



Content Area: Math

Grade Level: 4

Curriculum Map/Scope & Sequence (2021)

<u>Unit Name/Time Period</u>	<u>BIG Ideas/Skills</u>	<u>IL Priority Learning Standards</u>	<u>I CAN Statements</u>	<u>Assessments</u>
Unit 1 5 weeks	Place Value, Addition and Subtraction to One Million	<p>4.NBT.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.</p> <p>4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>4.NBT.4-1 Fluently add multi-digit whole numbers using the standard algorithm.</p> <p>4.NBT.4-2 Fluently subtract multi-digit whole numbers using the standard algorithm</p> <p>4.Int.1 Perform computations by applying conceptual understanding of place value, rather than by applying multi -digit algorithms</p> <p>4.Int.7 Solve one -step word problems involving adding or subtracting two four -digit numbers</p>	<p>I CAN recognize that a digit in one place is ten times the digit to the right.</p> <p>I CAN write a number in standard form, word form, and expanded form.</p> <p>I CAN compare multi-digit numbers using $>$, $<$, and $=$.</p> <p>I CAN use place value to round multi-digit whole numbers to any place.</p> <p>I CAN add multi-digit whole numbers.</p> <p>I CAN subtract multi-digit whole numbers.</p> <p>I CAN use place value to solve a problem.</p> <p>I CAN solve one-step word problems by adding or subtracting two four-digit numbers.</p>	<p>Homework worksheets/Google Forms</p> <p>Mid Chapter Check ins</p> <p>Chapter Tests</p>
Unit 2 7 weeks	Multiply 1-Digit Numbers and 2- Digit Numbers	<p>4.NBT.5-1 Multiply a whole number of up to four digits by a one-digit whole number using strategies based on place value and the properties of operations.</p>	<p>I CAN multiply a whole number of up to 4 digits by a one-digit number.</p>	<p>Homework worksheets/Google Forms</p>

		<p>4.NBT.5-2 Multiply two two-digit numbers, using strategies based on place value and the properties of operations</p> <p>4.Int. 2 Solve one -step word problems involving multiplying two two -digit numbers.</p> <p>4.Int.3 Solve one -step word problems involving multiplying a four -digit number by a one -digit number.</p> <p>4.OA.1 - 1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5</p> <p>4.OA.1 - 2 Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>4.OA.2 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.</p>	<p>I CAN multiply two two-digit numbers.</p> <p>I CAN solve one step word problems by multiplying two two-digit numbers.</p> <p>I CAN solve one step word problems by multiplying a four-digit number by a one-digit number.</p> <p>I CAN understand that multiplication facts can be seen as comparisons of groups.</p> <p>I CAN represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>I CAN multiply to solve word problems with an unknown number using an equation or drawing.</p>	<p>Mid Chapter Check ins</p> <p>Chapter Tests</p>
<p>Unit 3</p> <p>4 weeks</p>	<p>Divide 1-Digit Numbers</p>	<p>4.NBT.6-1 Find whole-number quotients and remainders with three-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.</p> <p>4.NBT.6-2 Find whole -number quotients and remainders with 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.</p> <p>4.OA3-1 Solve multi -step word problems posed with whole numbers and having whole -number answers using the four operations.</p> <p>4.OA.3 - 2 Solve multi -step word problems posed with whole numbers and having whole -number answers using the four operations, in which remainders must be interpreted.</p> <p>4.Int.4 Solve one-step word problems involving</p>	<p>I CAN divide three-digit numbers by one-digit to find a quotient and remainder.</p> <p>I CAN divide four-digit numbers by one-digit numbers to find a quotient and remainder.</p> <p>I CAN solve multi-step word problems using the four operations.</p> <p>I CAN solve multi-step word problems and interpret the remainders.</p> <p>I CAN divide a 4 digit number by a 1</p>	<p>Homework worksheets/Google Forms</p> <p>Mid Chapter Check ins</p> <p>Chapter Tests</p>

		dividing a four-digit number by a one-digit number	digit number.	
Unit 4 2 weeks	Factors, Multiples, and Patterns	<p>4.OA.4 - 1 Find all factor pairs for a whole number in the range 1 –100.</p> <p>4.OA.4 - 2 Recognize that a whole number is a multiple of each of its factors.</p> <p>4.OA.4 - 3 Determine whether a given whole number in the range 1 –100 is a multiple of a given one -digit number.</p> <p>4.OA.4 - 4 Determine whether a given whole number in the range 1 –100 is prime or composite.</p> <p>4.OA.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. 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</p>	<p>I CAN find all the factor pairs for whole numbers 1-100.</p> <p>I CAN recognize a whole number is a multiple of each of its factors.</p> <p>I CAN determine whether a number from 1-100 is a multiple of a one-digit number.</p> <p>I can identify prime and composite numbers from 1-100.</p> <p>I CAN generate a number or shape pattern that follows a rule.</p>	<p>Homework worksheets/Google Forms</p> <p>Mid Chapter Check ins</p> <p>Chapter Tests</p>
Unit 5 10 weeks	Fractions & Decimals	<p>4.NF.1 - 2 Use the principle $a/b = (nxa)/(nxb)$ to recognize and generate equivalent fractions.</p> <p>4.NF.2 - 1 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or by comparing to a benchmark fraction such as $1/2$. Record the results of comparisons with symbols $>$, $=$, or $<$.</p> <p>4.NF.3a Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p>4.NF.3b -1 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation.</p> <p>4.NF.3c Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction,</p>	<p>I CAN generate equivalent fractions</p> <p>I CAN compare fractions with unlike numerators and denominators using $>$, $<$, and $=$.</p> <p>I CAN understand that an improper fraction has a numerator greater than the denominator. I CAN understand adding and subtracting fractions as joining and separating parts of the same whole.</p> <p>I CAN decompose fractions into the sum of fractions with the same denominator.</p> <p>I CAN add and subtract mixed numbers with like denominators.</p>	<p>Homework worksheets/Google Forms</p> <p>Mid Chapter Check ins</p> <p>Chapter Tests</p>

		<p>and/or by using properties of operations and the relationship between addition and subtraction.</p> <p>4.NF.3d Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. d. 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.</p> <p>4.NF.4a 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 $1/b$.</p> <p>4.NF.4b - 1 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. b. Understand a multiple of a/b as a multiple of $1/b$. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$.</p> <p>4.NF.4b - 2 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. b. Use the understanding that a multiple of a/b is a multiple of $1/b$ to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)</p> <p>4.NF.4c Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. 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.</p> <p>4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.</p> <p>4.NF.6 Use decimal notation for fractions with denominators 10 or 100.</p> <p>4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of</p>	<p>I CAN solve word problems by adding and subtracting fractions with the same denominator.</p> <p>I CAN multiply a fraction by a whole number.</p> <p>I CAN use multiples to relate fractions while multiplying.</p> <p>I CAN solve word problems by multiplying fractions by a whole number.</p> <p>I CAN find equivalent fractions with denominators of 10 and 100 and add them.</p> <p>I CAN convert fractions with denominators of 10 and 100 to decimals.</p> <p>I CAN compare two decimals to the hundredths by using $>$, $<$, and $=$.</p>	
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<p>Unit 6</p> <p>3 weeks</p>	<p>Measurement & Data</p>	<p>4.MD.1 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.</p> <p>4.MD.2-1 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, in 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.</p> <p>4.MD.2-2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, in problems involving simple fractions. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems.</p> <p>4.MD.4-1 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$).</p> <p>4.MD.4-2 Solve problems involving addition and subtraction of fractions by using information presented in line plots.</p>	<p>I CAN determine the relative size of measurement units and record equal measurements in a table.</p> <p>I CAN solve word problems involving measurements given in a larger unit in terms of a smaller unit.</p> <p>I CAN represent quantities using diagrams.</p> <p>I CAN solve word problems involving measurements given in simple fractions.</p> <p>I CAN use formulas to find area and perimeter for rectangles.</p> <p>I CAN make a line plot to display data in fractions of a unit.</p> <p>I CAN add and subtract fractions using information in line plots.</p>	<p>Homework worksheets/Google Forms</p> <p>Mid Chapter Check ins</p> <p>Chapter Tests</p>

<p>Unit 7 3 weeks</p>	<p>Angles and Two-dimensional Figures</p>	<p>4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.</p> <p>4.MD.6 Measure angles in whole -number degrees using a protractor. Sketch angles of specified measure.</p> <p>4.MD.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 unknown angles on a diagram in real world and mathematical problems.</p> <p>4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two -dimensional figures.</p> <p>4.G.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.</p> <p>4.G.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.</p>	<p>I CAN recognize that angles are formed wherever two rays share a common endpoint.</p> <p>I CAN understand the concept of angle measurement.</p> <p>I CAN use a protractor to measure angles.</p> <p>I CAN draw angles of a specified measure.</p> <p>I CAN add and subtract to find the measurement of angles.</p> <p>I CAN draw and identify points, lines, segments, rays, angles, and perpendicular and parallel lines.</p> <p>I CAN classify two-dimensional figures and right triangles.</p> <p>I CAN recognize and draw lines of symmetry.</p>	<p>Homework worksheets/Google Forms</p> <p>Mid Chapter Check ins</p> <p>Chapter Tests</p>