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| Time Frame | Topic/Unit | Skills/Concepts | Major Assessments | Core Standards | Resources |
| September - October9/9-10/297 weeks | **Grade 4 Module 1: Place Value, Rounding, and Algorithms for Addition and Subtraction**students extend their work with whole numbers.  They begin with large numbers using familiar units (hundreds and thousands) and develop their understanding of millions by building knowledge of the pattern of times ten in the base ten system on the place value chart (4.NBT.1).  They recognize that each sequence of three digits is read as hundreds, tens, and ones followed by the naming of the corresponding base thousand unit (thousand, million, billion). | * Place Value of Multi-Digit Whole Numbers
* Comparing Multi-Digit Whole Numbers
* Rounding Multi-Digit Whole Numbers
* Multi-Digit Whole Number Addition
* Multi-Digit Whole Number Subtraction
* Addition and Subtraction Word Problems
 | Mid-Module AssessmentEnd Module Assessment | 4.NBT.1 4.NBT.2 4.NBT.3 4.NBT.44.OA.3 | EngageNY ModuleCommoncoreworksheet.comSuper TeacherTeacherPayTeacher.com |
| Time Frame | Topic/Unit | Skills/Concepts | Major Assessments | Core Standards | Resources |
| November- January11/2-12 weeks | **Grade 4 Module 3: Multi-Digit Multiplication and Division**students use place value understanding and visual representations to solve multiplication and division problems with multi-digit numbers. As a key area of focus for Grade 4, this module moves slowly but comprehensively to develop students’ ability to reason about the methods and models chosen to solve problems with multi-digit factors and dividends. | * Multiplicative Comparison Word Problems
* Multiplication by 10, 100, and 1,000
* Multiplication of up to Four Digits by Single-Digit Numbers
* Multiplication Word Problems
* Division of Tens and Ones with Successive Remainders
* Reasoning with Divisibility
* Division of Thousands, Hundreds, Tens, and Ones
* Multiplication of Two-Digit by Two-Digit Numbers
 | Mid-Module AssessmentEnd of Module Assessment | 4.OA.14.OA.24.OA.34.OA.44.MD.34.NBT.54.NBT.6 | EngagenyCommoncoresheets.comSuperTeacher.comTeacherpayteacher.com |
| Time Frame | Topic/Unit | Skills/Concepts | Major Assessments | Core Standards | Resources |
| April-May | **Grade 4 Module 4: Angle Measure and Plane Figures**introduces points, lines, line segments, rays, and angles, as well as the relationships between them. Students construct, recognize, and define these geometric objects before using their new knowledge and understanding to classify figures and solve problems. With angle measure playing a key role in their work throughout the module, students learn how to create and measure angles, as well as create and solve equations to find unknown angle measures. In these problems, where the unknown angle is represented by a letter, students explore both measuring the unknown angle with a protractor and reasoning through the solving of an equation. Through decomposition and composition activities as well as an exploration of symmetry, students recognize specific attributes present in two-dimensional figures. They further develop their understanding of these attributes as they classify two-dimensional figures based on them. | * Use right angles to determine whether angles are equal to, greater than, or less than right angles.  Draw right, obtuse, and acute angles.
* Identify, define, and draw perpendicular lines.
* Identify, define, and draw parallel lines.
* Use varied protractors to distinguish angle measure from length measurement.
* Measure and draw angles.  Sketch given angle measures and verify with a protractor.
* Use the addition of adjacent angle measures to solve problems using a symbol for the unknown angle measure.
* Recognize lines of symmetry for given two-dimensional figures; identify line-symmetric figures and draw lines of symmetry.
* Classify quadrilaterals based on parallel and perpendicular lines and the presence or absence of angles of a specified size.
 | Mid-Module AssessmentEnd of Module Assessment | 4.MD.54.MD.64.MD.74.G.1 4.G.2 4.G.3 | EngagenyCommoncoreworksheets.comSuperTeacher.comTeacherpayteacher.com |
| Time Frame | Topic/Unit | Skills/Concepts | Major Assessments | Core Standards | Resources |
| February- end of March | **Grade 4 Module 5: Fraction Equivalence, Ordering, and Operations**students build on their Grade 3 work with unit fractions as they explore fraction equivalence and extend this understanding to mixed numbers.  This leads to the comparison of fractions and mixed numbers and the representation of both in a variety of models.  Benchmark fractions play an important part in students’ ability to generalize and reason about relative fraction and mixed number sizes.  Students then have the opportunity to apply what they know to be true for whole number operations to the new concepts of fraction and mixed number operations. | * Decomposition and Fraction Equivalence
* Fraction Equivalence Using Multiplication and Division
* Fraction Comparison
* Fraction Addition and Subtraction
* Extending Fraction Equivalence to Fractions Greater than 1
* Extending Fraction Equivalence to Fractions Greater than 1
* Repeated Addition of Fractions as Multiplication
* Explore a Fraction Pattern
 | Mid-Module AssessmentEnd 0f Module Assessment | 4.NF.14.NF.24.NF.34.NF.44.NF.4a4.NF.3ad4.NF.3b 4.NF.3c4.MD.44.OA.5 | EngagenyCommoncoreworksheets.comSuperTeacher.comTeacherpayteacher.com |
| Time Frame | Topic/Unit | Skills/Concepts | Major Assessments | Core Standards | Resources |
| May - June | **Grade 4 Module 6: Decimal Fractions**gives students their first opportunity to explore decimal numbers via their relationship to decimal fractions, expressing a given quantity in both fraction and decimal forms.  Utilizing the understanding of fractions developed throughout Module 5, students apply the same reasoning to decimal numbers, building a solid foundation for Grade 5 work with decimal operations.  | * Use metric measurement to model the decomposition of one whole into tenths.
* Use metric measurement and area models to represent tenths as fractions greater than 1 and decimal numbers.
* Represent mixed numbers with units of tens, ones, and tenths with number disks, on the number line, and in expanded form.
* Use meters to model the decomposition of one whole into hundredths.  Represent and count hundredths.
* Model the equivalence of tenths and hundredths using the area model and number disks.
* Use the area model and number line to represent mixed numbers with units of ones, tenths, and hundredths in fraction and decimal forms.
* Model mixed numbers with units of hundreds, tens, ones, tenths, and hundredths in expanded form and on the place value chart.
* Use understanding of fraction equivalence to investigate decimal numbers on the place value chart expressed in different units.
* Use the place value chart and metric measurement to compare decimals and answer comparison questions.
* Use area models and the number line to compare decimal numbers, and record comparisons using <, >, and =.
* Compare and order mixed numbers in various forms.
* Apply understanding of fraction equivalence to add tenths and hundredths.
* Add decimal numbers by converting to fraction form.
* Solve word problems involving the addition of measurements in decimal form.
* Solve word problems involving money.
 | Mid-Module AssessmentEnd of Module Assessment |  4.NBT.1 4.MD.14.MD.24.NF.14.NF.3c 4.NF.5 4.NF.6 4.NF.7   | EngagenyCommoncoreworksheets.comSuperTeacher.comTeacherpayteacher.com |