1st Quarter

Curriculum & Standards

**Social Studies**

**1.01** Locate, in absolute and relative terms, major landforms, bodies of water and natural resources in NC.

**1.02** Describe and compare physical and cultural characteristics of the regions.

**1.03** Suggest some influences that location has on life in NC such as major cities, recreation areas, industry, and farms.

**1.04** Evaluate ways the people of NC used, modified, and adapted to the physical environment, past and present.

**1.05** Assess human movement as it relates to the physical environment.

**Science**

**Matter& Energy**

**4.P.2.1** Compare the physical properties of samples of matter (strength, hardness, flexibility, ability to conduct heat, ability to conduct electricity, ability to be attracted by magnets, reactions to water and fire).

**4.P.3.1** Recognize the basic forms of energy (light, sound, heat, electrical and magnetic) as the ability to cause motion or create charge.

**4.P.3.2** Recognize that light travels in a straight line until it strikes an object or travels from one medium to another, and that light can be reflected, refracted and absorbed.

**Math**

**Unit 5: Landmarks and Large Numbers (25 days)**

**4.NBT.1** *Recognize that in a multi-digit whole number, a digit in one place represents ten times
what it represents in the place to its right.
For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.*

***4.NBT.2*** *Read and write multi-digit whole numbers using base-ten numerals, number names,
and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.*

***4.NBT.3*** *Use place value understanding to round multi- digit whole numbers to any place.*

***4.NBT.4****Fluently add and subtract multi-digit whole numbers using the standard algorithm.*

**Unit 1: Factors, Multiples, and Arrays (13 days)**

**4.OA.1** interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

**4.OA.2** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

**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. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.*

**4.OA.4** Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

**4.NBT.5** *Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.*

**CMS Area Unit (5 days)**

**4.MD.3** Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.