2023-2024 Draft PEI Mathematics Curriculum - Grade 4

The following outcomes are accurate. The curriculum guide for this course is still relevant and includes important information for teachers. Teachers are reminded to reference this document for the outcomes when using the curriculum guide.

Outcomes	Curriculum Document Page
4.N1 (FL) Represent and describe whole numbers to 10 000, concretely, pictorially and symbolically.	Curriculum Guide p. 20
4.N2 Compare and order numbers to 10 000.	Curriculum Guide p. 24
4.N3 (FL) Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3 and 4-digit numerals) by: using personal strategies for adding and subtracting, estimating sums and differences, and solving problems involving addition and subtraction.	Curriculum Guide p. 28
4.N4 Explain the properties of 0 and 1 for multiplication and the property of 1 for division.	Curriculum Guide p. 32
4.N5 (FL) Describe and apply mental mathematics strategies, such as: skip counting from a known fact, using doubling or halving, using doubling or halving and adding or subtracting one more group, and using patterns in the 9s facts to determine basic multiplication facts to 9 x 9 and related division facts.	Curriculum Guide p. 32
4.N6 (FL) Demonstrate an understanding of multiplication (2- or 3-digit by 1-digit) to solve problems by: using personal strategies for multiplication with and without concrete materials; using arrays to represent multiplication; and, connecting concrete representation to symbolic representations and estimating products.	Curriculum Guide p. 36
4.N7 (FL) Demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by using personal strategies for dividing with and without concrete materials, estimating quotients and relating division to multiplication.	Curriculum Guide p. 40
4.N8 (FL) Demonstrate an understanding of fractions less than or equal to 1 using concrete and pictorial representations to name & record fractions for the parts of a whole or set, compare & order fractions, model & explain that for different wholes, two identical fractions may not represent the same quantity & provide examples of where fractions are used.	Curriculum Guide p. 44
4.N9 (FL) Describe and represent decimals (tenths and hundredths) concretely, pictorially and symbolically.	Curriculum Guide p. 48
4.N10 Relate decimals to fractions (to hundredths).	Curriculum Guide p. 48
4.N11 Demonstrate an understanding of addition and subtraction of decimals (limited to hundredths) by using compatible numbers, estimating sums and differences and using mental math strategies to solve problems.	Curriculum Guide p. 52
4.PR1 Identify and describe patterns found in tables and charts, including a multiplication chart.	Curriculum Guide p. 58
4.PR2 Reproduce a pattern shown in a table or chart using concrete materials.	Curriculum Guide p. 62
4.PR3 Represent and describe patterns and relationships using charts and tables to solve problems.	Curriculum Guide p. 62
4.PR5 Express a given problem as an equation in which a symbol is used to represent an unknown number.	Curriculum Guide p. 70
4.PR6 Solve one-step equations involving a symbol to represent an unknown number.	Curriculum Guide p. 70
4.SS1 Read and record time using digital and analog clocks. Include 24-hour clocks.	Curriculum Guide p. 76
4.SS2 Read and record calendar dates in a variety of formats.	Curriculum Guide p. 80
4.SS3 (FL) Demonstrate an understanding of area of regular and irregular 2-D shapes by recognizing that area is measured in square units, selecting and justifying referents for the units cm^2 or m^2, estimating area by using referents for cm^2 or m^2, determining and recording area (cm^2 or m^2), constructing different rectangles for a given area (cm^2 or m^2) in order to demonstrate that many different rectangles may have the same area.	Curriculum Guide p. 84
4.SP1 Demonstrate an understanding of many-to-1 correspondence.	Curriculum Guide p. 98
4.SP2 Construct and interpret pictographs and bar graphs involving many-to-1 correspondence to draw conclusions.	Curriculum Guide p. 102