

Fourth Grade Pacing Guide Weeks 1-9

Week	Unit and Topic	Time Completed
Operations and Algebraic Thinking Solve real-world problems with whole numbers and operations.		
1	Use a number line to represent addition and subtraction, e.g., represent 32 + 7 as a jump on the number line from 32 to 39 and 56 - 6 as a jump from 56 to 50 and 6 to 51. Represent word problems of multiplication, division, and mixed operations.	
2	Work on division word problems involving multiplication, e.g., for any two numbers, the quotient is a factor for the dividend, number to be divided, and the product, identifying multiplication as inverse of division.	
3-4	Use addition and subtraction word problems with whole numbers and identify which operation is used for the problem. Identify problems in which the number of unknowns is greater than one. Represent these problems using equations with a single variable for the unknown quantity. Model the unknowns of a problem using visual representations and relational strategies, including modeling.	
Number and Operations in Base Ten Understand the place value system for multi-digit numbers.		
5-6	Recognize that a multi-digit whole number is a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 is 7 tens hundreds and 70 is seven tens.	
Number and Operations: Fractions Understand a fraction $\frac{1}{b}$ as one of b equal parts of a whole. Understand addition and subtraction of fractions with the same denominator.		
7	Represent a fraction as a sum of fractions with a common denominator. For example, $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$. Use a variety of representations to illustrate the concept.	

Pacing Guide Weeks 10-18

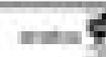
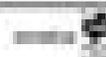
Unit and Topic	Time Completed
Operations and Algebraic Thinking Use all factors and multiples.	
10-11	Use the number line to recognize that a whole number is a multiple of a given whole number. For example, recognize that 30 is a multiple of 6 because 6 × 5 = 30.
Operations and Algebraic Thinking Work with patterns.	
12-13	Identify factors of a number. Identify related multiplication and division facts. Understand patterns in the multiplication and division tables.
Operations in Base Ten Understand the multi-digit whole number system.	
14-15	When using rounded numbers, number names, and multi-digit numbers based on the meanings of the digits, explain the results of the addition and subtraction.
Operations: Fractions Add and subtract fractions and mixed numbers.	
16-18	Use equivalent fractions to add and subtract fractions with unlike denominators, e.g., $\frac{2}{5} + \frac{1}{2} = \frac{4}{10} + \frac{5}{10} = \frac{9}{10}$. Use a variety of representations to illustrate the concept.

Pacing Guide Weeks 19-26

Unit and Topic	Time Completed
Operations in Base Ten Add, subtract, multiply, and divide whole numbers.	
19-20	Use place value to understand the relationship between addition and subtraction. For example, 35 + 41 = 76, so 35 + 40 = 75. Use the relationship between addition and subtraction to solve problems.
21-22	Use place value to understand the relationship between multiplication and division. For example, 4 × 30 = 120, so 4 × 3 = 12. Use the relationship between multiplication and division to solve problems.
Operations: Fractions Add and subtract fractions.	
23-24	Use a number line to understand the relationship between addition and subtraction. For example, 35 + 41 = 76, so 35 + 40 = 75. Use the relationship between addition and subtraction to solve problems.
25-26	Use a number line to understand the relationship between multiplication and division. For example, 4 × 30 = 120, so 4 × 3 = 12. Use the relationship between multiplication and division to solve problems.

Pacing Guide Weeks 1-9

Unit and Topic	Time Completed
Operations and Algebraic Thinking Solve real-world problems with whole numbers.	
1	Use a number line to represent addition and subtraction, e.g., represent 32 + 7 as a jump on the number line from 32 to 39 and 56 - 6 as a jump from 56 to 50 and 6 to 51. Represent word problems of multiplication, division, and mixed operations.
2	Work on division word problems involving multiplication, e.g., for any two numbers, the quotient is a factor for the dividend, number to be divided, and the product, identifying multiplication as inverse of division.
3-4	Use addition and subtraction word problems with whole numbers and identify which operation is used for the problem. Identify problems in which the number of unknowns is greater than one. Represent these problems using equations with a single variable for the unknown quantity. Model the unknowns of a problem using visual representations and relational strategies, including modeling.
Operations in Base Ten Understand the place value system for multi-digit numbers.	
5-6	Recognize that a multi-digit whole number is a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 is 7 tens hundreds and 70 is seven tens.
Operations: Fractions Understand a fraction $\frac{1}{b}$ as one of b equal parts of a whole. Understand addition and subtraction of fractions with the same denominator.	
7	Represent a fraction as a sum of fractions with a common denominator. For example, $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$. Use a variety of representations to illustrate the concept.



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Math 120 curriculum Guide

Western Illinois University



Math 120curriculum Guide:

Advanced Mathematics 120 New Brunswick. Department of Education. Program Development and Implementation,1987
Resources in Education ,1976 *Ann Arbor High Schools - Curriculum Guide* Ann Arbor (Mich.). Board of Education,1971 State Curriculum Frameworks in Mathematics and Science Rolf K. Blank, Ellen M. Pechman,1995 A majority of states are now involved in developing revising and implementing state frameworks in mathematics science and other core subjects The Council of Chief State School Officers completed a one year study of 60 current state curriculum frameworks in mathematics and science The purposes of this study were to define and describe state mathematics and science curriculum frameworks evaluate the role of frameworks in systemic reform and assist states with development of new frameworks Chapters in this report reflect key aspects of the design of the study including 1 a survey of states to identify frameworks and collect information about state context 2 a content analysis of key elements of the frameworks using definitions and categories developed in the study and 3 a qualitative review of specific aspects of recent frameworks by teams of experts The value of frameworks is as follows one half of frameworks link content to teacher professional development frameworks can provide a rationale for use of technology and tools in classrooms frameworks can help explain an approach to systemic reform and frameworks can assist schools in evaluating curriculum organization and resources Appendices include Elements for Analyzing State Curriculum Frameworks Definitions of Categories and Concepts for Conceptual Mapping of State Frameworks Questions for a Qualitative Analysis of State Frameworks in Mathematics and Science and Sample Vignettes Contains 34 references MKR **List of Outstanding Teaching and Learning Materials** Association for Supervision and Curriculum Development,1973 **Guide to Study in Japan** Japan. Monbushō. Scientific Information Section,1962 *Guide to Study in Japan* Nihon Yunesuko Kokunai Iinkai,1962 *Resources in Education* ,1997 *General Information ; Curriculum of Study ; Report of ; Mid-spring Quarter and Summer Terms* Western Illinois University,1932 **Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant** , **Christian Home Educators' Curriculum Manual** Cathy Duffy,1995-07 Cathy Duffy draws upon her many years of home education experience both in teaching and researching curriculum to bring us the most thorough and useful book available on teaching teenagers at home Courses Catalog - University of Illinois at Urbana-Champaign University of Illinois at Urbana-Champaign,1998 Includes undergraduate and graduate courses ... **Annual Catalogue of the Idaho Technical Institute** Academy of Idaho, Idaho Technical Institute, University of Idaho. Southern Branch,1973 **Reader's Guide to Periodical Literature Supplement** ,1923 These vols contain the same material as the early vols of Social sciences humanities index A Sourcebook of Elementary Curricula Programs and Projects Far West Laboratory for Educational Research and Development, Samuel N. Henrie,1972 **Summer Program** ,1968 **Guide to the Evaluation of Educational Experiences in the Armed Services** , *Readers' Guide to Periodical Literature* Anna Lorraine

Guthrie,1929 An author subject index to selected general interest periodicals of reference value in libraries **Readers'**
Guide to Periodical Literature ,1920 *Title Index, ERIC ED Accessions File* ERIC Processing and Reference
Facility,1966

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