What Is It We Expect Students to Learn?					
Grade: 4th	Subject: Math	Team Members: Davis, Gaskell, Norton, Collins			
Description of Standard	**Example of Rigor**	**Prerequisite Skills**	**When Taught?**	**Common Assessments**	**Extension Standards**
What is the essential standard to be learned? Describe 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?**
MD.4 Collect data, make graphs/line plots and answer questions about data	STudent can collect data, make a visual representation of the data and answer questions related to the data and visual representation	Ask questions to collect data, bar graph and its parts	Aug 26 - Sept 2 (wk 1-2)	Schoolnet 10 Q's	Close gaps from Pre-assessment through Post Assessment
OA.1 Understand multiplication as a comparison "times as many as" and write equations to solve a problem	• create multiplication equations using pictures, numbers and words. • explain how a multiplication equation can be a comparison. • interpret a multiplication	• One-digit by one-digit multiplication • Place Value • Expanded Form • Drawings/equations to represent multiplication problems	Sept. 7-10 (wk 3)	BIM 3.1 Exit Ticket Schoolnet Assessment	I-ready math

	equation as a comparison. • express multiplication problem with a division equation.				
OA.4 Factors, Multiples, Prime and Composite Numbers BIM 6.1 - 6.4	• Students will use models and division to find factor pairs, understand the relationships between factors and multiples, identify prime and composite numbers, and create and describe number/shape patterns.	• Basic multiplication and division facts and strategies	Sept. 10th through Sept. 17th (Weeks 3-4)	BIM 6.1-6.4 Quick Check Schoolnet Assessment	I-ready math
MD.3 Use Perimeter and Area Formulas BIM 12.1 - 12.4	Students will use a formula to find the perimeter and area of a rectangle. Students will find unknown measures of rectangles and solve	• Basic shapes • Basic addition and subtraction	Sept. 20th through October 1st (Weeks 5-6)	BIM 12.1-12.4 Quick Check Schoolnet assessment	

	multi-step word problems involving perimeter or area.				
OA.3 Round Multi Digit Numbers BIM 1.4	Can round a 6 digit number to each of the following place: tens, hundreds, thousands, ten thousands and hundred thousands and keep the same number of digits in the rounded number	Place Value of digits, Rounding	Wk 6 Oct 1	BIM 1.4	
NBT.1 Digits one place value up are 10 times more, 2 places up 100 times more, etc BIM 1.1.	Can identify that the same digit in different places have a value of 10 times, 100 times more. 32,456 vs 34,245 the digit 2 is 10 times more in the first number than in the second number	Place Value, value of each digit in a number	Wk 6 Sept 28	BIM 1.1	
NBT.2 Read and write numbers in standard, expanded and word form BIM 1.2	Given a number in any form, produce the same number in the other 2 forms	Reading and writing multi-digit numbers, Place Value of each digit, Spelling words of numbers and place value	Wk 6 Sept 29	BIM 1.2	
NBT.7 Compare numbers using <,>.= BIM 1.3	Compare multi digit numbers using the appropriate symbol in a comparison sentence	Place Value, Comparison Symbols	Wk 6 Sept 30	BIM 1.3 Schoolnet Assessment (NBT.1,2,7 & OA.3) 20 Q's Oct 4	

NBT.4 Add and subtract numbers up to 100,000 BIM 2.2-2.4	Using preferred strategy, correctly compute addition and subtractions problems	Place Value, standard algorithm, regrouping	Wk 9 Oct 19-22	BIM 2.2- 2.4	
OA.3 Estimate Sums & Differences BIM 2.1-2.5	Check reasonableness of an answer by estimating/rounding	Estimating, Rounding, Place Value	Wk 9 Oct 18	BIM 2.1 and 2.5 Schoolnet Assessment (NBT.4 & OA.3) 20 Q's	
NBT.5 Multiply 3 by 1 digit and 2 by 2 digit numbers BIM 3.2-3.10, 4.1-4.8	Using preferred strategy, correctly compute multiplication problems	Multiplication facts, area models	Wk 10-15 Oct 25-Dec 1	BIM 3.2-3.10 Schoolnet Assessment BIM 4.1-4.8 Schoolnet Assessment	
NBT.6- I can divide three digit whole numbers by a one-digit number to find the quotient using a variety of models. BIM 5.1-5.9	Utilize these Models effectively: area model, partial quotient, rectangular array, place value. +standard algorithm has been addressed and taught. Analyze and solve word problems to find equal groups and interpret the remainder.	Equal groups, understanding math facts and connection to multiplication, subtraction with place value, area model of multiplication Vocabulary: Dividend, divisor, quotient, place value, equal groups, remainder, inverse operations, repeated subtraction	Wk 16-19 Dec 6-Jan 5	BIM 5.1-5.9	
4.NF.1,2- I can use a variety of models to create and compare fractions. BIM 7.1-7.5, 11.6	1.Using a model (area model, array, number line, length), they can compare an example and	Numerator, denominator, partition, area model, number line, arrays, equivalent,	Wk 20, 22-23	BIM 7.1-7.5, 11.6	

	look at other choices to determine which others are equivalent. 2. Students will be given examples and explain their reasoning for determining if they are/are not equivalent. 3. Students can be given a fraction and they have to create two different equivalent models. 4. Create equivalent fractions by multiplying and/or dividing the numerators or denominators. 5. They will be able to use the greatest common factor (GCF) and least common multiple (LCM) to find equivalencies.	part/whole, greatest common factor (GCF), least common multiple (LCM), improper fraction, mixed number,			
4.NF.3- I can use a variety of models to add and subtract fractions with common denominators.	1.I can decompose fractions with a denominator of 2,3,4,5,6,8,10, 12,100. 2. Understand addition and subtraction of fraction as joining or removing parts from the same whole or set of whole.	Vocabulary: area model, number line, arrays, equivalent, part/whole, greatest common factor (GCF), least common multiple (LCM), improper fraction, mixed number, convert, decompose, equation, “building on”,			

	2. Add and Subtract fractions, including mixed numbers with like denominators by replacing each mixed number with an equivalent fraction 3. I can relate and convert improper fractions to mixed numbers (and other way) 4.I can solve word problems with fractions that have like denominators. 5. I can convert models to equations	benchmark fractions, unit fraction.			
