

**North Carolina  
Curricular Standards  
Mathematics - Grade 4  
Correlations with Gourmet Curriculum Press, Inc.®  
1.800.900.2290**

<b>Number Sense, Numeration, and Numerical Operations</b>				
<b>Benchmark Number</b>	<b>Benchmark • Teaching Targets</b>	<b>Gourmet Resource</b>	<b>Tested</b>	<b>Taught</b>
	<b>Goal 1: The learner will read, write, model, and compute with rational numbers.</b>			
1.1	Read and write numbers less than one million using standard and expanded notation.	Appetizers 1 A; Main Dish Objective 1 (Number Concepts) Lesson 1		
1.2	Use estimation techniques in determining solutions to problems.	Appetizers 10; Main Dish Objective 10 (Estimation)		
1.3	Model and identify the place value of each digit in a multi-digit numeral to the hundredths place.	Appetizers 1 C and E; Main Dish Objective 1 (Number Concepts) Lessons 3 and 5		
1.4	Model, identify, and compare rational numbers (fractions and mixed numbers).	Appetizers 1 B & G; Main Dish Objective 1 (Number Concepts) Lessons 2 & 7		
1.5	Identify and compare rational numbers in decimal form (tenths and hundredths) using models and pictures.	Appetizers 1 E; Main Dish Objective 1 (Number Concepts) Lesson 5		
1.6	Relate decimals and fractions (tenths and hundredths) to each other using models and pictures.	Appetizers 1 E; Main Dish Objective 1 (Number Concepts) Lesson 5		
1.7	Use models and pictures to add and subtract decimals, explaining the processes and recording results.	Appetizers 6 C; 7 C; Main Dish Objective 6 (Addition) Lesson 3; Objective 7 (Subtraction) Lesson 3		
1.8	Use models and pictures to add and subtract rational numbers with like denominators.	Main Dish Objective 6 (Addition) Lesson 4		

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<b>1.9</b>	<i>Find the fractional part of a whole number using models and pictures.</i>	<b>Appetizers 1 G; Main Dish Objective 1 (Number Concepts) Lesson 7</b>		
<b>1.10</b>	<i>Model and explain associative and distributive properties.</i>	<b>Appetizers 2 A; Main Dish Objective 2 (Mathematical Relations) Lesson 1</b>		
<b>1.11</b>	<i>Memorize the division facts as related to the multiplication facts/tables through ten.</i>	<b>Appetizers 2 A; 9; Main Dish Objectives 2 (Mathematical Relations) Lesson 1; 9 (Division)</b>		
<b>1.12</b>	<i>Identify missing factors in multiplication facts.</i>	<b>Appetizers 2 A; 8 A; 11 B; Main Dish Objectives 2 (Mathematical Relations) Lesson 1; 8 (Multiplication) Lesson 1; Objective 11 (Problem Solving) Lesson 2</b>		
<b>1.13</b>	<i>Round rational numbers to the nearest whole number and justify.</i>	<b>Appetizers 1 D; 10 B, C, D, &amp; E; Main Dish Objective 1 (Number Concepts) Lesson 4 Objective 10 (Estimation) Lessons 2, 3, 4, &amp; 5;</b>		
<b>1.14</b>	<i>Estimate solutions to problems.</i>	<b>Appetizers 10 A, B, C, and D; Main Dish Objective 10 (Estimation) Lessons 1, 2, 3, &amp; 4</b>		
<b>1.15</b>	<i>Multiply 2- or 3-digit numbers by 1-digit numbers or a 2-digit multiple of 10.</i>	<b>Appetizers 8 A and B; 11 B; Main Dish Objective 8 (Multiplication) Lessons 1 &amp; 2; Objective 11 (Problem Solving) Lesson 2</b>		

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1.16	<i>Divide using single-digit divisors, with and without remainders.</i>	<b>Appetizers 9 A, B, &amp; C; 11 B; Main Dish Objective 9 (Division) Lessons 1, 2, &amp; 3; Objective 11 (Problem Solving) Lesson 2</b>		
1.17	<i>Use order of operations with addition, subtraction, multiplication, and division.</i>	<b>Appetizers 6; 7; 8; 9; Main Dish Objective 6 (Addition); Objective 7 (Subtraction); Objective 8 (Multiplication); Objective 9 (Division)</b>		
1.18	<i>Solve multi-step problems; determine if there is sufficient data given, then select additional strategies including:</i>	<b>Appetizers 11 B, C, &amp; D; 12 A; Main Dish Objective 11 (Problem Solving) Lessons 2, 3, &amp; 4; Objective 12 (Mathematical Representation) Lesson 1</b>		

## ***Spatial Sense, Measurement, and Geometry***

<b><i>Benchmark Number</i></b>	<b><i>Benchmark</i></b> • <b><i>Teaching Targets</i></b>	<b><i>Gourmet Resource</i></b>	<b><i>Tested</i></b>	<b><i>Taught</i></b>
	<b><i>Goal 2: The learner will demonstrate an understanding and use of the properties and relationships in geometry, and standard units of metric and customary measurement.</i></b>			
2.1	<i>Identify points, lines, and angles (acute, right, and obtuse); identify in the environment.</i>	<b>Appetizers 3 A &amp; D; Main Dish Objective 3 (Geometry) Lessons 1 &amp; 4</b>		
2.2	<i>Use manipulative, pictorial representations, and appropriate vocabulary (e.g. sides, angles, and vertices) to identify properties of plane figures; identify in the environment.</i>	<b>Appetizers 3 A &amp; D; Main Dish Objective 3 (Geometry) Lessons 1 &amp; 4</b>		
2.3	<i>Use manipulative, pictorial representations, and appropriate vocabulary (e.g. faces, edges, and vertices) to identify properties of polyhedra (solid figures); identify in the environment.</i>	<b>Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1</b>		

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2.4	<i>Identify intersecting, parallel, and perpendicular lines and line segments and their midpoints; identify in the environment.</i>	<b>Main Dish Objective 3 (Geometry) Lesson 4</b>		
2.5	<i>Recognize congruent plane figures after geometric transformations such as rotations (turns), reflections (flips), and translations (slides)</i>	<b>Appetizers 3 B &amp; C; Main Dish Objective 3 (Geometry) Lessons 2 &amp; 3</b>		
2.6	<i>Use designs, models, and computer graphics to illustrate reflections, rotations, and translations of plane figures and record observations.</i>	<b>Appetizers 3 C; Main Dish Objective 3 (Geometry) Lesson 3</b>		
2.7	<i>Estimate and measure length, capacity and mass using these additional units: inches, miles, centimeters, and kilometers; millimeters, cups, and pints; kilograms and tons.</i>	<b>Appetizers 4 C, D, E, &amp; F; Main Dish Objective 4 (Measurement) Lessons 3, 4, 5, and 6</b>		
2.8	<i>Write and solve meaningful, multi-step problems involving money, elapsed time, and temperature; verify reasonableness of answers.</i>	<b>Appetizers 4 A and B; 6 D; 7; 9 D; 11 A; Main Dish Objective 4 (Measurement) Lessons 1 &amp; 2; Objective 6 (Addition) Lesson 4; Objective 7 (Subtraction); Objective 9 (Division) Lesson 4; Objective 11 (Problem Solving)</b>		
2.9	<i>Use models to develop the relationship between the total number of square units contained in a rectangle and the length and width of the figure.</i>	<b>Appetizers 4 H; 11 E; Main Dish Objective 4 (Measurement) Lesson 8; Objective 11 (Problem Solving) Lesson 5</b>		
2.10	<i>Measure the perimeter of rectangles and triangles. Determine the area of rectangles and squares using grids; find areas of other regular and irregular figures using grids.</i>	<b>Appetizers 4 G and H; 11 E; Main Dish Objective 4 (Measurement) Lessons 7 and 8; Objective 11 (Problem Solving) Lesson 5</b>		

### ***Patterns, Relationships, and Functions***

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<b><i>Goal 3: The learner will demonstrate an understanding of patterns and relationships.</i></b>				
<b>3.1</b>	<i>Identify numerical and geometric patterns by stating their rules; extend the pattern, generalize, and make predictions.</i>	<b>Appetizers 2 B; Main Dish Objective 2 (Mathematical Relations) Lesson 2</b>		
<b>3.2</b>	<i>Identify the pattern by stating the rule extend the patterns, generalize the rule of the pattern, and make predictions when given a table of number pairs or a set of data.</i>	<b>Appetizers 2 B; Main Dish Objective 2 (Mathematical Relations) Lesson 2</b>		
<b>3.3</b>	<i>Construct and order a table of values to solve problems associated with a given relationships.</i>	<b>Appetizers 2 B; Main Dish Objective 2 (Mathematical Relations) Lesson 2</b>		
<b>3.4</b>	<i>Use non-numeric symbols to represent quantities in expressions, open sentences, and descriptions of relationships. Determine solutions to open sentences.</i>	<b>Appetizers 2 A; 12 A Main Dish Objectives 2 (Mathematical Relations) Lesson 1; 12 (Mathematical Representation) Lesson 1</b>		

### ***Data, Probability, and Statistics***

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<b><i>Goal 4: The learner will demonstrate an understanding and use of graphing, probability, and data analysis.</i></b>				
<b>4.1</b>	<i>Interpret and construct stem-and-leaf plots.</i>			
<b>4.2</b>	<i>Display data in a variety of ways including circle graphs. Discuss the advantages and disadvantages of each form including ease of creation and purpose of the graph.</i>	<b>Appetizers 5 C; 12 B; Main Dish Objective 5 (Probability/Statistics) Lesson 3; Objective 12 (Mathematical Representation) Lesson 2</b>		
<b>4.3</b>	<i>Collect, organize, and display data from surveys, research, and classroom experiments, including data collected over time. Include data from other disciplines such as science, physical education, social studies, and the media.</i>	<b>Appetizers 5 B &amp; C; 12 B; Main Dish Objective 5 (Probability/Statistics) Lessons 2 &amp; 3; Objective 12 (Mathematical Representation) Lesson 2</b>		

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	<i><b>Goal 4: The learner will demonstrate an understanding and use of graphing, probability, and data analysis.</b></i>			
<i><b>4.4</b></i>	<i>Interpret information orally and in writing from charts, tables, tallies, and graphs.</i>	<b>Appetizers 5 B &amp; C; 12 B; Main Dish Objective 5 (Probability/Statistics) Lessons 2 &amp; 3; Objective 12 (Mathematical Representation) Lesson 2</b>		
<i><b>4.5</b></i>	<i>Use range, median, and mode to describe a set of data.</i>	<b>Appetizers 13 C; Main Dish Objective 13 (Reasonableness) Lesson 3</b>		
<i><b>4.6</b></i>	<i>Plot points that represent ordered pairs of data from many different sources such as economics, science experiments, and recreational activities.</i>	<b>Appetizers 2 D; Main Dish Objective 2 (Mathematical Relations) Lesson 4</b>		
<i><b>4.7</b></i>	<i>Investigate and discuss probabilities by experimenting with devices that generate random outcomes such as coins, number cubes, spinners.</i>	<b>Appetizers 5 A; Main Dish Objective 5 (Probability/Statistics) Lesson 1</b>		
<i><b>4.8</b></i>	<i>Use a fraction to describe the probabilities of an event and report the outcome of an experiment.</i>			