

South Conway County School District

4th Grade Mathematics Pacing Guide (2009-2010)

Arkansas Curriculum Framework (SLE)	Learning Goal (Objective)	Assessment/Bloom's	Essential Vocabulary *teacher word (For Future Use)	Materials/Resources (For Future Use)
First Quarter				
<u>NO.1.4.2</u>	Use the place-value structure of the base-ten number system and be able to represent and compare whole numbers to millions (using models, illustrations, symbols, expanded notation and problem	Evaluation		
<u>NO.1.4.3</u>	Use mathematical language and symbols to compare and order any whole numbers with and without appropriate technology (<,>=)	Evaluation		
<u>NO.3.4.4</u>	Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools	Evaluation		
<u>NO.2.4.2</u>	Apply number theory Determine if any number is even or odd use the terms multiple, factor, and divisible by in an appropriate context generate and us divisibility rules for 2,5, and 10 demonstrate various multiplication & division relationships	Application		
<u>M.12.4.2</u>	Distinguish the temperature in contextual problems using the Fahrenheit scale on a thermometer	Comprehension		
<u>M.13.4.6</u>	Read temperatures on Fahrenheit and Celsius scales	Knowledge		
<u>G.10.4.1</u>	Locate and identify points on a coordinate grid and name the ordered pair (quadrant one only) using common language and geometric vocabulary (horizontal and vertical)	Knowledge		
<u>NO.3.4.1</u>	Demonstrate, with and without appropriate technology, computational fluency in multi-digit addition and subtraction in contextual problems	Application		
<u>NO.1.4.1</u>	Recognize equivalent representations for the same whole number and generate them by composing and decomposing number	Knowledge		
<u>DAP.14.4.1</u>	Create a data collection plan after being given a topic and collect, organize, display, describe and interpret simple data using frequency tables or line plots, pictographs and bar graphs	Synthesis		
<u>DAP.15.4.2</u>	Match a set of data with a graphical representation of the data	Comprehension		
<u>DAP.4.1</u>	Represent and interpret data using pictographs, bar graphs and line graphs in which symbols or intervals are greater than one	Application		
<u>A.4.4.1</u>	Identify a number that is more or less than any whole number using multiples of 10, 100 and/or 1000	Knowledge		
<u>M.13.4.2</u>	Solve problems involving conversions between minutes and hours	Application		
<u>M.13.4.3</u>	Restate the time in multiple ways given an analog clock to the nearest 1-minute	Comprehension		
<u>M.13.4.1</u>	Using a calendar to determine elapsed time from month to month	Comprehension		

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<u>M.13.4.4</u>	Determine elapsed time in contextual situations to five-minute intervals with beginning time unknown	Comprehension		
<u>M.12.4.1</u>	Recognize that 60 seconds equals 1 minute	Knowledge		
<u>NO.3.4.3</u>	Attain, with and without appropriate technology, computational fluency in multiplication and division using contextual problems using, two-digit by two-digit multiplication (larger numbers with technology), strategies for multiplication and dividing numbers, performance of operations in more than one way, estimation of products and quotients in appropriate situations, and relationships between operations.	Application		
<u>DAP.17.4.1</u>	Uses fractions to predict probability of an event	Comprehension		
<u>A.6.4.1</u>	Create a chart or table to organize given information and to understand relationships and explain the results	Synthesis		
<u>DAP.16.4.1</u>	Make predictions for a given set of data	Comprehension		
<u>A.6.4.1</u>	Create a chart or table to organize given information and to understand relationships and explain the results	Synthesis		
<u>DAP.16.4.1</u>	Make predictions for a given set of data	Comprehension		
<u>M.13.4.5</u>	Apply money concepts in contextual situations	Application		
<u>NO.3.4.5</u>	Use Estimation strategies to solve problems and judge the reasonableness of the answer	Application		

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Second Quarter				
<u>G.8.4.1</u>	Identify, describe and classify 3-D solids by properties including the number of vertices, edges, and shapes of faces using models	Knowledge		
<u>G.8.4.2</u>	Identify regular and irregular polygons including octagon	Knowledge		
<u>M.13.4.9</u>	Use strategies for finding the perimeter of a rectangle	Application		
<u>A.4.4.2</u>	Use repeating and growing numeric and geometric patterns to make predictions and solve problems	Comprehension		
<u>A.5.4.2</u>	Express mathematical relationships using simple equations and inequalities (<, >, =, ≠)	Comprehension		
<u>G.11.4.2</u>	Create new figures by combining and subdividing models of existing figures in multiple ways and record results in a table	Synthesis		
<u>G.8.4.5</u>	Classify angles relative to 90° as more than, less than or equal to	Analysis		
<u>G.8.4.3</u>	Identify, draw, and describe a line, line segment, a ray, an angle, intersecting, perpendicular, and parallel lines	Knowledge		
<u>G.8.4.4</u>	Identify and describe intersecting, perpendicular and parallel lines in problem solving context	Knowledge		
<u>G.9.4.1</u>	Determine the result of a transformation of a two-dimensional figure as a slide (translation), flip (reflection) or turn (rotation) and justify the answer	Analysis		
<u>NO.2.4.3</u>	Use conventional mathematical symbols to write equations for contextual problems involving multiplication.	Knowledge		
<u>M.13.4.7</u>	Use appropriate customary and metric measurement tools of length, capacity and mass	Knowledge		
<u>M.13.4.8</u>	Estimate and measure length, capacity/volume and mass using appropriate customary and metric units	Comprehension		
<u>M.13.4.10</u>	Use strategies for finding the area of a rectangle	Application		