

MIDDLE TOWNSHIP PUBLIC SCHOOLS
 CAPE MAY COURT HOUSE, NJ 08210
 CURRICULUM GUIDE 2012
 DISCIPLINE: Math GRADE LEVEL: 4

Operations and Algebraic Thinking							
Use the four operations with whole numbers to solve problems.							
Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Domain	Standard						
4.OA	1	How do I interpret a multiplication equation as a comparison?	Introduced In October then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	World Tour Link to Social Studies	Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation	Introduced in Unit 3 Everyday Math text
4.OA	2	How do I use multiplicative and division comparisons to solve word problems?	Introduced in November then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.		Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation	Introduced in Unit 4 Everyday Math text
4.OA	3	How do I solve multistep word problems using whole numbers in which a letter is used to stand for an unknown quantity? How can I use rounding to check the reasonableness of my answer?	Introduced in November then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.		Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation	Introduced in Unit 5 Everyday Math text

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Gain familiarity with factors and multiples.							
Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Domain	Standard						
4.OA	4	How can I find factor pairs for whole numbers ranging from 1-100? How can I determine whether a number is a multiple of a given number and identify whether it is prime or composite?	Introduced in October then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.		Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation	Introduced in Unit 3 Everyday Math text
Generate and analyze patterns.							
4.OA	5	How can I use a given rule to generate a number or shape pattern? How can I identify the rule in a given pattern?	Introduced In October then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.		Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation, Project 4	Introduced in Unit 3 Everyday Math text

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Number and Operations in Base Ten							
Generalize place value understanding for multi-digit whole numbers.							
Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/Benchmark	Resources
Domain	Standard						
4.NBT	1	How can I recognize that in a multi-digit whole number I can use the power of ten to show relationships compared to other places?	Introduced in September then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	World Tour Link to Social Studies	Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation	Introduced in Unit 2 Everyday Math text
4. NBT	2	How can I read and write multi-digit whole numbers using base ten numerals, number names and expanded form? How can I use $<$, $>$ or $=$ to compare numbers?	Introduced in September then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	World Tour Link to Social Studies (compare population data in Unit 9)	Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation	Introduced in Unit 2 Everyday Math text
4.NBT	3	How can I use place value understanding to round multi-digit whole numbers to any place?	Introduced in November then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.		Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation	Introduced in Unit 5 Everyday Math text

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Use place value understanding and properties of operations to perform multi-digit arithmetic.							
Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Domain	Standard						
4.NBT	4	How can I add and subtract multi-digit whole numbers using a standard algorithm?	Introduced in September then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.		Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation, Project 1 and 3	Introduced in Unit 2 Everyday Math text
4.NBT	5	How can I multiply a whole number of up to four digits by a one or two digit numbers using various methods?	Introduced in November then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.		Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation, Project 5	Introduced in Unit 5 Everyday Math text
4.NBT	6	How can I find whole-number quotients and remainders with up to four-digit dividends and one digit divisors?	Introduced in December then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.		Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation, Project 7 and 8	Introduced in Unit 6 Everyday Math text

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Number and Operations – Fractions							
Extend understanding of fraction equivalence and ordering.							
Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Domain	Standard						
4.NF	1	How can we make equivalent fractions and explain why the fraction is equivalent using models?	Introduced in January then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.		Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation	Introduced in Unit 7 Everyday Math text
	2	How can we compare two fractions with different numerators and different denominators using $<$, $>$ or $=$ by using common denominators and numerators?	Introduced in January then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.		Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation	Introduced in Unit 7 Everyday Math text
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.							
4.NF	3a	How can I understand addition and subtraction of fractions as joining and separating parts referring to the same whole?	Introduced in January then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.		Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation	Introduced in Unit 7 Everyday Math text

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Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Domain	Standard						
4.NF	3b	How can I decompose a fraction into a sum of fractions with the same denominator and record it using an equation or a visual fraction model?	Introduced in January then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.		Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation	Introduced in Unit 7 Everyday Math text
4.NF	3c	How can I add and subtract mixed numbers with like denominators?	Introduced in January then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.		Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation	Introduced in Unit 7 Everyday Math text
4.NF	3d	How can I use visual fraction models and equations to solve word problems involving addition and subtraction of fractions having like denominators?	Introduced in January then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.		Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation	Introduced in Unit 7 Everyday Math text

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Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Domain	Standard						
4.NF	4a	How can I use a visual fraction model to understand/ represent a/b as a multiple of $1/b$?	Introduced in January then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.		Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation	Introduced in Unit 7 Everyday Math text
4.NF	4b	How can I use a visual fraction model to understand a multiple of a/b as a multiple of $1/b$ and use it to multiply a fraction by a whole number?	Introduced In January then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.		Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation	Introduced in Unit 7 Everyday Math text
4.NF	4c	How can I solve word problems involving multiplication of a fraction by a whole fraction?	Introduced in January then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.		Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation	Introduced in Unit 7 Everyday Math text

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Understand decimal notation for fractions, and compare decimal fractions.							
Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/Benchmark	Resources
Domain	Standard						
4.NF	5	How can I express fractions with a denominator of 10 and find an equivalent fraction with a denominator of 100? How can I use this strategy to add fractions with these denominators?	Introduced in January then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.		Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation	Introduced in Unit 7 Everyday Math text
4.NF	6	How can I use decimal notations for fractions with denominators 10 and 100?	Introduced in October then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.		Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation	Introduced in Unit 4 Everyday Math text
4.NF	7	How can I compare two decimals to hundredths using $<$, $>$, $=$ by reasoning about their size?	Introduced in October then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.		Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation	Introduced in Unit 4 Everyday Math text

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Measurement and Data							
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.							
Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/Benchmark	Resources
Domain	Standard						
4.MD	1	What are the relative size of measurement units within one system of units including km, m, cm, kg, g; lb, oz; l, ml; hr, min, sec. and be able to express measurements in a larger unit in terms of a smaller unit?	Introduced in October then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.		Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation	Introduced in Unit 4 Everyday Math text
4.MD	2	How can I solve word problems using the four operations involving distances, intervals of time, liquid volumes, masses of objects and money that use whole numbers, fractions or decimals?	Introduced in October then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	World Tour Link to Social Studies (map scale)	Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation	Introduced in Unit 3 Everyday Math text

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Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Domain	Standard						
4.MD	3	How can I apply and use the formulas for area and perimeter of a rectangle in real world and mathematical problems?	Introduced in February then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	World Tour Link to Social Studies (Scale drawings and geographical area)	Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation	Introduced in Unit 8 Everyday Math text
Represent and interpret data.							
4.MD	4	How can I construct a line plot to display a set of data that uses whole numbers and later fractions? How can I use that information to add and subtract fractions by using the line plot?	Introduced in September then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.		Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation	Introduced in Unit 2 Everyday Math text

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Geometric measurement: understand concepts of angle and measure angles.							
Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Domain	Standard						
4.MD	5a	How can recognize that angles are geometric shapes that are formed whenever two rays share the same endpoint and recognize that there are 360 degrees in a circle?	Introduced in December then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	World Tour Link to Social Studies	Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation, Project 1 and 2	Introduced in Unit 6 Everyday Math text
4.MD	5b	How can I recognize that an angle turns through n one-degree angles and is said to have an angle measure of n degrees?	Introduced in December then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.		Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation	Introduced in Unit 6 Everyday Math text
4.MD	6	How can I use a protractor to measure an angle to the nearest degree and construct angles with specific measurements?	Introduced In January then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.		Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation	Introduced in Unit 6 Everyday Math text

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Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Domain	Standard						
4.MD	7	How can I recognize that angle measure is additive and use the angle measure of the whole is the sum of the angle measures of the parts?	Introduced in December then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.		Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation	Introduced in Unit 6 Everyday Math text
Geometry							
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.							
4.G	1	How can I draw and identify points, lines, line segments, rays, angles (right, obtuse, acute), perpendicular and parallel lines?	Introduced in September then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.		Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation	Introduced in Unit 1 Everyday Math text
4.G	2	How can I classify two-dimensional figures based on the presence or absence of certain properties and recognize right triangles as a category and identify right triangles?	Introduced in September then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.		Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation	Introduced in Unit 1 Everyday Math text

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Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/Benchmark	Resources
Domain	Standard						
4.G	3	How can I identify a line of symmetry for a two-dimensional figure and draw that line of symmetry?	Introduced in March then spirals throughout school year	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	Link to art (frieze patterns and symmetry in shapes and form)	Unit Assessment, Slate Assessment, Everyday Math Games, Teacher Observation, Project 4	Introduced in Unit 10 Everyday Math text