

What is it that we expect all students to learn?

Grade: Fourth Grade	Subject: Math	Semester: Full Year	Team Members:			
Description of Standard	Example of Rigor	Prerequisite Skills	When Taught?	Common Sumr	Extension Standards	Non-Negotiable Instruction Stra
What is the essential standard to be learned? Describe it in student friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	When will this standard be taught?	What assessment(s) will be used to measure student mastery?	What will we do when students have already learned this standard?	What instructional strategies/tools will every teacher agree to use in order to promote consistency between classrooms and across grade levels?
4.NBT.1 - I can determine that a digit represents ten times what it would be in the place to its right.	300x30 means 300 is 10 times as many as 30. If 8x6 is 48 then 8x60 is 480. 3 thousands is the same as 30 hundreds or 300 tens or 3000 ones. Up to 1,000,000.	groups of, times as many	First Marking Period	illuminate	I can divide by ten to find the value of a digit if it was in the place to it's right. So in 2300 the 3 would represent 30 if it were one place to the right, which is 300 divided by 10.	Expanded form of a number,
4.NBT.2 - I can represent multi-digit whole numbers by using numerals, words, and expanded form.	When given one of the forms (numerals, words, or expanded form) the student can give the other two forms. Up to 1,000,000.	expanded form	First Marking Period	illuminate	When given one of the forms (numerals, words, or expanded form) the student can give the other two forms. Up to 1,000,000,000.	Expanded form of a number, styrofoam cups that display place values, Place value charts
4.NBT.4 - I can fluently add multi-digit numbers; I can fluently subtract multi-digit numbers.	Students can add two numbers using the standard algorithm. Students can subtract two numbers using the standard algorithm.	regroup, carry	First Marking Period	illuminate		
4.OA.1 - I can explain how a multiplication equation can be used to compare two groups.	Students transition from using "groups of" to using "times as many"	Compare, times as many, multiplication facts, groups of	Second Marking Period	illuminate		1st step - Drawings with groups, 2nd step - bar models
4.MD.3 - I can use what I know about area and perimeter to solve real world problems involving rectangles.	Students will find the width of a rectangular room given the area of the floor and the length.	area, perimeter, addition, multiplication	Second Marking Period	illuminate	parallel lines, perpendicular lines, line segments	

4.NBT.5 - I can multiply a four-digit whole number by a one-digit whole number using strategies and properties of operations; I can multiply two two-digit numbers using strategies and properties of operations.	4352 times 8 and 27 times 59	basic multiplication facts, placeholder,	Second Marking Period	Illuminate	2-digit by 3- and 4-digit multiplication	number bonds, area model, place value, arrays, standard algorithm
4.NBT.6 - I can apply strategies to find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors; I can calculate using an equation, rectangular array, or area models; I can explain calculations by using an equation, rectangular array or area models.	Students will divide any problem up to a 4 digit dividend and a 3 digit quotient	basic multiplication facts, dividend, divisor, quotient, remainder	Third Marking Period	Illuminate	up to 4 digit dividends with 2 digit divisors	rectangular arrays, area models, standard algorithm, place value charts with disks, check work using multiplication, bar model
4.OA.2 - I can multiply or divide to solve word problems that use multiplication to compare two groups.	Being able to compare two quantities using multiplication, specifically using the words "times as many as." EX: If I have 3 cats and you have 4 times as many as I have, how many do you have?	Compare, times as many, multiplication facts, groups of	Third Marking Period	Illuminate		1st step - Drawings with groups, 2nd step - bar models
4.OA.3 - I can solve multi-step word problems using the four operations; I can interpret a remainder; I can solve and represent equations using symbols for unknown values; I can use mental math, estimation, and rounding to determine if my solution makes sense	A movie theater has two rooms. Room A has 9 rows of seats with 18 seats in each row. Room B has three times as many seats as Room A. How many seats are there in both rooms?	addition, subtraction, multiplication, division, remainder	Third Marking Period	Illuminate	Complete multi-step problems using more than one operation to solve	Read Draw Write strategy, standard algorithm, bar model

4.NF.1 - I can explain (and show models for) why multiplying a numerator and denominator by the same number does not change the value of the fraction.	$1/2 \times 2 = 2/4$	numerator, denominator, equivalent, greater than, less than	Third Marking Period	Illuminate		number line, tape diagrams, number bonds, and area models
4.NF.2 - I can compare two fractions with different numerators and different denominators by creating common denominators or numerators or by comparing them to a benchmark fraction like one-half.			Third Marking Period	Illuminate		number line, tape diagrams, number bonds, and area models
4.NF.3a - I can understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	$5/12 + 6/12 = 11/12$; $53/100 - 27/100 = 26/100$	equal to, less than, greater than	Third Marking Period	Illuminate		number line, tape diagrams, number bonds, and area models
4.NF.4a - I can multiply a fraction by a whole number and understand a fraction a/b as a multiple of $1/b$.			Third Marking Period	Illuminate		