Standard #: MA.4.G.3.3Archived Standard

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Select and use appropriate units, both customary and metric, strategies, and measuring tools to estimate and solve real-world area problems.

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	Grade: 4
Big Idea: BIG IDEA 3 - Develop an understanding of area and determine the area of two-dimensional shapes.	**Date Adopted or Revised:** 09/07
Content Complexity Rating: Level 2: Basic Application of Skills & Concepts - More Information	**Date of Last Rating:** 06/07
Status: State Board Approved - Archived	**Assessed:** Yes

Remarks/Examples

Students should recognize that the area of a piece of paper might be measured in square inches, the area of a room might be measured in square feet, and the area of a large piece of land might be measured in square miles. Alternately, these measurements might be in square centimeters, square meters, and square kilometers, respectively.

Example: Students find the area of a composite shape. An L-shaped region may be decomposed into rectangular regions.

Example: Find the area of the polygon in the picture. Explain or show how you found the area.
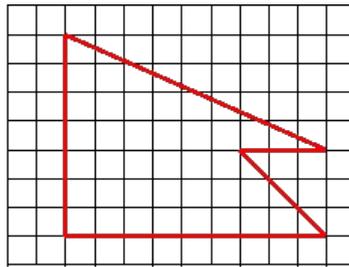
TEST ITEM SPECIFICATIONS

Item Type(s): This benchmark may be assessed using: MC , GR item(s)

N/A
Clarification :
Students will find the area of a rectangle by multiplying the base by the height.

Students will solve problems involving the area of a rectangle or a composite shape composed of adjacent rectangles, such as L- or E-shaped figures.

Students will select appropriate units and/or tools to estimate and/or solve real-world area problems, (e.g., recognize that the area of a room is expressed as square feet, compared to an area of land expressed in square miles or kilometers).
Content Limits :
Items may include figures with whole-number dimensions of 100 or fewer units.

Items will not include the formula for area of a rectangle.
Stimulus Attributes :
Items may be on a grid, but this is not required.

Graphics should be used in most items.

Students may be required to use a ruler to measure the dimensions of a figure to determine its area.
Response Attributes :
Responses may include incorrect units of measurement.

SAMPLE TEST ITEMS (2)

Test Item #: Sample Item 1
Question: Mr. Hanson is getting new carpet in his classroom. Which is the best estimate of the total amount of carpet needed to cover the entire floor of a classroom?
Difficulty: N/A
Type: MC: Multiple Choice

Test Item #: Sample Item 2
Question: Lana bought a patch in the shape of an "L" to sew onto the back of her denim jacket. The size of the patch is shown below.
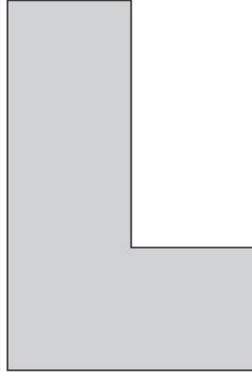
Using the provided ruler, what is the area, **in square centimeters,** of Lana's patch?
Difficulty: N/A
Type: GR: Gridded-Response

Related Resources

Lesson Plan

Name	Description
Banana County Public School-Painters MEA:	This Model Eliciting Activity (MEA) is written at a 4th grade level. This activity allows students to think critically using information provided. Students will write a procedure on how they determined which painting company would be suitable for the client.