

Quarter 1	Number Sense and Operations	Algebra and Functions	Geometry and Measurement	Problem Solving
<p style="text-align: center;"><b>A</b></p> <p style="text-align: center;"><b>August 22, 2012 through September 7, 2012</b></p> <p style="text-align: center;"><b>12 Days</b></p>	<b>Indicators which are addressed and assessed</b>			
	<p><b>4 NBT. 2: Read/Write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers</b></p> <p><b>4.1.1b-d:</b> Write whole numbers up to 1,000,000 in standard form, word, and expanded form.</p> <p><b>4.1.4a</b> Compare whole numbers up to 100,000, using <math>&gt;</math>, <math>&lt;</math>, <math>=</math>.</p> <p><b>4.1.4d</b> Order a series of whole numbers up to 100,000 from both greatest to least and least to greatest.</p> <p><b>4. NBT 3: Use place value understanding to round multi-digit whole numbers to any place.</b></p> <p>4.1.3c Round whole numbers up to 10,000 to the nearest thousand.</p>			<p>4.7.4a Solve problems, justify arguments, and make conjectures by using a variety of methods such as words, numbers, symbols, charts, graphs, tables, diagrams, tools, and models.</p>
	<b>Resources &amp; Website</b>			
	<b>Envision – Topic 1</b>			
<b>Indicators which are addressed (not necessarily assessed)</b>				
<p><b>4 NBT. 2: Read/Write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers</b></p> <p><b>4.1.2a</b> Write whole numbers up to 1,000,000 given a place value model.</p>				

	<p><b>4.1.2b</b> Represent numbers with base ten blocks and place-value charts.</p> <p><b>4.1.4b-c</b> Order whole numbers from least to greatest and greatest to least up to 100,000 on a number line.</p>			
<p><b>Instructional Strategies/Suggestions</b></p>				
<p><b>Upcoming Topics Assessed</b></p>				

Quarter 1	Number Sense and Operations	Algebra and Functions	Geometry and Measurement	Problem Solving
<p style="text-align: center;"><b>B</b></p> <p style="text-align: center;"><b>September 10, 2012 through September 28, 2012</b></p> <p style="text-align: center;"><b>15 days</b></p>	<b>Indicators which are addressed and assessed</b>			
	<p><b>4. NBT. 4: Fluently add and subtract multi-digit whole numbers using the standard algorithm.</b></p> <p><b>4.2.1b-c</b> Calculate by using addition a group of (more than 2) multi-digit whole numbers, <b>with/without</b> regrouping, using the standard algorithm.</p> <p><b>4.2.1e</b> Subtract any multi-digit whole numbers, with regrouping, solve multi-step addition and subtraction in word problems.</p> <p><b>4.2.10 a-b</b> Use a standard algorithm to add and subtract decimals (to hundredths).</p> <p><b>No Common Core</b></p> <p>4.1.9a-b Round two-place decimals to tenths and to the nearest whole number.</p>		<p><b>No Common Core</b></p> <p><b>4.5.10a</b> Calculate the amount of change from a purchase.</p> <p><b>4. MD. 3: Apply the area and perimeter formulas for rectangles in real world and mathematical problems</b></p> <p><b>4.5.3b-c</b> Calculate the perimeter of rectangles and squares by adding all sides and using standard formulas.</p>	
	<b>Resources &amp; Websites</b>			
	<b>TOPIC 2</b>			
	<b>Indicators which are addressed (not necessarily assessed)</b>			
	<p><b>4. NBT. 4: Fluently add and subtract multi-digit whole numbers using the standard algorithm.</b></p> <p><b>4.2.1a</b> Define standard algorithm.</p> <p><b>4.2.1d</b> Subtract any multi-digit whole numbers, without regrouping, using properties of the number system.</p>		<p><b>4. MD. 3: Apply the area and perimeter formulas for rectangles in real world and mathematical problems</b></p> <p><b>4.5.3a</b> Derive the formula for perimeter of a square by modeling multiplication as repeated addition. Students will not be assessed on the term "derive" but will be asked to perform the skill.</p>	<p>4.7.4a Solve problems, justify arguments, and make conjectures by using a variety of methods such as words, numbers, symbols, charts, graphs, tables, diagrams, tools, and models.</p>

			<p><b>4.5.3d</b> Select appropriate units of measurement for finding perimeter (in, ft, yd, cm, m).</p> <p><b>4.5.3e</b> Memorize and calculate formula for perimeter of rectangles and squares.</p>	
<b>Instructional Strategies/Suggestions</b>				
<b>Upcoming Topics Assessed</b>				

Quarter 1	Number Sense and Operations	Algebra and Functions	Geometry and Measurement	Problem Solving
<p style="text-align: center;"><b>C</b></p> <p style="text-align: center;"><b>October 1, 2012 though October 19, 2012</b></p> <p style="text-align: center;"><b>15 Days</b></p>	Indicators which are addressed and assessed			
	<p><b>4. OA. 1: Interpret a multiplication equation as a comparison.</b> 4.2.2a-c Represent as multiplication in any situation involving repeated addition, write a number sentence, and use arrays.</p> <p><b>4. OA. 2: Multiply or divide to solve word problems involving multiplicative comparison by using drawings and equations</b> 4.2.4c Demonstrate mastery of multiplication facts 1 through 10 and corresponding division facts.</p> <p><b>No Common Core</b> 4.3.8a Plot whole numbers on a number line up to 100.</p>		<p><b>No Common Core</b> 4.6.1b Display data in a table, 4.6.1c Represent data on a line plot. 4.6.2a Interpret data graphs (line plots, frequency tables) to answer questions about a situation using the words "most," "few," and "none"</p>	
	<b>Resources/Websites</b>			
	TOPIC 3-5;		<b>TOPIC 17</b>	
	Indicators which are addressed (not necessarily assessed)			
<p><b>4. OA. 2: Multiply or divide to solve word problems involving multiplicative comparison by using drawings and equations</b> 4.2.3a Represent division as sharing of objects or number of groups of shared objects. 4.2.4a-b Recite and write multiplication/division facts for numbers between 1 and 10</p>		<p>"Mean, median, mode, and range are skills that will be taught in 5th grade. (NWEA skill)</p>	<p><b>4. OA. 2: Multiply or divide to solve word problems involving multiplicative comparison by using drawings and equations</b> 4.3.7a Write number sentences involving multiplication and division to solve word problems.</p>	

	<p><b>4. OA. 1: Interpret a multiplication equation as a comparison.</b></p> <p><b>4.2.7d</b> Solve multiplication problems involving the identity and zero properties.</p> <p><b>4.3.6a-b</b> Identify and apply the relationships between addition and multiplication and subtraction and division.</p>			<p><b>4.7.4a</b> Solve problems, justify arguments, and make conjectures by using a variety of methods such as words, numbers, symbols, charts, graphs, tables, diagrams, tools, and models.</p>
<p><b>Instructional Strategies/Suggestions</b></p>				
<p><b>Upcoming Topics Assessed</b></p>				

Quarter 2	Number Sense and Operations	Algebra and Functions	Geometry and Measurement	Problem Solving
<p style="text-align: center;"><b>A</b></p> <p style="text-align: center;"><b>October 22, 2012 through November 9, 2012</b></p> <p style="text-align: center;"><b>Fall Break</b></p> <p style="text-align: center;"><b>13 days</b></p>	<b>Indicators which are addressed and assessed</b>			
	<p><b>4. NBT.5: Multiply a whole number of up to four digits by a one-digit whole number, and two digit by two digit.</b></p> <p><b>4.2.5a</b> Multiply numbers up to 100 by numbers up to 10.  <b>4.2.6b</b> Solve division problems up to 100 by numbers up to 10 without remainders.</p>		<p><b>4. MB. 3: Apply the area and perimeter formulas for rectangles in real world and mathematical problems.</b></p> <p>4.5.5b Calculate the area of rectangular shapes by using appropriate units, such as square centimeter (cm<sup>2</sup>), square meter (m<sup>2</sup>), square inch (in<sup>2</sup>), or square yard (yd<sup>2</sup>).</p>	<p>4.7.4a Solve problems, justify arguments, and make conjectures by using a variety of methods such as words, numbers, symbols, charts, graphs, tables, diagrams, tools, and models.</p>
	<b>Resources &amp; Websites</b>			
	<b>TOPIC 7-8</b>			
	<b>Indicators which are addressed (not necessarily assessed)</b>			
<p><b>4. NBT.5: Multiply a whole number of up to four digits by a one-digit whole number, and two digit by two digit.</b></p> <p><b>4.2.6a</b> Demonstrate and explain the steps (standard algorithm) used to divide numbers up to 100 by numbers up to 10 without remainders.</p>		<p><b>4. MB. 3: Apply the area and perimeter formulas for rectangles in real world and mathematical problems.</b></p> <p><b>4.3.2a</b> Explain a formula including an explanation of the relationship between quantities.                      Example: Write the formula for the area of a rectangle in words. Now let <i>l</i> stand for length, <i>w</i> for the width, and <i>A</i> for the Area. Write the formula using these symbols.</p>		
<b>Instructional Strategies/Suggestions</b>				
<b>Upcoming Topics Assessed</b>	<b>Fractions</b>			

Quarter 2	Number Sense and Operations	Algebra and Functions	Geometry and Measurement	Problem Solving
<p style="text-align: center;"><b>B</b></p> <p style="text-align: center;">November 12, 2012 through November 30, 2012</p> <p style="text-align: center;">Thanksgiving Break</p> <p style="text-align: center;">13 days</p>	<b>Indicators which are addressed and assessed</b>			
	<p><b>4.NF.1: Explain why a fraction <math>a/b</math> is equivalent to a fraction by using visual fraction models- Compare two fractions with different numerators and different denominators</b></p> <p><b>4.1.5a</b> Name and write whole numbers as fractions.</p> <p><b>4.1.6b</b> Name and write mixed numbers using objects or pictures.</p> <p><b>4. NF.5 &amp; 6: Express a fraction with denominator 10 as an equivalent fraction with denominator 100</b></p> <p><b>4.1.8a-b</b> Write tenths, and hundredths in decimal and fraction notations.</p> <p><b>4.1.8c</b> Name and write the fraction and decimal equivalents for halves and fourths.</p> <p><b>4. NF. 3: Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</b></p> <p><b>4.2.8a-c</b> Explain the need for a common denominator when adding and subtracting fractions. Add/Subtract fractions with different denominators.</p>			

		Resources & Websites		
TOPIC 10 – 11 12-3				
		Indicators which are addressed (not necessarily assessed)		
		<p><b>4.NF.1: Explain why a fraction <math>a/b</math> is equivalent to a fraction by using visual fraction models- Compare two fractions with different numerators and different denominators</b></p> <p><b>4.1.6a</b> Define and explain mixed numbers as whole numbers and a fraction.</p> <p><b>4. NF. 3: Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</b></p> <p><b>4.1.7a-b</b> Describe an improper fraction as larger than a whole number and write an improper fraction when given pictures or objects.</p>		<p>4.7.4a Solve problems, justify arguments, and make conjectures by using a variety of methods such as words, numbers, symbols, charts, graphs, tables, diagrams, tools, and models.</p>
<b>Instructional Strategies/Suggestions</b>				
<b>Upcoming Topics Assessed</b>				

Quarter 2	Number Sense and Operations	Algebra and Functions	Geometry and Measurement	Problem Solving
<p style="text-align: center;"><b>C</b></p> <p style="text-align: center;"><b>December 3, 2012 through December 21, 2012</b></p> <p style="text-align: center;"><b>Winter Break</b></p> <p style="text-align: center;"><b>15 days</b></p>	<b>Indicators which are addressed and assessed</b>			
			<p><b>4. G.1: Draw points, lines, line segments, rays, angles, (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</b></p> <p><b>4.4.1a-e</b> Identify, describe, and draw rays, right angles, obtuse, straight, acute angles using appropriate mathematical tools and technology.</p> <p><b>4.4.2a-b</b> Identify, describe, and draw parallel and perpendicular lines using appropriate mathematical tools and technology.</p> <p><b>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.</b></p> <p><b>4.4.3a-c</b> Identify, describe, and draw parallelograms, rhombuses, and trapezoids using appropriate mathematical tools and technology.</p> <p><b>4.4.4a</b> Identify, classify, and explain congruent quadrilaterals by using attributes, such as sides, angles, parallels, and perpendiculars.</p>	

			<p><b>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.</b>  <b>4.4.5a</b> Identify and draw lines of symmetry in polygons.</p>	
	<b>Resources &amp; Websites</b>			
			<b>TOPIC 9 and 19</b>	
	<b>Indicators which are addressed (not necessarily assessed)</b>			
			<p><b>4. G. 1: Draw points, lines, line segments, rays, angles, (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</b>  <b>4.4.2c</b> Identify, describe, and draw oblique lines using appropriate mathematical tools and technology.</p> <p><b>No Common Core</b>  <b>4.4.6c</b> Construct cubes and prisms.  <b>4.4.6a</b> Describe (orally and in writing) the attributes (faces, edges, and vertices) of cubes.  <b>4.4.6b</b> Describe (orally and in writing) the attributes (faces, edges, and vertices) of prisms</p>	<p>4.7.4a Solve problems, justify arguments, and make conjectures by using a variety of methods such as words, numbers, symbols, charts, graphs, tables, diagrams, tools, and models.</p>
<b>Instructional Strategies/Suggestions</b>				
<b>Upcoming Topics Assessed</b>				

Quarter 3	Number Sense and Operations	Algebra and Functions	Geometry and Measurement	Problem Solving
<p style="text-align: center;"><b>A</b></p> <p style="text-align: center;"><b>January 7, 2013 through January 25, 2013</b></p> <p style="text-align: center;"><b>13 days</b></p>	<b>Indicators which are addressed and assessed</b>			
			<p><b>4. MD. 3: Apply the area and perimeter formulas for rectangles in real world and mathematical problems.</b></p> <p><b>4.5.6a-b</b> Demonstrate and explain why rectangles with the same area can have different perimeters, same perimeter can have different areas.</p> <p><b>4.5.7a-b</b> Subdivide shapes into basic shapes and calculate area of subdivided shapes</p> <p><b>4. MD. 1: Know relative sizes of measurement units within one system of units including km, m, cm</b></p> <p>4.5.1a Measure length to the nearest quarter-inch.</p>	
	<b>Resources &amp; Websites</b>			
	<b>Indicators which are addressed (not necessarily assessed)</b>			
		<p><b>4. MD. 1: Know relative sizes of measurement units within one system of units including km, m, cm</b></p> <p><b>4.5.1b</b> Measure length to the nearest eighth-inch and nearest millimeter.</p>	<p>4.7.4a Solve problems, justify arguments, and make conjectures by using a variety of methods such as words, numbers, symbols, charts, graphs, tables, diagrams, tools, and models.</p>	
<p style="text-align: center;"><b>Instructional Strategies/Suggestions</b></p>				
<p style="text-align: center;"><b>Upcoming Topics Assessed</b></p>				

Quarter 3	Number Sense and Operations	Algebra and Functions	Geometry and Measurement	Problem Solving
<p style="text-align: center;"><b>B</b></p> <p style="text-align: center;">January 28, 2012 through February 15, 2012</p> <p style="text-align: center;">14 days</p>	<b>Indicators which are addressed and assessed</b>			
			<p><b>4. MD. 2: Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money.</b></p> <p><b>4.5.9a</b> Add time intervals involving hours and minutes.</p> <p><b>4.5.9b-c</b> Convert minutes to hours when solving problems involving time intervals.</p> <p><b>4.5.2a</b> Convert units of length that may require renaming of feet to inches.</p>	
	<b>Resources &amp; Websites</b>			
	<b>Indicators which are addressed (not necessarily assessed)</b>			
		<p><b>4. MD. 1: Know relative sizes of measurement units within one system of units including km, m, cm</b></p> <p><b>4.5.2c</b> Solve subtraction problems involving converting units of length.</p> <p><b>4.5.2b</b> Convert units of length that may require renaming of meters to centimeters.</p> <p><b>4.5.8a</b> Compare the difference between volume and capacity.</p> <p><b>4.5.8b</b> Identify and measure volume and capacity as different ways of measuring the space inside a shape.</p>	<p>4.7.4a Solve problems, justify arguments, and make conjectures by using a variety of methods such as words, numbers, symbols, charts, graphs, tables, diagrams, tools, and models.</p>	
<p><b>Instructional Strategies/Suggestions</b></p>				

<b>Upcoming Topics Assessed</b>	
---------------------------------	--

Quarter 3	Number Sense and Operations	Algebra and Functions	Geometry and Measurement	Problem Solving
<p style="text-align: center;"><b>C</b></p> <p style="text-align: center;"><b>February 19, 2013 through March 15, 2012</b></p> <p style="text-align: center;"><b>ISTEP APPLIED SKILLS</b></p> <p style="text-align: center;"><b>MLK Day</b></p> <p style="text-align: center;"><b>19 Days</b></p>	<b>Indicators which are addressed and assessed</b>			
		<p><b>4. OA. 3: Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.</b></p> <p>4.3.1d Solve unknown variable when given a simple expression, equations, or inequalities.</p> <p><b>4. OA. 5: Generate a number or shape pattern that follows a given rule.</b></p> <p>4.3.4b Solve equations to find a second number when the first number is given.</p>		
	<b>Resources &amp; Websites</b>			
	<b>TOPIC 6, 18</b>			
	<b>Indicators which are addressed (not necessarily assessed)</b>			
		<p><b>4. OA. 3: Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.</b></p> <p>4.3.1a Define the term variable as a concept for representing an unknown number.</p>		<p>4.7.4a Solve problems, justify arguments, and make conjectures by using a variety of methods such as words, numbers, symbols, charts, graphs, tables, diagrams, tools, and models.</p>

		<p><b>4. OA. 5: Generate a number or shape pattern that follows a given rule.</b>  <b>4.3.2b</b> Write formulas substituting letters or symbols for words.  <b>4.3.4a</b> Identify a rule for finding a second number when a first number is given. (functions)</p>		
<p><b>Instructional Strategies/Suggestions</b></p>				
<p><b>Upcoming Topics Assessed</b></p>				

Quarter 4	Number Sense and Operations	Algebra and Functions	Geometry and Measurement	Problem Solving
<p style="text-align: center;"><b>A</b></p> <p style="text-align: center;">March 18, 2013 through April 12, 2013</p> <p style="text-align: center;">Spring Break</p> <p style="text-align: center;">14 days</p>	<b>Indicators which are addressed and assessed</b>			
	<p><b>4. OA. 5: Generate a number or shape pattern that follows a given rule.</b> 4.3.5a Complete number patterns using multiplication and division.</p>	<p><b>4. OA. 3: Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.</b> 4.3.3a Recognize that multiplication and division are performed before addition and subtraction in expressions without parentheses. 4.3.3b Write expressions without parentheses including multiplication, division, addition, and subtraction. 4.3.3c Solve expressions without parentheses that include multiplication, division, addition, and subtraction</p>	<p><b>No Common Core</b></p> <p>4.6.1a Plot data on a number line.</p> <p>4.6.2a Analyze and describe data patterns using the words "most," "few," and "none"</p> <p>4.6.3c Produce graphs from data collected to display</p> <p>4.6.3a Display results of a probability experiment results.</p>	
	<b>Resources &amp; Websites</b>			
	<b>Indicators which are addressed (not necessarily assessed)</b>			
		<p><b>No Common Core</b></p> <p>4.6.2b Analyze and describe data patterns using the words "most," "few," and "none" on a line plot.</p> <p>4.6.3b Summarize data results of probability experiments.</p>	<p>4.7.4a Solve problems, justify arguments, and make conjectures by using a variety of methods such as words, numbers, symbols, charts, graphs, tables, diagrams, tools, and models.</p>	

<b>Instructional Strategies/Suggestions</b>				
<b>Upcoming Topics Assessed</b>				

Quarter 4	Number Sense and Operations	Algebra and Functions	Geometry and Measurement	Problem Solving
<p style="text-align: center;"><b>B</b></p> <p style="text-align: center;"><b>April 15, 2013 through May 10</b></p> <p style="text-align: center;"><b>ISTEP MULTIPLE CHOICE</b></p> <p style="text-align: center;"><b>20 Days</b></p>	<b>Indicators which are addressed and assessed</b>			
	<p><b>4. NF. 2:</b> Compare two fractions with different numerators and different denominators.</p> <p><b>4.NF. 3c:</b> Add and subtract mixed numbers with like denominators by either converting mixed numbers to improper fractions or leaving as a mixed number)</p> <p><b>4.NF. 3d:</b> 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><b>4. NF. 4:</b> Apply and extend previous understanding of multiplication to multiply a fraction by a whole number.</p>			
	<b>Resources &amp; Websites</b>			
	<b>Indicators which are addressed (not necessarily assessed)</b>			
<p><b>4.NF. 3a:</b> Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p><b>4.NF. 3b:</b> decompose a fraction into a sum of fractions with the same denominator and more than one way, recording each decomposition</p>			<p>4.7.4a Solve problems, justify arguments, and make conjectures by using a variety of methods such as words, numbers, symbols, charts, graphs, tables, diagrams, tools, and models.</p>	

	by an equation. Justify decompositions e.g. by using a visual fraction model ( $3/8 = 1/8 + 1/8 + 1/8 =$ or $2/8 + 1/8$ )			
<b>Instructional Strategies/Suggestions</b>				
<b>Upcoming Topics Assessed</b>				

Quarter 4	Number Sense and Operations	Algebra and Functions	Geometry and Measurement	Problem Solving
<p style="text-align: center;"><b>C</b></p> <p style="text-align: center;"><b>May 13, 2013 through May 31, 2012</b></p> <p style="text-align: center;"><b>14 days</b></p>	<b>Indicators which are addressed and assessed</b>			
	<p><b>4. OA. 4:</b> Find all factor pairs for a whole number in the range 1-100. Determine whether a given whole number in the range 1-100 is prime or composite.</p> <p><b>4 NBT. 5:</b> multiply 4 -digit whole numbers by 1- digit and multiply 2-digit by 2-digit (illustrate with equations, arrays, and/ or area models) a</p> <p><b>4. NF. 7:</b> 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 comparisons with the symbols <math>&gt;</math>, <math>=</math>, <math>&lt;</math>, justify the conclusions (using visual model)</p>			
	<b>Resources &amp; Websites</b>			
	<b>Indicators which are addressed (not necessarily assessed)</b>			
<p style="text-align: center;"><b>Instructional Strategies/Suggestions</b></p>				
<p style="text-align: center;"><b>Upcoming Topics Assessed</b></p>				