4</u>	I can find all factor pairs of a whole number up to 100. I can recognize that a whole number is a multiple of each of its factor. I can determine if a whole number is prime or composite within 100.
<u>CCSS.MATH.CONTENT.4.OA.A.3</u>	I can solve multi-step word problems with whole numbers using addition, subtraction, division, and multiplication. I can represent the unknown in the equation with a letter. I can assess the reasonableness of my answer by doing math in my head, rounding, and estimation.
<u>CCSS.MATH.CONTENT.4.OA.C.5</u>	I can recognize and continue a pattern following a given rule with numbers and shapes. I can identify parts of the pattern that do not follow the given rule.
<u>CCSS.MATH.CONTENT.4.NBT.B.6</u>	I can find the quotient and remainder up to four-digit numbers and one-digit numbers using place value and relationship between multiplication and division. I can explain my multiplication with equations, arrays, and area models.
<u>CCSS.MATH.CONTENT.4.OA.A.2</u>	I can multiply and divide word problems using multiplicative comparison. I can use drawings and equations with a symbol for the unknown.

<u>CCSS.MATH.CONTENT.4.MD.A.2</u>	I can use addition, subtraction, multiplication, and division to solve word problems involving distances, times, volumes, masses, weight, and money. I can solve word problems involving simple fractions and decimals. I can solve problems that convert larger measurements into smaller units. I can represent measurements on number lines.
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Grade Level: 4th
UNIT/MODULE 4: Angle Measure and Plane Figures
Timeline: January/February

Focus Skills/Strategies: Topic A: Lines and Angles Topic B: Angle Measurement Topic C: Problem Solving with the Addition of Angle Measures Topic D: Two-Dimensional Figures and Symmetry
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STANDARDS	LEARNING TARGETS (“I CAN” STATEMENTS)
<u>CCSS.MATH.CONTENT.4.G.A.1</u>	I can draw points, lines, line segments, rays, angles, and perpendicular and parallel lines. I can identify these in 2D shapes.
<u>CCSS.MATH.CONTENT.4.MD.C.5</u>	I can recognize that angles are formed where two rays share a common endpoint.
<u>CCSS.MATH.CONTENT.4.G.A.2</u>	I can classify 2D shapes with or without parallel or perpendicular lines and angles of certain sizes. I can recognize and identify right angles.

<u>CCSS.MATH.CONTENT.4.G.A.3</u>	I can recognize lines of symmetry for 2D shapes. I can identify symmetric shapes, and draw lines of symmetry.
<u>CCSS.MATH.CONTENT.4.MD.C.7</u>	I can
<u>CCSS.MATH.CONTENT.4.MD.C.6</u>	

Grade Level: 4th
UNIT/MODULE: 4 - Angle Measure and Plane Figures
Timeline: January/February

Focus Skills/Strategies: Angle Measure and Plane Figures Lines and Angles Angle Measurement Problem Solving with the Addition of Angle Measures Two-Dimensional Figures and Symmetry

STANDARDS	LEARNING TARGETS (“I CAN” STATEMENTS)
<u>4.G.1 Lines and Angles</u>	I can identify and draw points, lines, line segments, rays, and angles. I can identify acute, obtuse, and right angles I can draw right, obtuse, and acute angles I can identify perpendicular and parallel lines.
<u>4.MD.5 Angle Measurement</u>	I can use a circular protractor to understand a 1 degree angle as a 1/360th of a turn I can identify and measure angles as turns, and recognize them in various contexts

<u>4.MD.6 Angle Measurement</u>	I can measure and draw angles I can sketch given angle measures and verify with a protractor
<u>4.MD.7 Problem Solving with Addition of Angle Measures</u>	I can decompose angles using pattern blocks I can use the addition of adjacent angle measures to solve problems using a symbol for the unknown angle measure
<u>4.G.2 Two Dimensional Figures and Symmetry</u>	I can analyze and classify triangles based on side length, angle measure or both I can define and construct triangles from given criteria I can classify and draw quadrilaterals based on attributes.
<u>4.G.3 Two Dimensional Figures and Symmetry</u>	I can recognize lines of symmetry for given two dimensional figures I can identify lines, symmetric figures, and draw lines of symmetry I can explore symmetry in triangles

Grade Level: 4
UNIT/MODULE: 5 - Fraction Equivalence, Ordering, and Operations
Timeline: February/March/April/May

Focus Skills/Strategies: Fraction equivalence, ordering, and operations Decomposition and Fraction Equivalence Fraction Equivalence using Multiplication and Division Fraction Comparison Fraction Addition and Subtraction Extending Fraction Equivalence To Fractions Greater Than 1 Addition and Subtraction of Fractions by Decomposition Repeated Addition of Fractions as Multiplication Exploring a Fraction Pattern

STANDARDS	LEARNING TARGETS ("I CAN" STATEMENTS)
<u>4.NF.A.1</u>	I can show equivalence of fractions using multiplication and division.
<u>4.NF.A.2</u>	I can compare fractions using common units, common denominators, and benchmark fractions.
<u>4.NF.B.3</u>	I can add and subtract fractions with like denominators. I can solve word problems using addition and subtraction of fractions. I can add and subtract mixed numbers.
<u>4.NF.B.4</u>	I can multiply a whole number by a fraction.
<u>4.OA.C.5</u>	I can recognize patterns when adding unit fractions.
<u>4.MD.B.4</u>	I can solve word problems with line plots.

Grade Level: 4th
UNIT/MODULE: 6 - Decimal / Fractions
Timeline: May/June

Focus Skills/Strategies: Exploration of Tenths Tenths and Hundredths Decimal Comparison Addition with Tenths and Hundredths Money Amounts as Decimal Numbers
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STANDARDS	LEARNING TARGETS ("I CAN" STATEMENTS)
<u>CCSS.MATH.CONTENT.4.NF.C.6</u>	I can use decimals for fractions with denominators of

	10 and 100. I can convert fractions to decimals.
<u>CCSS.MATH.CONTENT.4.NF.C.5</u>	I can show fractions with denominators of 10 as an equal fractions with denominators of 100. I can add two fractions with denominators of 10 and 100.
<u>CCSS.MATH.CONTENT.4.NF.C.7</u>	I can compare two decimals to the hundredths using symbols $<$, $>$, and $=$ to justify reasoning.
<u>CCSS.MATH.CONTENT.4.MD.A.2</u>	I can use addition, subtraction, division, and multiplication to solve word problems involving distances, time, volumes, masses, weight, and money. I can solve word problems with simple fractions and decimals. I can solve word problems converting larger measurements into smaller measurements. I can represent measurements using diagrams and number lines.

Grade Level: 4
UNIT/MODULE: Module 7 - Exploring Measurement with Multiplication
Timeline: June

Focus Skills/Strategies: Measurement conversion tables Problem solving with measurement Investigation of Measurements Expressed as Mixed Numbers
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STANDARDS	LEARNING TARGETS ("I CAN" STATEMENTS)
<u>4.MD.A.1</u>	I can record measurement in a two column table. I can understand relative sizes of measurements. I can express measurement in smaller and larger

	units.
<u>4.OA.A.1</u>	I can understand a multiplication equation as a comparison.
<u>4.OA.A.2</u>	I can solve word problems by multiplying and dividing that involve comparison. I can express the solution with drawings, equations, and symbols to show the unknown number.
<u>4.MD.A.2</u>	I can use the four operations to solve word problems for distance, intervals of time, liquid volumes, masses of objects, and money. I can solve word problems involving simple fractions or decimals. I can express measurement in larger and smaller units.
<u>4.OA.A.3</u>	I can solve word problems using the four operations. I can express the problem using a letter to represent the unknown quantity. I can assess the reasonableness of the answer.