**HCPSS Grade 4 GT Essential Curriculum**

**2014-2015**

**The Mathematical Practices**

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

**The Mathematical Content Standards**

The Mathematical Content Standards (Essential Curriculum) that follow are designed to promote a balanced combination of procedure and understanding. Expectations that begin with the word “understand” are often especially good opportunities to connect the mathematical practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. *In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.* In this respect, those content standards that set an expectation of understanding are potential “points of intersection” between the Mathematical Content Standards and the Mathematical Practices.

**Operations and Algebraic Thinking 5.OA**

**A. Write and interpret numerical expressions.**

1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation “add 8 and 7, then multiply by 2” as 2(8+7). Recognize that 3(18932 + 921) is three times as larges at 18932 + 921, without having to calculate the indicated sum or product.*

**B. Analyze patterns and relationships.**

1. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule “Add 3” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

**Numbers and Operations in Base 10 5.NBT**

**Understand the place value system. (5.NBT)**

1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
3. Read, write, and compare decimals to thousandths.
	1. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 100 + 4 10 + 7 1+ 3 (1/10) + 9 (1/100) + 2 (1/1000).
	2. Compare two decimals to thousandths based on meanings of the digits in each place using >, =, and < symbols to record the results of comparisons.
4. Use place value understanding to round decimals to any place.

**Perform operations with multi-digit whole numbers and with decimals to hundredths.**

1. Fluently multiply multi-digit whole numbers using the standard algorithm.
2. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
3. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

**Numbers and Operations—Fractions 5.NF**

**A. Use equivalent fractions as a strategy to add and subtract fractions.**

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce the equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*
2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*

**B. Apply and extend previous understanding of multiplication and division to multiply and divide fractions.**

1. Interpret a fraction as division of the numerator by the denominator (*a*/*b* = *a**b*). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*
2. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
	1. Interpret the product (*a*/*b*) *q* as a parts of a partition of *q* into *b* equal parts; equivalently, as the result of a sequence of operations *a**q**b*. *For example, use a visual fraction model to show (2/3) (4/5) = 8/15.* *(In general, (a/b) (c/d) = ac/bd.)*
	2. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
3. Interpret multiplication as scaling (resizing), by:
	1. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
	2. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence *a*/*b* = (*n**a*)/(*n**b)* to the effect of multiplying *a*/*b* by 1.
4. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
5. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.
	1. Interpret division of a unit fraction by a non-zero whole number and compute such quotients. *For example, create a story context for (1/3)* *4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3)* *4 = 1/12 because (1/12)* *4=1/3.*
	2. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4**(1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4**(1/5) = 20 because 20**(1/5) = 4.*
	3. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?*

**The Number System 6.NS**

**A. Apply and extend previous understandings of multiplication and division to divide fractions by fractions.**

1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.

**B. Compute fluently with multi-digit numbers and find common factors and multiples.**

1. Fluently divide multi-digit numbers using the standard algorithm.
2. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
3. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor.

**Measurement & Data 5.MD**

**A. Convert like measurement units within a given measurement system.**

1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

**B. Represent and interpret data.**

1. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all beakers were redistributed equally.*

**C. Geometric measurement: understand concepts of volume.**

1. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
	1. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
	2. A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units.
2. Measure volumes by counting unit cubes, sing cubic cm, cubic in, cubic ft, and improvised units.
3. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
	1. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole number products as volumes, e.g., to represent the associative property of multiplication.
	2. Apply the formulas  and  for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
	3. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

**Geometry 5.G**

**A. Graph points on the coordinate plane to solve real-world and mathematical problems.**

1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).
2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

**B. Classify two-dimensional figures into categories based on their properties.**

1. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*
2. Classify two-dimensional figures in a hierarchy based on properties.

**Statistics and Probability 6.SP**

**A. Develop understanding of statistical variability.**

1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.
2. Understand that a set of data collected to answer a statistical question has a distribution, which can be described by its center, spread, and overall shape.
3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

**B. Summarize and describe distribution.**

1. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
2. Summarize numerical data sets in relation to their context, such as by:
	1. Reporting the number of observations.
	2. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
	3. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
	4. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.