

PORT EDWARDS SCHOOL DISTRICT CURRICULUM MAP

Course: Mathematics

Unit:	Place Value (Ch. 1)
Essential Question(s):	How does my understanding of place value help me to recognize and organize numbers?

Standard	Learning Targets		Common Assessments	Common Resources & Activities
	Concept / Content	Skill		
4.NBT.A.1 - Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to the right 4.NBT.A.2 - Read and write multi-digit whole numbers using numerals, word form, and expanded form - Compare two multi-digit numbers 4.NBT.A.3 - Use place value understanding to generate estimates for real-world problem situations	Vocabulary: ☐ Digit ☐ Numeral ☐ Place Value ☐ Expanded Form ☐ Standard Form ☐ Word Form ☐ Greater Than ☐ Less Than ☐ Estimate	☐ Identify the place value of multi-digit numbers up to the millions place ☐ Read and write multi-digit numbers in standard, expanded, and word form ☐ Compare numbers using greater than, less than, and equal to ☐ Order numbers by comparing the digit values ☐ Estimate numbers by rounding ☐ Use estimations and rounding of multi-digit numbers to solve real-world problems	Chapter 1 Assessment	Base 10 Blocks MyMath Workbooks

PORT EDWARDS SCHOOL DISTRICT CURRICULUM MAP

Course: Mathematics

Unit:	Add and Subtract Whole Numbers (Ch 2.)			
Essential Question(s):	What strategies can we use to add and subtract whole numbers, and where would we use these skills in the real world?			
Standard	Learning Targets		Common Assessments	Common Resources & Activities
	Concept / Content	Skill		
4.NBT.A.3 - Use place value understanding to generate estimates for real-world problem situations - 4.NBT.B.4 - Flexibly and efficiently add and subtract multi-digit whole numbers using algorithms, addition and subtraction properties, and/or the relationship between addition and subtraction 4.OA.A.3 - Solve multi-step word problems with whole numbers using the four operations, including problems in which remainders need to be interpreted - Represent problems using equations with a letter standing for the unknown quantity - Assess the reasonableness of an answer using mental computation and estimation strategies	Vocabulary: ☐ Commutative property of addition ☐ Associative property of addition ☐ Identity Property of Addition ☐ Unknown ☐ Minuend ☐ Subtrahend ☐ Equation ☐ Variable	☐ Use addition properties and subtraction rules to add and subtract ☐ Use patterns to solve addition and subtraction problems ☐ Estimate sums and differences of multi-digit numbers ☐ Add multi-digit numbers using the standard algorithm ☐ Subtract multi-digit numbers using the standard algorithm ☐ Solve multi-digit story problems involving addition and subtraction by writing equations or using visual models	Chapter 2 Assessment	MyMath Workbook

PORT EDWARDS SCHOOL DISTRICT CURRICULUM MAP

Course: Mathematics

Unit:	Understand Multiplication and Division (ch 3)			
Essential Question(s):	What is the connection between multiplication and division?			
Standard	Learning Targets		Common Assessments	Common Resources & Activities
	Concept / Content	Skill		
4.NBT.B.5 - Multiply a whole number of up to four digits by a one-digit whole number - Multiply two two-digit numbers 4.NBT.B.6 - Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors 4.OA.A.1 - Interpret a multiplication equation as a multiplicative comparison as a statement that 35 is 5 times as many as 7 and 7 times as many as five 4.OA.A.2 - Multiply or divide to solve word problems involving multiplicative comparison by using drawings and equations with a symbol for the unknown number - Distinguish between a multiplicative comparison from an additive comparison 4.OA.B.4 - Find all factor pairs for a whole number between 1-100. - Recognize that a whole number is a multiple of each of its factors - Determine whether a given number in the range of 1-100 is a multiple of a given one-digit number - Determine if a number is prime or composite	Vocabulary: ☐ Dividend ☐ Divisor ☐ Fact Family ☐ Factor ☐ Quotient ☐ Product ☐ Repeated Subtraction ☐ Commutative Property of Multiplication ☐ Zero Property of Multiplication ☐ Identity property of Multiplication ☐ Associative Property of Multiplication ☐ Decompose ☐ Multiple	☐ Understand that multiplication and division are inverse operations ☐ Show division as repeated subtraction ☐ Use multiplication properties and division rules to solve problems ☐ Find factors and multiples of a given whole number ☐ Solve problems involving multiplicative and/or additive comparisons	Chapter 3 Assessment	MyMath Workbook

PORT EDWARDS SCHOOL DISTRICT CURRICULUM MAP

Course: Mathematics

Unit:	Multiply with One-Digit Numbers (Ch. 4)
Essential Question(s):	How can we extend our knowledge of multiplication to multiply larger numbers?

Standard	Learning Targets		Common Assessments	Common Resources & Activities
	Concept / Content	Skill		
4.NBT.A.1 - Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to the right 4.NBT.A.3 - Use place value understanding to generate estimates for real-world problem situations 4.NBT.B.5 - Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers	Vocabulary ☐ Factor ☐ Product ☐ Partial Products ☐ Distributive Property ☐ Estimate	☐ Multiply multiples of 10, 100, and 1,000 using basic facts and patterns ☐ Estimate products by rounding ☐ Multiply a multi-digit number by a one-digit number using the area model ☐ Multiply a multi-digit number by a one-digit number using the traditional algorithm ☐ Multiply a multi-digit number by a one-digit number using the distributive property (partial products) ☐ Determine if a product is reasonable using estimation and/or rounding ☐ Solve real-world story problems that involve the multiplication of larger numbers.	Chapter 4 Assessment	MyMath Workbook

PORT EDWARDS SCHOOL DISTRICT CURRICULUM MAP

Course: Mathematics

Unit:	Multiply with Two-Digit Numbers (Ch 5)
Essential Question(s):	How can we extend our knowledge of multiplication to multiply larger numbers?

Standard	Learning Targets		Common Assessments	Common Resources & Activities
	Concept / Content	Skill		
4.NBT.B.5 - Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers 4.NBT.A.3 - Use place value understanding to generate estimates for real-world problem situations, with multi-digit whole numbers - Assess the reasonableness of their estimates 4.OA.A.3 - Solve multi-step word problems with whole numbers using the four operations, including problems in which remainders need to be interpreted - Represent problems using equations with a letter standing for the unknown quantity - Assess the reasonableness of an answer using mental computation and estimation strategies	Vocabulary ☐ Factor ☐ Product	☐ Use properties and algorithms to multiply by tens ☐ Estimate products by rounding ☐ Multiply two-digit by two-digit numbers using the area model ☐ Multiply two-digit by two-digit numbers using the traditional algorithm ☐ Use rounding and estimation to determine if an answer is reasonable ☐ Use multiplication to solve multi-step word problems	Chapter 5 Assessment	MyMath workbook

PORT EDWARDS SCHOOL DISTRICT CURRICULUM MAP

Course: Mathematics

Unit:	Divide by a One-Digit Number (Ch. 6)
Essential Question(s):	What strategies can we use to divide numbers?

Standard	Learning Targets		Common Assessments	Common Resources & Activities
	Concept / Content	Skill		
4.NBT.A.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 4.NBT.A.3 - Use place value understanding to generate estimates for real-world problem situations, with multi-digit whole numbers - Assess the reasonableness of their estimates 4.NBT.B.6 - Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors	Vocabulary ☐ Compatible Numbers ☐ Estimate ☐ Quotient ☐ Dividend ☐ Divisor ☐ Remainder ☐ Interpret	☐ Use basic facts and patterns to divide mentally ☐ Estimate quotients using compatible numbers, basic facts, and place value ☐ Solve division problems by using manipulatives or by making a model ☐ Divide multi-digit numbers with up to a four-digit dividend and one-digit divisor with and without remainders using the traditional algorithm ☐ Check for accuracy using multiplication and addition ☐ Interpret the remainder in a division story problem ☐ Solve multi-step word problems with more than one operation	Chapter 6 Assessment	MyMath Workbook

PORT EDWARDS SCHOOL DISTRICT CURRICULUM MAP

Course: Mathematics

Unit:	Patterns and Sequences (Ch 7)
Essential Question(s):	How are patterns used in mathematics? What patterns do we see in our everyday life? How do patterns help us make predictions and solve problems?

Standard	Learning Targets		Common Assessments	Common Resources & Activities
	Concept / Content	Skill		
4.OA.C.5 - 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 4.OA.A.3 - Solve multi-step word problems with whole numbers using the four operations, including problems in which remainders need to be interpreted - Represent problems using equations with a letter standing for the unknown quantity	Vocabulary ☐ Pattern ☐ Nonnumeric Pattern ☐ Numeric Pattern ☐ Pattern Unit ☐ Repeating Pattern ☐ Growing Pattern ☐ Rule ☐ Term ☐ Sequence ☐ Order of Operations	☐ Describe non-numeric patterns with both growing and repeating patterns ☐ Identify, describe, and extend numeric patterns ☐ Find and describe observations about given patterns and sequences ☐ Identify and use a pattern to solve word problems ☐ Find and use rules to write equations for a given pattern ☐ Use the order of operations to solve equations with two or more operations	Chapter 7 Assessment	MyMath Workbook

PORT EDWARDS SCHOOL DISTRICT CURRICULUM MAP

Course: Mathematics

Unit:	Fractions (Ch. 8)			
Essential Question(s):	What are fractions? How, when, and why do we use them in every day life?			
Standard	Learning Targets		Common Assessments	Common Resources & Activities
	Concept / Content	Skill		
4.OA.B.4 - Find all factor pairs for a whole number between 1-100. - Recognize that a whole number is a multiple of each of its factors - Determine whether a given number in the range of 1-100 is a multiple of a given one-digit number - Determine if a number is prime or composite 4.NF.A.1 - Explain why a fraction is equivalent to another fraction by using visual models - Recognize and generate equivalent fractions that name the same amount. 4.NF.A.2 - Compare fractions with different numerators and denominators. Recognize that comparisons are only valid when the fractions refer to the same whole - Justify comparisons using visual models, number lines, benchmark fractions, or common numerators or denominators 4.NF.B.3 - Understand composing and decomposing fractions using unit fractions, - Add and subtract fractions, including mixed numbers, with like denominators	Vocabulary ☐ Factors ☐ Multiples ☐ Prime number ☐ Composite number ☐ Numerator ☐ Denominator ☐ Equivalent fractions ☐ Greatest common factor ☐ Least common multiple ☐ Benchmark fraction ☐ Mixed number ☐ Improper fraction ☐ Unit fraction ☐ Decompose ☒	☐ Find factors and multiples of a given whole number between 1-100 ☐ Determine if a given whole number between 1-100 is prime or composite ☐ Find equivalent fractions using visual fraction models, common numerators, or common denominators ☐ Compare two fractions using visual fraction models, benchmark fractions, common numerators or common denominators ☐ Decompose a fraction in multiple ways, including the use of unit fractions ☐ Add and subtract fractions and mixed numbers with like denominators ☐ Write mixed numbers and improper fractions ☐ Solve story problems involving addition and subtraction of fractions	Chapter 8 Assessment	MyMath Workbook Fraction Tile Manipulatives

PORT EDWARDS SCHOOL DISTRICT CURRICULUM MAP

Course: Mathematics

Unit:	Operations with Fractions (Ch. 9)			
Essential Question(s):	How can we use our knowledge of fractions to add and subtract fractions and mixed numbers?			
Standard	Learning Targets		Common Assessments	Common Resources & Activities
	Concept / Content	Skill		
4.NF.B.3 - Understand composing and decomposing fractions in multiple ways, including using unit fractions, - Add and subtract fractions, including mixed numbers, with like denominators - Add and Subtract fractions, including mixed numbers, with related denominators (ex. $\frac{1}{2}$, $\frac{1}{4}$, or $\frac{1}{3}$ and $\frac{1}{6}$) - Solve word problems involving addition and subtraction of fractions with like and related denominators	Vocabulary ☐ Compose ☐ Decompose ☐ Common Numerator ☐ Common Denominator ☐ Equivalent Fractions ☐ Mixed Numbers ☐ Improper Fraction ☐ Unit Fraction ☐	☐ Add like fractions ☐ Subtract like fractions ☐ Add mixed numbers ☐ Subtract mixed numbers ☐ Solve word problems that involve adding and subtracting fractions with like denominators Assess with Chapter 10 ☐ Use visual fraction models to multiply fractions by a whole number ☐ Solve word problems that involve adding and subtracting fractions with like denominators ☐ Solve word problems that involve multiplying a fraction by a whole number	Chapter 9 Assessment	MyMath Workbook
4.NF.B.4 (assess with Chapter 10) - Understand a fraction as a group of unit fractions or as a multiple of a unit fraction - Represent a whole number times a non-unit fraction using visual fraction models - Solve word problems involving multiplication of a whole number times a fraction - Know between what two whole numbers a fraction lies				

PORT EDWARDS SCHOOL DISTRICT CURRICULUM MAP

Course: Mathematics

Unit:	Fractions and Decimals (Ch 10)			
Essential Question(s):	What is a decimal, and how are decimals and fractions related?			
Standard	Learning Targets		Common Assessments	Common Resources & Activities
	Concept / Content	Skill		
4.NF.C.5 - Express a fraction with denominator 10 as an equivalent fraction with a denominator 100 - Use this technique to add two fractions with respective denominators of 10 and 100 4.NF.C.6 - Use decimal notation for fractions with denominators 10 or 100 - Connect decimals to real-world contexts - Represent with visual models 4.NF.C.7 - Compare decimals to hundredths. Recognize that comparisons are only valid when the decimals refer to the same whole - Justify conclusions by using visual models	Vocabulary ☐ Decimal ☐ Tenth ☐ Hundredth	☐ Make equivalent fractions with denominators of 10 and 100 ☐ Add two fractions with denominators of 10 or 100 ☐ Write a fraction with a denominator of 10 or 100 as a decimal ☐ Model decimals to the hundredths place using place value charts and grids ☐ Describe the relationship between decimals and fractions ☐ Identify, read, and write tenths and hundredths and decimals, and fractions ☐ Compare and order decimals to hundredths using visual models or reasoning about their size ☐ I can solve real-world problems involving decimals and fractions.	Chapter 10 Assessment	MyMath Workbook

PORT EDWARDS SCHOOL DISTRICT CURRICULUM MAP

Course: Mathematics

Unit:	Customary Measurement (Ch. 11)
Essential Question(s):	What are the customary categories of measurement and when do we use them? How can we gain information and share our knowledge by reading and creating graphs?

Standard	Learning Targets		Common Assessments	Common Resources & Activities
	Concept / Content	Skill		
4.MD.A.1 - Know the relative sizes of measurement units within one system of measurement - 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 4.MD.A.2 - 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 4.MD.B.4 - Make a line plot to display a data set of measurements in fractions of a unit - Solve problems involving addition and subtraction of fractions using information presented in line plots	Vocabulary ☐ Customary System ☐ Metric system ☐ Length - Inch, foot, yard, mile - Centimeter, meter, kilometer ☐ Capacity - Cup, fluid ounce, gallon, pint, quart - Milliliter, liter, kiloliter ☐ Weight - Ounce, pound, ton - Miligram, gram, kilogram ☐ Time - Second, minute, hour, day, year, century ☐ Convert ☐ Line Plot	☐ Estimate and measure length using customary units ☐ Convert customary units of length ☐ Estimate and measure customary and metric capacities ☐ Convert customary units of capacity ☐ Estimate and measure customary units of weight ☐ Convert customary units of weight ☐ Convert units of time ☐ Display measurement data in a line plot ☐ Use the four operations to solve real-world measurement problems that may require conversions ☐ Create a line plot using a given data set that includes common fractions ☐ Solve problems involving addition and subtraction of fractions using information that is presented on a line plot	Chapter 11 Assessment	MyMath Workbook

PORT EDWARDS SCHOOL DISTRICT CURRICULUM MAP

Course: Mathematics

Unit:	Metric Measurement (Ch. 12)			
Essential Question(s):	What are the metric categories of measurement and when do we use them?			
Standard	Learning Targets		Common Assessments	Common Resources & Activities
	Concept / Content	Skill		
4.MD.A.1 - Know relative sizes of measurement units within one system of measurement - 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 4.MD.A.2 - 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	Vocabulary ☐ Metric system ☐ Length - Millimeter, centimeter, meter, kilometer ☐ Capacity - Milliliter, liter, kiloliter ☐ Weight - Milligram, gram, kilogram ☐ Convert	☐ Estimate and measure length using metric units ☐ Convert metric units of length ☐ Estimate and measure metric and metric capacities ☐ Convert metric units of capacity ☐ Estimate and measure metric units of weight ☐ Convert metric units of weight ☐ Use the four operations to solve real-world measurement problems that may require conversions	Chapter 12 Assessment	MyMath Workbook

PORT EDWARDS SCHOOL DISTRICT CURRICULUM MAP

Course: Mathematics

Unit:	Perimeter and Area (Ch 13)
Essential Question(s):	How can we apply formulas to find the area and perimeter for given shapes?

Standard	Learning Targets		Common Assessments	Common Resources & Activities
	Concept / Content	Skill		
4.MD.A.3 - Apply the area and perimeter formulas for rectangles in real-world and mathematical problems	Vocabulary ☐ Perimeter ☐ Unit Square ☐ Square Unit ☐ Area	☐ Find the perimeter of a rectangular figure using one of the following formulas: - $L + L + W + W$ - $(L + W) \times 2$ - $(L \times 2) + (W \times 2)$ ☐ Find the area of rectangles and squares using the formula $L \times W$ ☐ Solve story problems in which you need to solve for area and/or perimeter	Chapter 13 Assessment	MyMath Workbook

PORT EDWARDS SCHOOL DISTRICT CURRICULUM MAP

Course: Mathematics

Unit:	Geometry (Ch 14)
Essential Question(s):	How can we use our knowledge of shapes and their attributes to classify and create hierarchies?

Standard	Learning Targets		Common Assessments	Common Resources & Activities
	Concept / Content	Skill		
4.G.A.1 - Draw points, lines, line segments, rays, angles (right, acute, obtuse) and perpendicular and parallel lines. Identify these in two-dimensional figures 4.MD.C.5 - Recognize angles as geometric shapes that are formed when two rays share a common endpoint - Understand that an angle is measured with reference to a circle and that a circle is made up of 360 one-degree angles 4.MD.C.6 - Measure angles in whole-number degrees using a protractor. - Sketch angles of a specified measure 4.MD.C.7 - 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 the unknown angles on a diagram in real-world and mathematical problems. 4.G.A.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.A.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.	Vocabulary ☐ Point ☐ Line ☐ Ray ☐ Endpoint ☐ Line Segment ☐ Parallel ☐ Intersecting ☐ Perpendicular ☐ Angle ☐ Degree ☐ Right angle ☐ Acute angle ☐ Obtuse Angle ☐ Right Triangle ☐ Parallelogram ☐ Rectangle ☐ Rhombus ☐ Square ☐ Trapezoid ☐ Line Symmetry	☐ Draw points, lines, line segments, and rays, and identify these in two-dimensional figures ☐ Draw parallel, perpendicular, and intersecting lines and recognize these in two-dimensional figures ☐ Use a protractor to measure angles to the nearest degree ☐ Use a protractor to draw angles to the nearest degree ☐ Classify angles based on their measurements ☐ Solve addition and subtraction problems to find unknown angles on a diagram ☐ Classify two-dimensional shapes based on their attributes ☐ Identify figures with line symmetry ☐ Draw line symmetry on a given figure	Chapter 14 Assessment	MyMath Workbook

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Course: Mathematics