New Paltz Central School District
Mathematics
Fourth Grade

Time	Essential Questions/Content	Standards/Skills	Assessments
September - October	**<u>Unit 1: The Number System</u>** • What is place value? --- • Generalize place value understanding for multi-digit whole numbers. • Use place value understanding and properties of operations to perform multi-digit arithmetic. • Use the four operations with whole numbers to solve problems.	• 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.* • Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded from. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. • Use place value understanding to round multi-digit whole numbers to any place. • Fluently add and subtract multi-digit whole numbers using the standard algorithm (to 1,000,000). • Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. • Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule, "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*	• The Number System unit assessment • Teacher observation • Student discussion • Teacher determined checkpoints
October	**<u>Unit 2: Geometry</u>** • What are the properties of polygons? • What is the difference between a two-dimensional object and a three-dimensional object? --- • 2-D geometry • 3-D geometry • Solving problems involving area and perimeter	• Identify and describe spatial relationships. • Describe geometric figures - triangle, quadrilateral, pentagon, hexagon, octagon. • Define and identify vertices, faces, and edges of three-dimensional shapes. • Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*	• Geometry unit assessment • Teacher observation • Student discussion • Teacher determined checkpoints

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November - December	**Unit 3: Multiplication and Division** • Use the four operations with whole numbers to solve problems. • Gain familiarity with factors and multiples. • Use place value understanding and properties of operations to perform multi-digit arithmetic.	• Interpret a multiplication equation as a comparison, e.g., interpret 35=5x7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. • Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. • Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is prime or composite. • 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. • 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.	• Formative and summative multiplication and division fact quizzes • Quick write-students journal their answers to the essential question at the onset and culmination of the unit • Checkpoint quizzes on problem solving • Summative unit assessment • Skills checklist • Teacher observation

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January - February	**<u>Unit 4: Fractions</u>** • Why does the identity property of multiplication allow us to create equivalent fractions? • How do we compare fractions? • How are adding and subtracting fractions similar and different to adding and subtracting whole numbers? • What is the relationship between adding fractions and multiplying fractions? --- • Extend understanding of fraction equivalence and ordering. • Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. • Represent and interpret data • A fractional quantity can be subdivided into an infinite number of equal pieces while maintaining the original fractional	• Explain why a fraction *a/b* is equivalent to a fraction *(n x a) / (n x b)* by using visual fraction models, with attention to 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. • Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as ½. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. • Understand a fraction *a/b* with *a* > 1 as a sum of fractions 1/*b*. o Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. o 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.** o Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of and the relationship between addition and subtraction.* o Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.* • Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. a. Understand a fraction *a/b* as a multiple of 1/*b*. *For example, use a visual fraction model to represent 5/4 as the product of 5 x (1/4), recording the conclusion by the equation 5/4 = 5 x (1/4).**	• Formative and summative quizzes (some examples are attached) • Quick write - students journal their answers to the essential questions at the onset and culmination of the unit • Checkpoint quizzes on problem solving • Summative unit assessment • Skills checklist • Teacher observation

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	quantity, e.g., 1/2 can be subdivided into 2/4, 4/8, and so on. Those subdivisions are called equivalent fractions. • The identity property of multiplication and its relationship to fractions (1/1, 2/2, 3/3, 4/4,…n/n = 1). • The identity property of multiplication is employed to create equivalent fractions [(n*a)(n*b) = na/nb]. • Fractions represent a single quantity that can be compared. • Benchmark fractions (1/4, 1/3, 1/2, 2/3, 3/4). • Fractions can be compared by attending to numerators, denominators, or benchmark fractions.	b. Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 x (2/5) as 6 x (1/5), recognizing this product as 6/5. (In general, n x (a/b) = (n x a)/b.** c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?** • Make a line plot to display a data set of measurements in fractions of a unit (1/2, ¼, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.* • Identify differences in two equivalent fractions, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. • Identify how the identity property of multiplication transforms a fraction into its equivalent fraction. • Represent equivalency of fraction pictorially (a/b is equivalent to (n x a)/(n x b)). • Construct models of equivalent fractions using manipulatives such as paper, color tiles, fraction bars, and fraction circles. • Identify how fractional pairs can be changed to have equivalent denominators to determine >, =, <. • Identify how fractional pairs can be changed to have equivalent numerators to determine >, =, <. • Use benchmark fractions to determine >, =, < of various fraction pairs. • Change fractional pairs using area model, number lines, set models, pattern blocks, and other manipulatives or pictorial representations in order to compare two fractions.	

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	• Addition and subtraction of fractions is joining and separating parts referring to the same whole. • A fraction can be decomposed into a sum of fractions with the same denominator. • A mixed number is a whole number and a fraction, e.g., 2 ¼. • Definition of a unit fraction. • A fraction (1/b) multiplied by a whole number (n) is n/b (1/7 x 3 = 3/7). • 3 x 1/7 = 1/7 + 1/7 + 1/7.	• Use varied strategies, including algorithms, for adding and subtracting fractions with like denominators. • Describe various ways to decompose (break apart) a fraction. • Decompose a fraction and whole numbers into unit fractions. • Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. • Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. • Model the joining and separating of fractions with like denominators referring to the same whole. • Illustrate decompositions of fractions using various models (set, area, measurement). • Represent unit fractions with models. • Form equivalent expressions by writing fractions as a multiple of a unit fraction (e.g., 4/3 = 4 x (1/3)). • Use the associative property of multiplication needed in the problem a x (b/c) = a x b x (1/c). • Solve word problems involving multiplication of a fraction by a whole number. • Represent visually 5/4 = 5 x (1/4) using drawings, number lines, and other forms of modeling. • Represent visually problems involving (a x b/c) = a x b x (1/c).	

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		• Illustrate decompositions of fractions using various models (set, area, measurement). • Represent unit fractions with models. • Form equivalent expressions by writing fractions as a multiple of a unit fraction (e.g., 4/3 = 4 x (1/3)). • Use the associative property of multiplication needed in the problem a x (b/c) = a x b x (1/c). • Solve word problems involving multiplication of a fraction by a whole number. • Represent visually 5/4 = 5 x (1/4) using drawings, number lines, and other forms of modeling. • Represent visually problems involving (a x b/c) = a x b x (1/c).	
March	**<u>Unit 5: Measurement</u>** • Why and how do we measure length, capacity, mass, and time? --- • Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	• Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft. is 12 times as long as 1 in. Express the length of a 4 ft. snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36)….* • Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	• Measurement unit assessment • Teacher observation • Student discussion • Teacher determined checkpoints

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April - May	**<u>Unit 6: Multiplication and Division</u>** • What strategies can be used to solve double-digit multiplication problems? • How are multiplication and division related to each other? --- • Use place value understanding and properties of operations to perform multi-digit arithmetic. • Gain familiarity with factors and multiples.	• 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. • 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. • Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	• Multiplication and Division unit assessment • Teacher observation • Student discussion • Teacher determined checkpoints
May - June	**<u>Unit 7: Geometric Relationships</u>** • How are perpendicular lines, parallel lines, and angles used in our lives? --- • Draw and identify lines and angles, and classify shapes by properties of their lines and angles. • Understand concepts of angle and measure angles.	• Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. • 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. • 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. • Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees. • Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. • Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	• Geometric Relationships unit assessment • Teacher observation • Student discussion • Teacher determined checkpoints