Fourth Grade 2010/2011
Reading/ELA Pacing Guide

1st Nine Weeks	2nd Nine Weeks	3rd & 4th Nine Weeks
Theme 1 & 2	Theme 3 & 4	Theme 5, 6, Wrap-Up, & Review
• Fluency • Genre • Character' Traits & Motivations • Compare and Contrast • Plot: Conflict and Resolution • Author's Purpose and Perspective • Use Story Structure • Answering Questions • Monitor Comprehension: Reread • Summarize • Synonyms and Antonyms • Making Judgments • Prefixes, Suffixes, and Roots • Locate Information • Declarative and Interrogative Sentences • Imperative and Exclamatory Sentences: Interjections • Subjects and Predicates • Complete, Simple, and Compound Subjects and Predicates • Simple Compound Sentences • Prepositional Phrases • Clauses and Phrases; Complex Sentences *Personal Narrative – Use narrative texts in read alouds to guide student's writing. **Appropriate capitalization and punctuation is a must.	• Fluency • Genre • Text Structure: Cause and Effect • Draw Conclusions • Fact and Opinion • Theme • Use Graphic Organizers • Monitor Comprehension: Read Ahead • Monitor Comprehension: Adjust Reading Rate • Monitor Comprehension: Self-Correct • Reference Sources • Predict Outcomes • Follow Written Directions • Narrative Forms • Common and Proper Nouns • Singular and Plural Nouns • Possessive Nouns • Pronouns and Antecedents • Possessive Pronouns • Subject and Object Pronouns • Adjectives and Articles • Comparing with Adjectives *Informational – Use informational texts in read alouds to guide student's writing. **Appropriate capitalization and punctuation is a must. ***Appropriate use of textual features required.	• Fluency • Genre • Character, Setting, and Plot • Sequence: Story Events • Text Structure: Sequence • Main Idea and Details • Figurative Language • Use Story Structure • Monitoring Comprehension: Ask Questions • Summarize • Monitor Comprehension: Reread • Make Inferences • Use Context Clues • Paraphrase • Use Graphic Aids • Main and Helping Verbs • Action and Linking Verbs • Present Tense Verbs • Subject-Verb Agreement • Past and Future Tenses • Irregular Verbs • Contractions and Possessive Pronouns • Adverbs • Punctuation Review *Persuasive – Use persuasive texts in read alouds to guide student's writing. *Response to literature – Use any type of texts in read alouds to guide student's response writing. ** Appropriate capitalization and punctuation is a must. ***Appropriate use of textual features required.
GPS: ELA4C1a, c, f, h; ELA4LSV1b, c, i; ELA4LSV2 ELA4R1La, b, c, d, f, g, i; ELA4R1Ia, c, d, f, g; ELA4R2 ELA4R3a; ELA4R4a, c; ELA4W1-4; ELA4W2Nb; ELA4W2Ic; ELA4W2Rd; ELA4W4a-c	GPS: ELA4C1b, c, f; ELA4LSV1b, c, i; ELA4LSV2Pa, Pe; ELA4R1Lb, f, h; ELA4R1Ic-h; ELA4R2; ELA4R3a, d, e, i; ELA4R4a-c; ELA4W1c; ELA4W2Na, b; ELA4W2Pc; ELA4W4a; ELA4W4C1a	GPS: ELA4C1b, c, d, f, g; ELA4LSV1, ELA4LSV2; ELA4R1Lb, c, d, f; ELA4R1Ia, b, f, g; ELA4R2, ELA4R3a, b, c, f, g,, h, i; ELA4R4a, c; ELA4W1; ELA4W2Nb; ELA4W2Ib, f; ELA4W2P; ELA4W2R; ELA4W3, ELA4W4

Last updated: 6/10/2010 3:28PM J.Spires

Math Pacing Guide (continued on next page)

6 weeks		10 weeks	
Framework Unit 1	Framework Unit 2		

Textbook Unit 1
(Chapters 1-2)
Understand Whole Numbers and Operations
 	
• Place Value
• Number Sense
• Add/Subtract Whole Numbers
• Compare/Order/ Estimate
• Algebra:
  • Expressions
  • Mental math - number sentence
  • Patterns - find a rule
 	
• <u>Performance Tasks:</u>
  ✓ Georgia Tasks pg. 60
  ✓ Performance Assessment pg. PA3 & PA4
 	
*Begin multiplication and division fact family cards & practice to be continued throughout the year
	Textbook Unit 3
	(Chapters 5-6)
	Multiplication And Division Facts
	
	• Practice Multiplication and Division Facts
	• Algebra: Use Multiplication and Division Facts
	• Algebra:
	  • Expressions w/variables
	  • Patterns – finding a rule
	
	<u>Performance Tasks:</u>
	  ✓ Georgia Tasks pg. 144
	  ✓ Performance Assessment pg. PA 21 & 22
		Textbook Unit 4
		(Chapters 7-9)
		Multiply by 1- 2-Digit Numbers
		
		• Multiply by 1-Digit Numbers
		• Multiply by Tens
		• Multiply by 2-Digit Numbers
		• Algebra:
		  • Mental math – multiplication patterns
		
		<u>Performance Tasks:</u>
		  ✓ Georgia Tasks pg. 202
		  ✓ Performance Assessment PA 30 & 31
			Textbook Unit 5
			(Chapters 10-11)
			Divide by 1- and 2-Digit Numbers
			
			• Divide By 1-Digit Numbers
			• Divide By 2-Digit Numbers
			• Algebra:
			  • Mental math – division patterns
			
			<u>Performance Tasks:</u>
			  ✓ Georgia Tasks pg. 250
			  ✓ Performance Assessment pg. PA 39 & PA 40

<u>GPS:</u> M4N1.a, b; M4N2.a,b,c,d; M4N5.a, b, c, d; M4N7.a, b, d; M4A1.a, b, c	<u>GPS</u>: M4N4.a, b, c, d; M4N3; M4N7.a, b, c, d; M4A1.a, b, c	<u>GPS</u>: M4N3; M4N7.c, d; M4A1.a	<u>GPS</u>: M4N4.a, b, c, d; M4N7.a, c, d; M4A1.b

2 weeks	6 weeks	6 weeks	
Framework Unit 3	Framework Unit 4	Framework Unit 5	
Textbook Lessons: ***Weight measurement*** • 16.3 Customary weight • 16.5 Metric weights • Convert within each system (pull additional resources, not covered in textbook) <u>Performance Tasks:</u> ✓ Framework performance tasks in unit 3	Textbook Unit 2 (Chapters 3-4) ***Data and Graphing*** • Collect and Organize Data • Analyze and Graph Textbook unit 6-part 1 (Chapter 12-13) ***Geometry*** • Lines, rays, and angles • Plane and solid figures <u>Performance Tasks:</u> ✓ Georgia Tasks pg. 104 ✓ Performance Assessment pg. PA12 & 13; PA 48 or 49	Textbook Unit 6 part 2 (Chapters 14-15, without 14.3) ***Fractions*** • 14.1 Read and write fractions • 14.2 Equivalent fractions • 14.4 Mixed numbers • Add and Subtract Fractions and Mixed Numbers <u>Performance Tasks:</u> ✓ Georgia Tasks pg. 328 task B (share your pizza) ✓ Georgia Tasks pg. 374 ✓ Performance Assessment pg. PA 57 & 58	Unit 8 (Chapters 18-21) ***Decimals*** • Understand Decimals • Add and Subtract Decimals • Multiply Decimals by Whole Numbers • Divide Decimals by Whole Numbers <u>Performance Tasks:</u> ✓ Georgia Tasks pg. 448 ✓ Performance Assessment pg. PA 66 & 67
<u>GPS:</u> M4M1.a, b, c; M4M2.a, b	<u>GPS</u>: M4D1.a, b, c, d M4G3.a, b, c	<u>GPS:</u> M4M2.a, b; M4G1.a, b, c, d; M4G2.a, b, c	<u>GPS</u>: M4M1.a, b, c M4N7.b; M4N1.a, b; M4N2.c, d; M4N5.a, b, c, d, e

***Algebra (unit 6 from the state curriculum map) will be taught throughout the year.**
***All units will include skills to maintain and the Process Standards.**
*** Please note the concepts/skills to maintain listed on the GPS.**

Science Pacing Guide

<table>
<tr><th>First Nine Weeks</th><th colspan="2">Second Nine Weeks</th><th>Third Nine Weeks</th><th>Fourth Nine Weeks</th></tr>
<tr>
<td><u>Life Science:</u>
S4L1 Students will describe the roles of organisms and the flow of energy within an ecosystem.

Identify roles
• Producers
• Consumers
• Decomposers

Flow of energy through a food web
• Sunlight
• Producers
• Consumers
• Decomposers

Changes of environment affect ecosystem

Effects on population if plants and animals are
• Scarce
• Too many

S4L2 Students will identify factors that affect the survival or extinction of organisms such as adaptation variation of behaviors (hibernation) and external features (camouflage and protection).

Factors that lead to extinction of an organism</td>
<td><u>Earth Science</u>
S4E3 Students will differentiate between the states of water and how they relate to the water cycle and weather.

Demonstrates how water changes states
• Solid to liquid to gas
• Gas to liquid to solid

Identify temperatures:
• Freezing point
• Boiling point

Formation of clouds

Explain water cycle

Forms of precipitation and sky conditions
• Rain
• Snow
• Sleet
• Hail
• Clouds
• Fog

S4E4 Students will analyze weather charts/maps and collect weather data to predict weather events and infer patterns and seasonal changes.

Identify weather instruments
• Thermometer
• Rain gauge
• Barometer
• Wind vane
• Anemometer

Uses information from a weather map to interpret weather conditions
• Fronts
• Temperature
• Precipitation

Predicts weather patterns

Differentiate weather and climate</td>
<td><u>Physical Science:</u>
S4P3 Students will demonstrate the relationship between the application of a force and the resulting change in position and motion on an object.

Identify simple machines and uses
• Lever
• Pulley
• Wedge
• Inclined plane
• Screw
• Wheel
• Axle

How force affects
• Speed
• Motion

How change of force affects
• Speed
• direction

Effect of gravitational force on the motion of an object</td>
<td><u>Earth Science:</u>
S4E1 Students will compare and contrast the physical attributes of stars, star patterns, and planets.

Physical attributes of stars
• Number
• Size
• Color
• Patterns

Similarities and differences of planets to stars
• Appearance
• Position
• Number

Technology
• Observe distant objects in sky

S4E2 Students will model the position and motion of the earth in the solar system and will explain the role of relative position and motion in determining sequence of the phases of the moon.

Day/night cycle of earth

Phases of the moons

Seasonal changes
• Revolution
• Tilt

Planets relative size and order from the sun</td>
<td><u>Physical Science:</u>
S4P1. Students will investigate the nature of light using tools such as mirrors, lenses, and prisms.

Identify materials
• Transparent
• Opaque
• Translucent

Reflection of light

Physical attributes and use
• Convex lens
• Concave lens
• Prism

S4P2 Students will demonstrate how sound is produced by vibrating objects and how sound can be varied by changing the rate of vibration.

How sound is produced

Conditions that cause pitch to vary</td>
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Social Studies Pacing Guide (continued on next page)

First 9 weeks	Second 9 weeks	
Framework Unit 2	**Framework Unit 3 and 4**	
The Discovery of North America **Location** • American Indian settlements (H1a, G2a) • Use of environment (H1b) • Major features of the US (G1a) • Early adaptations to new environments **Movement/Migration** • Reasons, obstacles, accomplishments of explorers (H2a) • Cooperation/conflict between Europeans/Natives (H2b) • Describe opportunity costs (E1a)	**The Colonization of North America** **Location** • Geography of each colony (G2c) • Compare/contrast life of colonial regions (H3a) • Explain price incentives (E1b) **Individuals, Groups, Institutions** • Colonial life (H3b) • Describe specialization (E1c) • Explain voluntary exchange (E1d)	**Forming a New Nation** **Beliefs and Ideals** • Explain the Declaration of Independence (H4b) • Natural rights in Declaration (CG1a) **Conflict and Change** • Events that shaped the revolutionary movement (H4a) • Major events of the Revolution (H4c) • Use of physical geography (G2d) **Individuals, Groups, Institutions** • Key individuals in the Revolution (H4d)

Third 9 Weeks		Fourth 9 Weeks	
Framework Unit 5, 6		**Framework Unit 7, 8**	
Challenges of a New Nation **Beliefs and Ideals** • "We the People" (CG1b) **Conflict and Change** • Weaknesses of Articles of Confederation (H5a) • Explain the Bill of Rights (H5b) • War of 1812 (H5e) • Describe how trade promotes economic activity (E1e) **Individuals, Groups Institutions** • Major leaders of the Constitutional Conventions (H5b)	**Expansion of a New Nation** **Individuals, Groups, Institutions** • Biographies of Harriet Tubman, Elizabeth Cady Staton (H7a) • Significance of Sojourner Truth's address (H7b) **Movement/Migration** • Territorial Expansion (H6a) • Major man-made features (G1b) • Physical barriers (G2e) **Technological Innovations** • Impact of steamboat, locomotive, telegraph (H6b) • Examples of advancements' impact on business	**Distribution of Power** • 3 branches of gov't (H5c) • Federal system of gov't (CG1c) • Limiting power of authority (CG3d) **Rule of Law** • Freedom of expression (CG2) • Respecting rights of others (CG4a) • Obeying reasonable laws(CG4b) • Making and enforcing laws (CG3a) • Managing conflicts and protecting rights (CG3b) • Providing defense (CG3c) • Fiscal responsibility (CG3e)	**Being a Responsible Spender by Learning from Our Past** • Identify elements of a personal budget (E2) • Explain spending and saving decisions