Grade 4 Year at a Glance
Nyack Public Schools 2016-2017

Pacing Schedule	Mathematical Emphasis Primary Resource	Mathematical Emphasis Supplementary Resource	Focus Standards *Greater Emphasis* *+NYSED May-June Standard*	Exemplars (What's the purpose?)	Manipulatives	Strategies Vocabulary
Weeks 1-6 **9/2/16-10/14/16** **(25 days)**	**Unit 5 Landmarks and Large Numbers**	**Module 1 EngageNY.org – Place value, rounding, and algorithms for addition and subtraction**	4.OA.3 (+,- only) 4.NBT.1 4.NBT.2 4.NBT.3 4.NBT.4(fluency standard)	What's the Problem? Purpose- Addition/Subtraction algorithm and composing numbers through reasoning	Vertical number lines Place value chart Place value disks Base ten blocks	Ten thousands Hundred thousands Millions Ten millions Hundred millions Variable Algorithm Bundling, making, renaming, changing, exchanging, regrouping, trading Compose Decompose Addend Difference Digit Endpoint Equation Estimate Expanded form Expression Halfway Number line Number sentence Place value Rounding Standard form Sum Tape diagram Unbundling, breaking, renaming, changing, regrouping, trading Word form Strategies can be found on pages 254-258 of The Standards Decoded

Weeks 7-16 **10/17/16-** **12/23/16** **(46 days)** **Trimester 1 ends December 2, 2016**	**Unit 1 Factors, Multiples, and Arrays** **Unit 3 Multiple Towers and Division Stories** **Unit 8 How Many Packages? How Many Groups?**	**Module 3 EngageNY.org – Multi-digit multiplication and division**	4.OA.1 4.OA.2* 4.OA.3 (+,-,×,÷) **4.OA.4** 4.NBT.5* 4.NBT.6 **4.MD.3**		Area model Grid paper Number bond Place value disks Base ten blocks Tape diagram Place value charts	Associative Property Composite Number Distributive Property Divisible Dividend Divisor Formula Long division Partial product Prime number Remainder Algorithm Area Area model Array Bundling, grouping, renaming, changing Compare Distribute Divide, division Equation Factors Mixed units Multiple Multiply, multiplication Perimeter Place value Product Partial quotient Quotient Rectangular array Rows, columns Horizontal/vertical Multiplicative comparative sentence frame (__times as many__ as __)
Weeks 17-25 **1/3/17-3/9/17** **(42 days)**	**Module 5 EngageNY.org – Fraction equivalence, ordering and operations**	**Unit 6 Fraction Cards and Decimal Squares (Only Investigations 1, 2, and 3A)**	**4.OA.5** 4.NF.1 4.NF.2 4.NF.3a* 4.NF.3b* 4.NF.3c* 4.NF.3d* 4.NF.4a* 4.NF.4b* 4.NF.4c* **4.MD.4**		Area model Fraction strips Fraction bars Line plot Number line Rulers Tape diagram Number bonds	Benchmark Common denominator Denominator Fraction greater than 1(Improper fraction? Line Plot Mixed number Numerator =,<,> Compose Decompose Equivalent fractions Fraction Fractional unit Multiple Non-unit fraction

						Unit fraction Unit interval Whole
Weeks 26-30 **3/13/17-4/21/17** **(20 days)** **Trimester 2 ends** **March 17, 2017**	**Unit 4 Size, Shape, and Symmetry**	**Module 4** **EngageNY.org – Angle Measure and Plane Figures**	4.MD.5a 4.MD.5b 4.MD.6 4.MD.7 4.G.1 4.G.2 4.G.3		Protractors Ruler Right angle Folded paper models Pattern blocks Rectangular and triangular grid paper Anglegs (Exploragons) Decompose Compose	Acute angle Acute triangle Adjacent angle Angle Arc Attribute Circle Collinear Complementary angles Degree Diagonal Equilateral triangle Figure Interior of an angle Intersecting lines Isosceles triangle Length of an arc Line Line of symmetry Line segment Obtuse angle Obtuse triangle Parallel Perpendicular Point Protractor Ray Right angle Right triangle Scalene triangle Straight angle Supplementary angles Triangle Vertex Vertical angles Decompose Parallelogram Polygon Quadrilateral Rectangle Rhombus Square

				Sum Trapezoid
Weeks 31-32 **4/24/17-5/5/17** **(10 days)**				
Weeks 33-34 **5/8/17-5/19/17** **(10 days)**	**Module 2** **EngageNY.org – Unit Conversions** **Module 7** **EngageNY.org – Exploring Measurement with Multiplication (Topics A,B, & C)**	**Unit 7 Moving Between Solids and Silhouettes (Investigation 3.5A and 3.5B)**	**4.MD.1+** **4.MD.2+**	Balance scale Weights Centimeter ruler Meter stick Liter containers with millimeter scale Number line Tape diagram Two-column table Compose Decompose Analog clock Beaker (l and ml) Composite figure Gallon, quart, pint, and cup containers Yard stick 12 inch ruler Number bond

Convert
Kilometer
Mass
Milliliter
Mixed units
Capacity
Distance
Equivalent
Kilogram
Larger or smaller unit
Length
Liter
Measurement
Meter
Simplifying strategy
Table
Times as much as
Weight
Customary system of measurement
Customary unit
Cup
Gallon
Metric system of measurement
Metric unit
Ounce
Pint
Pound
Quart
Foot, Yard
Hour
Inch
Interval
Gram
Kilogram
Minute, second

Weeks 35 – 37 5/22/17-6/9/17 (14 days)	Module 6 EngageNY.org – Decimal Fractions	Unit 6 Fraction Cards and Decimal Squares (Investigation 3)	4.NF.5+ 4.NF.6*+ 4.NF.7*+ 4.MD.2+	1 Liter container with milliliter marks Area model Centimeter ruler Decimal place value disks Meter stick Number line Place value chart Tape diagram Whole number place value disks Compose Decompose Dimes Pennies Dollars	Decimal expanded form Decimal fraction Decimal number Decimal point Fraction expanded form Hundredth Tenth Expanded form Fraction Whole

Key:

Green –Major Clusters

Blue – Supporting Clusters

Yellow – Additional Clusters

	Key for academic development
4	***Student exceeds within or excels grade level expectations by independently applying and utilizing concepts and skills*** • Statistically, the smallest percentage of students performs at this level. • A 4 indicates the student independently uses and applies knowledge in ways that demonstrate <u>higher level thinking skills</u> to achieve mastery of grade-level standards.
3	***Student demonstrates grade level expectations for concepts and skills*** • A **3 indicates the <u>standards have been met</u>** and should be celebrated. • A 3 indicates the student demonstrates understanding of grade level skills and concepts and requires <u>minimal support.</u>
2	***Student is progressing toward basic understanding of grade level concepts and skills with assistance.*** • A **2 indicates the student is progressing toward achieving skills** but <u>has not yet met the standards.</u> • A 2 indicates the student requires <u>ongoing support</u>.
1	***Student shows an emerging awareness of concepts and skills.*** • A student earning a 1 demonstrates an <u>inconsistent understanding</u> and application of knowledge of grade level standards and is <u>currently not meeting the grade-level standards.</u> • A 1 indicates the student requires <u>significant ongoing support</u>.

Student grades are evaluated using standards-based rubrics and a holistic approach including portfolios, student work samples, formative and summative assessments, teacher observations, and student-teacher conferences. Work should be aligned with standards and particular report card indicators.

Percentage Conversion Chart

Rubric Level	Percentage Range
4	100-93
3	92-75
2	74-60
1	59 and below