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| What is it we expect students to learn?  |
| Grade: **4th Grade** | Subject: **Mathematics** |

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| First Quarter **Place Value, Addition, Subtraction, and Multiplication****4.NBT.A.1** Apply concepts of place value, multiplication, and division to understand 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.B.4** Fluently add and subtract multi-digit whole numbers using a standard algorithm.**4.OA.A.1** Represent verbal statements of multiplicative comparisons as multiplication equations. Interpret a multiplication equation as a comparison**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, using strategies based on place value and the properties of operations.EnVisions 2,3 | Second Quarter **Multiplication and Division****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, using strategies based on place value and the properties of operations.**4.NBT.B.6** Demonstrate understanding of division by finding whole-number quotients and remainders with up to four-digit dividends and one-digit divisors**4.OA.B.4** Find all factor pairs for a whole number in the range 1 to 100 and understand that a whole number is a multiple of each of its factors.EnVisions Topic 4,5  |
| Third Quarter **Factoring and Fractions** **4.OA.B.4** Find all factor pairs for a whole number in the range 1 to 100 and understand that a whole number is a multiple of each of its factors.**4.NF.A.1** – 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 understand and generate equivalent fractions.EnVisions Topic 7, 15, 16 | Fourth Quarter **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 sizeEnVisions 15, 16  |