



# LAKELAND ELEMENTARY

## 4<sup>th</sup> Grade Pacing Guides

2017-18

## Fourth Grade ELA Pacing Guide First Semester 2017-18

Fourth Grade ELA Pacing Guide First Semester 2017-18				
1 <sup>st</sup> Quarter	Instructional Days	TN Standards	Lesson Focus	Additional Notes
Week 1: August 7-11	5	4.W.PDW4, 4.FL.SC.6F	Foundations of Writing (SUTW – E2-9a.b.c.), Summarize (Literature), Synonyms/Antonyms, Nouns and Capitalization	<p><b>Reading Vocabulary Program</b> flocabulary.com includes all content areas subscription required</p> <p><b>Step Up to Writing (SUTW)</b> Sections 2 &amp; 4 (see table of contents) Section 2 is a great resource to support grammar</p> <p><b>Spelling Program</b> k-12reader.com – spelling lists, informational texts, skills, etc.</p> <p><b>Websites:</b> mhschool.com fccr.org masteryconnect.com studyzone.org learnzillion.org readwritethink.org kahoot.it Study Island (subscription required)</p>
Week 2: August 14-18	5	4.W.PDW4	Foundations of Writing (SUTW – E2-1b, E2-4a-4c) Main Idea (Literature), Homonyms, Action Verbs and Verb Tenses	
Week 3: August 21-25	5	4.W.PDW4, 4.FL.SC.6C	Foundations of Writing (SUTW – E2-41a&d), Plot Elements (Literature), Linking and Helping Verbs, Modal Auxiliaries (can, may, must)	
Week 4: Aug. 28-Sept. 1	5	4.W.PDW4, 4.RI.CS.6	Foundations of Writing (SUTW – Review E2-41a/E2-44a), Theme (Literature), Compare and Contrast (Literature), Subject-Verb Agreement	
Week 5: September 4-8	4	4.W.TTP.1, 4.RL.KID.3	Topic Sentences/Planning Template (E4-11a-b), Summarize (Informational), Adjectives	
Week 6: September 11-15	4	4.W.TTP.2, 4.RI.KID.2	Informative Writing (Hook Sentences - SUTW E4-12a-b/E4-13g-h), Main Idea (Informational), Comparative and Superlative Adjectives	
Week 7: September 18-22	5	4.W.TTP.2, 4.FL.SC.6a, 4.W.TTP.3d	Informative Writing (Essay Template, Body of Evidence, Transitions SUTW E2-49a-b/E4-21a), Analyzing Texts (Informational), Adverbs	
Week 8: September 25-29	5	4.W.TTP.2, 4.W.RBPK.8, 4.W.TTP.3d	Informative Writing (Essay Template, Body of Evidence, Transitions SUTW E2-49a-b/E4-21a), Relevant/Irrelevant Information, Comparative and Superlative Adverbs	
Week 9: October 2-6	5	4.W.TTP.2, 4.FL.SC.6a	Informative Writing (Essay Template, Body of Evidence, Transitions SUTW E2-49a-b/E4-21a), Analogies, Review 1 <sup>st</sup> Quarter Skills, Pronouns and Antecedents	
<b>End of 1<sup>st</sup> Quarter</b>				
<b>Fall Break October 9-13</b>				
2 <sup>nd</sup> Quarter	Instructional Days	TN Standards	Lesson Focus	Additional Notes
Week 1: October 16-20	5	4.W.TTP.2, 4.FL.SC.6a,	Informative Writing (Conclusions/2 Sentences SUTW E4-26a), Cause and Effect (Literature), Subject and Object Pronouns	<p><b>Reading Vocabulary Program</b> flocabulary.com includes all content areas subscription required</p> <p><b>Step Up to Writing (SUTW)</b> Sections 2, 4, &amp; 6 (see table of contents) Section 2 is a great resource to support grammar</p> <p><b>Spelling Program</b> k-12reader.com – spelling lists, informational texts, skills, etc.</p> <p><b>Websites:</b> mhschool.com fccr.org masteryconnect.com</p>
Week 2: October 23-27	5	4.W.TTP.2, 4.FL.SC.6e	Informative Writing (Compare/Contrast), Problem and Solution (Informational), Possessive Nouns and Pronouns	
Week 3: Oct. 30-Nov. 3	5	4.W.TTP.2,	Informative Writing, Inferences (Literature), Possessive Nouns and Pronouns	
Week 4: November 6-10	4	4.W.TTP.1, 4.FL.SC.6a	Opinion Writing, Inferences (Informational), Prepositions	
Week 5: November 13-17	5	4.W.TTP.1, 4.RI.CS.6, 4.FL.SC.6e, 4.FL.VA.7b	Opinion Writing, Compare and Contrast (Informational), Homophones, Complete Sentences, Fragments, and Run-Ons (SUTW E2-30a-b)	
Week 6: November 20-24	2	4.W.TTP.1	Opinion Writing, Review	
Week 7: Nov.27-Dec. 1	5	4.W.TTP.1, 4.FL.SC.6h	Opinion Writing (SUTW E2-34a-b & E2-35a-b/Assessment E2-38a-b), Sequence (Informational), Compound Sentences	
Week 8: December 4-8	5	4.W.TTP.3, 4.FL.VA.7b, 4.FL.SC.6g	Narrative Writing-Text Based (SUTW E6-6e/pg.474-475 prep. read), Text Features (Informational), Homophones (troublesome words), Commas	

Week 9: December 11-20	8	4.W.TTP.3	Narrative Writing-Text Based (SUTW E6-6e/pg.474-475 prep. read) & Review	studyzone.org learnzillion.org readwritethink.org kahoot.it Study Island (subscription required)
<b>End of 2<sup>nd</sup> Quarter</b>				
<b>End of 1<sup>st</sup> Semester</b>				
<b>Winter Break December 21 – January 1</b>				
<b>Fourth Grade ELA Pacing Guide Second Semester 2017-18</b>				
<b>3<sup>rd</sup> Quarter</b>				
<b>3<sup>rd</sup> Quarter</b>	<b>Instructional Days</b>	<b>TN Standards</b>	<b>Lesson Focus</b>	<b>Additional Notes</b>
Week 1: January 2-5	2	4.W.TTP.2, 4.FL.SC.6g	Informative/Research Writing, References – print and digital (Informational), Quotation Marks	<b>Reading Vocabulary Program</b> flocabulary.com includes all content areas subscription required  <b>Step Up to Writing (SUTW)</b> Research Writing (E7-1-20) Figurative Language (E3-17/18)  <b>Spelling Program</b> k-12reader.com – spelling lists, informational texts, skills ,etc.  <b>Websites:</b> mhschool.com fcrr.org masteryconnect.com studyzone.org learnzillion.org readwritethink.org kahoot.it Study Island (subscription required)
Week 2: January 8-12	5	4.FL.SC.6g, 4.RL.CS.6	Comparison/Research Writing, Point of View – 1 <sup>st</sup> & 3rd person (Literature), First and Secondary Accounts (Informational), Quotation Marks	
Week 3: January 15-19	4	4.W.TTP.1, 4.RL.CS.6,	Opinion/Research Writing, Point of View - 1 <sup>st</sup> & 3rd person (Literature), First and Secondary Accounts (Informational), Contractions	
Week 4: January 22-26	5	4.W.TTP.3, 4.FL.SC.6a-i	Narrative/Research Writing, Media, Grammar and Usage Review	
Week 5: Jan. 29-Feb. 2	5	4.W.TTP.1, 4.W.TTP.2, 4.W.TTP.3, 4.FL.SC.6a-i	All Styles Ongoing Practice/Research Writing & Prompt Review, Relevant/Irrelevant Information, Grammar and Usage Review	
Week 6: February 5-9	4	4.W.RBPK.7, 4FL.VA.7b, 4.FL.SC.6a-i	Research Writing Practice, Figurative Language –similes and metaphors (Literature), Punctuation Review	
Week 7: February 12-16	4	4.W.RBPK.7, 4FL.VA.7b, 4.FL.SC.6a-i	Research Writing Practice, Figurative Language idioms, adages, and proverbs (Literature), Punctuation Review	
Week 8: February 19-23	5	4.W.RBPK.7, 4.FL.SC.6a-I,4.FL.WC.4a	Research Writing Practice, Elements of Poetry (Literature), Capitalization and Spelling Review	
Week 9: Feb. 26-March 2	5	4.W.RBPK.7, 4.RL.CS.5, 4.FL.WC.4a	Research Writing Practice, Elements of Poetry (Literature), Capitalization and Spelling Review	
Week 10: March 5-9	5	4.W.RBPK.7, 4.RL.KID.2, 4.FL.SC.6a-I	Research Writing Practice, Elements of Drama (Literature), Conventions	
<b>End of 3<sup>rd</sup> Quarter</b>				
<b>Spring Break March 12-16</b>				
<b>4<sup>th</sup> Quarter</b>				
<b>4<sup>th</sup> Quarter</b>	<b>Instructional Days</b>	<b>TN Standards</b>	<b>Lesson Focus</b>	<b>Additional Notes</b>
Week 1: March 19-23	5	4.FL.SC.6a-i (conventions)	TNReady Review, Conventions	<b>Reading Vocabulary Program</b> flocabulary.com includes all content areas subscription required  <b>Spelling Program</b> k-12reader.com – spelling lists, informational texts, skills ,etc.  <b>Websites:</b>
Week 2: March 26-30	5	4.FL.SC.6a-i (conventions)	TNReady Review, Conventions	
Week 3: April 2-6	5	4.FL.SC.6a-i (conventions)	TNReady Review, Conventions	
Week 4: April 9-13	5	4.FL.SC.6a-i (conventions)	TNReady Review, Conventions	
Week 5: April 16-20	5	4.FL.SC.6a-i (conventions)	TNReady Review, Conventions	
Week 6: April 23-27	5	4.FL.SC.6a-i (conventions)	TNReady Review, Conventions	

Week 7: Apr. 30-May 4	5	4.FL.SC.6a-i (conventions)	TNReady Review, Conventions	mhschool.com fcrr.org masteryconnect.com studyzone.org learnzillion.org readwritethink.org kahoot.it Study Island (subscription required)
Week 8: May 7-11	5	4.FL.SC.6g	Quoting from Text (Literature), Genres	
Week 9: May 14-18	5	4.FL.SC.6g	Quoting from Text (Informational), Genres	
Week 10: May 21-24	4	4.FL.SC.6g, 4.SL.CC.2	Paraphrasing (Literature and Informational), Genres	
<b>End of 4<sup>th</sup> Quarter</b>				
<b>End of 2<sup>nd</sup> Semester</b>				

## 4<sup>th</sup> Grade Math Pacing Guide First Semester 2017-2018

	1 <sup>st</sup> Quarter	Instructional Days	TN Standards	Procedural Focus	Conceptual Understanding	Representational Application
Week 1: August 7-11	5	4.NBT.A.1 4.NBT.A.1	*places of numbers/values *place increases /decreases by ten times	* understand the place value * understand each place is ten times greater than the place to the right * understand each place is ten times less than the place to the left using inverse operation. * Use place value and operations to understand procedures	* model place and value relationships showing how a digit represents ten times the place to its right using manipulatives (e.g., place value blocks, mats, discs, etc.).	
Week 2: August 14-18	5					
Week 3: August 21-25	5	4.NBT.A.2	*write numbers in base-10 numerals, number names, and expanded form (to one million) *Use <, >, = to compare multi-digit numbers (up to one million)	* understand how to write numbers in base-ten numerals, number names, and expanded form (< or = 1,000,000) * understand how to compare numbers < or = to 1,000,000 with place value * understand comparison symbols (<, >, =)	* use manipulatives (e.g., place value blocks, mats, charts, etc.) to model numbers in different forms * compare numbers using manipulatives (e.g., place value blocks, mats, charts, etc.) * compare numbers using manipulatives (e.g., place value blocks, mats, charts, etc.) and symbols (>, <)	
Week 4: Aug. 28-Sept. 1	5	4.NBT.A.3	*Round whole numbers (up to one million)	* understand how to round whole numbers < or = 1,000,000 * understand that you can apply rounding to any place in a number	* use visual models to illustrate place value in rounding (number line, place value drawings, base ten blocks)	
Week 5: September 4-8	4	4.NBT.B.4	*Adding/subtracting multi-digit whole number with standard algorithm	* understand addition and subtraction of whole numbers < or = 1,000,000 * understand the standard algorithm for addition and subtraction *understand why it is important to apply the algorithm fluently	* model the standard algorithm with place value representations ( place value mat, place value drawing and base ten blocks)	
Week 6: September 11-15	4	4.NBT.B.5 4.NBT.B.5	*Factors and multiples/prime and composite *multiply whole number to 4-digits by 1 digit *multiply 2-digit numbers by 2-digit *multiplication properties *explain with equations, rectangular arrays, area models	* understand the properties of operations. * understand the effects of place value on multiplication * understand how the effect of place value on decomposing numbers (breaking numbers apart) when multiplying	*model multiplication with manipulatives (place value blocks, mats, discs) * model multiplication with area models/rectangular arrays * illustrate multiplication using arrays, area models, and graph paper	
Week 7: September 18-22	5					

Week 8: September 25-29	5	4.NBT.B.6 4.NBT.B.6	<ul style="list-style-type: none"> <li>*decompose (break apart) to divide</li> <li>*repeated subtraction and sharing (strategies)</li> <li>*Whole number quotients and remainders up to 4-digit dividends and 1-digit divisor</li> <li>*relate multiplication to division</li> </ul>	<ul style="list-style-type: none"> <li>* understand that remainders and quotients are separate</li> <li>* understand relationships between multiplication and division.</li> <li>* understand how the effects of place value on division</li> <li>* understand properties of operations.</li> <li>* understand that division is: 1. how many groups there are when the number in each group is known.;2. finding the number of items in a group when the number of groups is known</li> </ul>	<ul style="list-style-type: none"> <li>* model division with manipulatives, area models, and rectangular arrays</li> </ul>
Week 9: October 2-6	5				
<b>End of 1<sup>st</sup> Quarter</b>					
<b>Fall Break October 9-13</b>					

	2 <sup>nd</sup> Quarter	Instructional Days	TN Standards	Procedural Focus	Conceptual Understanding	Representational Application
	Week 1: October 16-20	5	4.NF.A.1 4. NF.A.2	*Identity property of multiplication to create equivalent fractions *subdividing fractions (equivalent fractions; visual models) *<,>= equivalent denominators/equivalent numerators/benchmark fractions	*understand fractions can be divided into a certain number of equal pieces and still be equivalent *understand the identity property of multiplication and how it correlates to fractions (1/1, 2/2, 3/3, 4/4,... n/n = 1). * understand the identity property of multiplication to create equivalent fractions *understand that fractions are a comparison of one amount *understand benchmark fractions (1/4, 1/3, 1/2, 2/3, 3/4). *understand that the numerators, denominators, or benchmark fractions can be used to compare fractions	* draw a picture to show equivalent fractions (a/b is equivalent to (n x a)/(n x b)) *build replicas of equivalent fractions using manipulatives such as paper, color tiles, fraction bars, and fraction circles. *identify how fractional pairs can be converted to have equivalent denominators when comparing >, =, < *identify how fractional pairs can be changed to have equivalent numerators to determine >, =, < * use benchmark fractions to determine >, =, < of various fraction pairs
	Week 2: October 23-27	5				
	Week 3: Oct. 30 –Nov. 3	5				
	Week 4: November 6-10	4	4.NF.B.3 4.NF.B.4	*add/subtract fractions with like denominators *Decompose (break apart) fractions in various ways by making unit fractions *Add/subtract mixed numbers with like denominators (replace mixed numbers with equivalent fractions) *Solve word problems with addition and subtraction of fractions referring to the same whole with like denominators *Multiply a fraction by a whole number *Use associative property of multiplication	*understand addition/subtraction of fractions is joining/separating parts in relation to the same whole *understand fractions can be decomposed into a sum of fractions with like denominators *understand a mixed number is made up of a whole number and a fraction *understand the meaning of unit fractions	*use visual models when illustrating place value in rounding (number line, place value drawings, base ten blocks) *represent visually $6/5 = 6 \times (1/5)$ with drawings, number lines, and other forms of modeling
	Week 5: November 13-17	5				
	Week 6: November 20-24	2				
	Week 7: Nov.27-Dec.1	5	4.NF.C.5 4.NF.C.6 4.NF.C.7	*Add fractions with denominators of 10 and 100 *read and write decimals in word form (tenths and hundredths) *write decimals using digits *write equivalent fractions for decimals with denominators equal to 10 or 100 (0.40=40/100) *place decimals on a number line	*understand the use of common denominators to add fractions. *understand that adding fractions refer to the same whole *understand that decimals are fractions written with a denominator that is equal to 10 or 100 *understand that decimals show parts of a whole. *understand decimals can be decomposed (broken down) in expanded form (e.g., $0.55 = 0.5 + 0.06 = 5/10 + 6/100$ ) *understand that the number of digits to the right of the decimal point shows the how many zeros are the denominator, so that $0.50 = 50/100$ *understand that decimal values compare the same whole *understand that decimal values can be written differently and still be equal ( $0.5 = 0.50$ )	*model adding fractions with base-ten denominators (10, 100). * use models such as 10 x 10 grids or base ten blocks to show decimals *use place value charts to show decimals * model division with rectangular arrays, area models and manipulatives (place value blocks, mats, money, etc.)
	Week 8: December 4-8	5				
	Week 9: December 11-20	8				
	<b>End of 2<sup>nd</sup> Quarter</b>					
<b>Winter Break December 21 – January 3</b>						

## 4<sup>th</sup> Grade Math Pacing Guide Second Semester 2017-2018

	3 <sup>rd</sup> Quarter	Instructional Days	TN Standards	Procedural Focus	Conceptual Understanding	Representational Application
TNReady Part I Testing Window February, 8-9 March 4	Week 1: January 2-5	2	4.OA.A.1	*interpret and solve a multiplication equation	*recognize that two factors and their product can be viewed as a comparison. *recognize that multiplication shows groupings of numbers, and identify that the first factor in the equation shows the number of groups while the second factor shows how many within each group. *understand the Commutative Property of Multiplication.	*represent and solve multiplication equations through the use of models (e.g., arrays), illustrations, and writing. *illustrate that 5 groups of 9 is the same product as 9 groups of 5.
	Week 2: January 8-12	5	4.OA.A.2 4.OA.A.3	*use concrete, pictorial, and abstract methods to show the relationship between multiplication and division. *distinguish between multiplicative and additive. *solve a word problem by writing an equation using a variable or symbol for the unknown number. *interpret a multistep equation including the four basic operations. * create and solve a word problem by writing an equation using a variable or symbol for the unknown number in a multistep problem, while interpreting remainders when necessary. *evaluate the reasonableness of the answer using mental math, estimation, and/or rounding.	*understand that a symbol represents an unknown variable in an equation. – *recognize division as the inverse operation of multiplication. *distinguish when a word problem requires a multiplicative or additive comparison. *decode multistep word problems with and without remainders. *decode multistep word problems and create an equation using a variable for the unknown number. *determine the reasonableness of the calculated answer via mental computation and/or estimation strategies.	*represent multiplicative comparisons within word problems using models, illustrations, and/or writing. *represent and solve multistep word problems that include the four basic operations with and without remainders through the use of models, illustrations, and/or writing.
	Week 3: January 15-19	4	4.OA.B.4	*list the multiples of 2 through 9 up to 100. *create a list/chart of factor pairs for whole numbers 1-100. *identify prime or composite whole numbers.	*understand factor pairs as two whole numbers that multiply to gain one product. *understand that prime numbers have exactly one factor pair. *understand that composite numbers have more than one factor pair. *understand multiples are a product of two whole numbers.	*use tools such as number lines, hundreds charts, or arrays to model relationships of factors and multiples.
	Week 4: January 22-26	5	4.OA.C.5	*complete a number/shape pattern. *determine the rule for a given pattern. *generate a number pattern that follows a rule and identify the rule. *generate a shape pattern that follows a rule and identify the rule. *recognize any additional features of the pattern that are not explicitly stated in the rule.	*understand that patterns for numbers and shapes follow a given rule. *understand that there may be features of the pattern that are not explicitly stated in the rule.	*demonstrate the ability to complete a given pattern for numbers or shapes using manipulatives, skip counting, pictures, tables, etc.
	Week 5: Jan.29 -Feb.2	5	<b>REVIEW WEEK</b>			

Week 6: February 5-9	4	4.G.A.1 4.MD.C.5 4.MD.C.6	<ul style="list-style-type: none"> <li>*identify points, lines, line segments, and rays on a two-dimensional plane.</li> <li>*identify angles as right, acute, or obtuse.</li> <li>* identify types of lines (perpendicular and parallel).</li> <li>*identify the three parts of an angle (two rays share a common endpoint).</li> <li>*identify a circle as 360 one-degree angles.</li> <li>*identify an angle measurement of <math>k</math> as being made of <math>k</math>*one-degree angles.</li> <li>*measure a variety of angles in whole number degrees using a protractor.</li> </ul>	<ul style="list-style-type: none"> <li>*understand points, lines, line segments, rays, and angles.</li> <li>* understand right, acute, and obtuse angles.</li> <li>*understand perpendicular and parallel lines.</li> <li>*understand how lines and angles are included in two-dimensional figures.</li> <li>*understand the meaning of an angle.</li> <li>*understand the parts of a circle (i.e., point of origin, circular arc, interior, exterior).</li> <li>*understand the fractional relationship between angles and circles.</li> <li>*understand the meaning of degree as related to a circle.</li> <li>*understand that degrees are one form of angle measurement.</li> <li>*understand angles are measured in degrees.</li> <li>*understand how to use a protractor when measuring angles.</li> <li>*understand that a protractor is an appropriate tool to measure angles.</li> <li>*understand benchmark angles.</li> <li>*understand how comparing benchmark angles to other angles determines reasonable angle measurements.</li> </ul>	<ul style="list-style-type: none"> <li>*use models, manipulatives, and pictures to create points, lines, line segments, rays and angles.</li> <li>*draw and label points, lines, line segments and rays in two-dimensional figures.</li> <li>*draw and label angles within two-dimensional figures.</li> <li>*draw and label types of lines (perpendicular and parallel) within two-dimensional figures.</li> <li>*use models, manipulatives, and/or pictures to show a variety of angles.</li> <li>*use models, manipulatives, and pictures to show a degree as the basic unit of measurement for a circle.</li> <li>*use models, manipulatives, diagrams, and/or pictures to show the relationship between an angle and a circle.</li> <li>*use models, manipulatives, diagrams, and/or pictures to show that an angle is measured in <math>k</math> degrees.</li> <li>*represent degrees with the appropriate symbol (<math>^{\circ}</math>).</li> <li>*draw angles with specified measures including benchmark angles.</li> </ul>
Week 7: February 12-16	4				
Week 8: February 19-23	5	4.MD.C.7	<ul style="list-style-type: none"> <li>*identify the operation needed to find unknown angles</li> <li>*accurately measure angles using a protractor.</li> </ul>	<ul style="list-style-type: none"> <li>*understand the total angle measurement is equal to the sum of its parts.</li> <li>*understand two non-overlapping angles can be added together to find the sum of the combined angles.</li> </ul>	<ul style="list-style-type: none"> <li>*use models, manipulatives, diagrams and equations to understand additive angle measurement.</li> <li>*use models, manipulatives, and diagrams to create equations with an unknown value to determine the total measure of the angle.</li> </ul>
Week 9: Feb. 26-March 2	5	4.G.A.2 4.G.A.3	<ul style="list-style-type: none"> <li>*identify presence or absence of parallel and/or perpendicular lines.</li> <li>*identify presence or absence of acute and/or obtuse angles.</li> <li>*identify presence of right angles apart from acute and obtuse angles.</li> <li>*identify and classify right triangles.</li> <li>*identify two-dimensional figures that contain a line of symmetry.</li> <li>*draw lines of symmetry within two-dimensional figures.</li> </ul>	<ul style="list-style-type: none"> <li>*understand how to classify two-dimensional figures based upon types of lines (parallel or perpendicular).</li> <li>*understand how to classify two-dimensional figures based upon types angles of a specified size.</li> <li>*understand right triangles.</li> <li>*understand the meaning of symmetry.</li> <li>*understand the meaning of a line of symmetry.</li> <li>*understand how to identify symmetry in two-dimensional figures.</li> <li>*understand how to create a line of symmetry.</li> <li>*understand that lines of symmetry form congruent figures.</li> </ul>	<ul style="list-style-type: none"> <li>*use models, manipulatives and pictures of two-dimensional figures to identify lines that are parallel and perpendicular, and acute, obtuse, and right angles.</li> <li>*use models and pictures to identify symmetrical figures.</li> <li>*use models and pictures to create lines of symmetry.</li> </ul>
Week 10: March 5-9	5	4.MD.A.3	<ul style="list-style-type: none"> <li>*identify formulas for perimeter and area.</li> <li>*find perimeter and area using addition or multiplication.</li> </ul>	<ul style="list-style-type: none"> <li>*understand the area model of multiplication as it relates to rectangular arrays.</li> <li>*understand the difference between area and perimeter and determine the need for each.</li> </ul>	<ul style="list-style-type: none"> <li>*use models or pictures to show perimeter and area.</li> <li>*use models or pictures to develop the formulas for perimeter and area.</li> <li>*use diagrams or models to solve problems using perimeter and area.</li> </ul>
<b>End of 3<sup>rd</sup> Quarter</b>					



	4 <sup>th</sup> Quarter	Instructional Days	TN Standards	Procedural Focus	Conceptual Understanding	Representational Application
	Week 1: March 19-23	5	4.MD.B.4	<ul style="list-style-type: none"> <li>* construct line plots using fractions as for reference</li> <li>* decompose line plots to solve simple fraction problems using</li> <li>* create line plots for a given data set that uses fractions</li> </ul>	<ul style="list-style-type: none"> <li>* understand construction/ interpretation of line plots</li> <li>* understand how to interpret data when answering word problems</li> </ul>	<ul style="list-style-type: none"> <li>* use models, illustrations, algorithms, and/or writing to construct/decompose line plots and calculate the answer</li> </ul>
<b>Spring Break March 12-16</b>						
TN Ready Part II Testing Window April 18 9 May 13	Week 2: March 26-30	5	4.MD.A.1	<ul style="list-style-type: none"> <li>* identify different measurement systems (standard and metric).</li> <li>* identify units of measurement in each system (standard and metric).</li> <li>* identify equivalent units of measurement in one system (3 ft = 1 yd).</li> <li>* record measurement equivalents in one system using a two-column table.</li> <li>* convert between units of measurement in one system (e.g., 300 cm = 3 m).</li> </ul>	<ul style="list-style-type: none"> <li>* understand the difference between metric and standard units of</li> <li>* understand approximate size within one system of units ( km, m, cm; ton, lb, oz, etc.).</li> <li>* understand equivalent measurements in larger/smaller units within one system.</li> </ul>	<ul style="list-style-type: none"> <li>* use models, manipulatives, and pictures when comparing relative sizes in one system.</li> <li>* use models, manipulatives, and pictures when showing equivalent measurements in one system.</li> <li>* use models, manipulatives, and pictures when converting between units of measurement in one system.</li> </ul>
	Week 3: April 2-6	5	4.MD.A.2	<ul style="list-style-type: none"> <li>* identify correct placement of measurement using number line.</li> <li>* convert between units of measurement in one system.</li> <li>* use the four operations when solving word problems requiring measurement</li> </ul>	<ul style="list-style-type: none"> <li>* understand using the four operations when solving word problems using measurement units</li> <li>* understand the relationship between simple fractions and decimals when relating to measurement</li> <li>* understand that you can use simple fractions and decimals when solving word problems that involve measurement units/money</li> <li>* understand how to use a number line to represent measurement quantities</li> <li>* understand converting between larger and smaller units of measurement</li> <li>* understand diagrams for measurement</li> </ul>	<ul style="list-style-type: none"> <li>* use models, pictures, manipulatives, number lines and diagrams when solving problems.</li> <li>* use models, pictures, manipulatives, number lines, and diagrams when showing measurement conversions</li> </ul>
	Week 4: April 9-13	5	<b>REVIEW WEEK/TN READY Testing</b>			
	Week 5: April 16-20	5	<b>Review Major Standards/Work of the Grade</b>			
	Week 6: April 23-27	5				
	Week 7: April 30-May 4	5				
	Week 8: May 7-11	5				
	Week 9: May 14-18	5				
	Week 10: May 21-24	4				
		<b>End of 4<sup>th</sup> Quarter</b>				

## Grade 4 : Embedded Inquiry

### Conceptual Strand

*Understandings about scientific inquiry and the ability to conduct inquiry are essential for living in the 21<sup>st</sup> century.*

### Guiding Question

*What tools, skills, knowledge, and dispositions are needed to conduct scientific inquiry?*

Grade Level Expectations	Checks for Understanding	State Performance Indicators
<p><b>GLE 0407.Inq.1</b> Explore different scientific phenomena by asking questions, making logical predictions, planning investigations, and recording data.</p> <p><b>GLE 0407.Inq.2</b> Select and use appropriate tools and simple equipment to conduct an investigation.</p> <p><b>GLE 0407.Inq.3</b> Organize data into appropriate tables, graphs, drawings, or diagrams.</p> <p><b>GLE 0407.Inq.4</b> Identify and interpret simple patterns of evidence to communicate the findings of multiple investigations.</p> <p><b>GLE 0407.Inq.5</b> Recognize that people may interpret the same results in different ways.</p>	<p><input type="checkbox"/> <b>0407.Inq.1</b> Identify specific investigations that could be used to answer a particular question and identify reasons for this choice.</p> <p><input type="checkbox"/> <b>0407.Inq.2</b> Identify tools needed to investigate specific questions.</p> <p><input type="checkbox"/> <b>0407.Inq.3</b> Maintain a science notebook that includes observations, data, diagrams, and explanations.</p> <p><input type="checkbox"/> <b>0407.Inq.4</b> Analyze and communicate findings from multiple investigations of similar phenomena to reach a conclusion.</p>	<p><b>SPI 0407.Inq.1</b> Select an investigation that could be used to answer a specific question.</p>

investigation with what scientists already accept about this question.		
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## Grade 4 : Embedded Technology & Engineering

### Conceptual Strand

*Society benefits when engineers apply scientific discoveries to design materials and processes that develop into enabling technologies.*

### Guiding Question

*How do science concepts, engineering skills, and applications of technology improve the quality of life?*

Grade Level Expectations	Checks for Understanding	State Performance Indicators
<p><b>GLE 0407.T/E.1</b> Describe how tools, technology, and inventions help to answer questions and solve problems.</p> <p><b>GLE 0407.T/E.2</b> Recognize that new tools, technology, and inventions are always being developed.</p> <p><b>GLE 0407.T/E.3</b> Identify appropriate materials, tools, and machines that can extend or enhance the ability to solve a specified problem.</p> <p><b>GLE 0407.T/E.4</b> Recognize the connection between scientific advances, new knowledge, and the availability of new tools and</p>	<p><input type="checkbox"/> <b>0407.T/E.1</b> Explain how different inventions and technologies impact people and other living organisms.</p> <p><input type="checkbox"/> <b>0407.T/E.2</b> Design a tool or a process that addresses an identified problem caused by human activity.</p> <p><input type="checkbox"/> <b>0407.T/E.3</b> Determine criteria to evaluate the effectiveness of a solution to a specified problem.</p> <p><input type="checkbox"/> <b>0407.T/E.4</b> Evaluate an invention that solves a problem and determine ways to improve the design.</p>	<p><b>SPI 0407.T/E.1</b> Select a tool, technology, or invention that was used to solve a human problem.</p> <p><b>SPI 0407.T/E.2</b> Recognize the connection between a scientific advance and the development of a new tool or technology.</p>

**GLE 0407.T/E.5** Apply a creative design strategy to solve a particular problem generated by societal needs and wants.

## Grade 4 - Life Science

### Grade 4 : Standard 1 - Cells

#### Conceptual Strand 1

*All living things are made of cells that perform functions necessary for life.*

#### Guiding Question 1

*How are plant and animals cells organized to carry on the processes of life?*

<b>Grade Level Expectations</b>	<b>Checks for Understanding</b>	<b>State Performance Indicators</b>
<b>GLE 0407.1.1</b> Recognize that cells are the building blocks of all living things.	<input type="checkbox"/> <b>0407.1.1</b> Use illustrations or direct observations to compare and contrast the basic structures of plant and animal cells.  <input type="checkbox"/> <b>0407.1.2</b> Create a basic model of the cell that illustrates different cell structures and	<b>SPI 0407.1.1</b> Compare basic structures of plant and animal cells.

## Grade 4 : Standard 2 - Interdependence

### Conceptual Strand 2

*All life is interdependent and interacts with the environment.*

### Guiding Question 2

*How do living things interact with one another and with the non-living elements of their environment?*

Grade Level Expectations	Checks for Understanding	State Performance Indicators
<b>GLE 0407.2.1</b> Analyze the effects of changes in the environment on the stability of an ecosystem.	<input type="checkbox"/> <b>0407.2.1</b> Analyze how an increase or decrease in competition or predation affects an ecosystem.  <input type="checkbox"/> <b>0407.2.2</b> Design a simple experiment to illustrate the effects of competition, predation, and interdependency among living	<b>SPI 0407.2.1</b> Recognize the impact of predation and competition on an ecosystem.

## Grade 4 : Standard 3 - Flow of Matter and Energy

### Conceptual Strand 3

*Matter and energy flow through the biosphere.*

### Guiding Question 3

*What scientific information explains how matter and energy flow through the biosphere?*

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<b>Grade Level Expectations</b>	<b>Checks for Understanding</b>	<b>State Performance Indicators</b>
<p><b>GLE 0407.3.1</b> Demonstrate that plants require light energy to grow and survive.</p> <p><b>GLE 0407.3.2</b> Investigate different ways that organisms meet their energy needs.</p>	<p><input type="checkbox"/> <b>0407.3.1</b> Create a food web that illustrates the energy relationships between plants and animals and the key issues or assumptions found in the model.</p> <p><input type="checkbox"/> <b>0407.3.2</b> Classify organisms as carnivores, herbivores, or omnivores.</p> <p><input type="checkbox"/> <b>0407.3.3</b> Identify how a variety of organisms meet their energy needs.</p>	<p><b>SPI 0407.3.1</b> Determine how different organisms function within an environment in terms of their location on an energy pyramid.</p>

<b>Grade 4 : Standard 4 - Heredity</b>		
<b>Conceptual Strand 4</b> <i>Plants and animals reproduce and transmit hereditary information between generations.</i>		
<b>Guiding Question 4</b> <i>What are the principal mechanisms by which living things reproduce and transmit information between parents and offspring?</i>		
<b>Grade Level Expectations</b>	<b>Checks for Understanding</b>	<b>State Performance Indicators</b>
<p><b>GLE 0407.4.1</b> Recognize the relationship between reproduction and the continuation of a species.</p> <p><b>GLE 0407.4.2</b> Differentiate between complete</p>	<p><input type="checkbox"/> <b>0407.4.1</b> Design a simple demonstration that illustrates the relationship between reproduction and survival of a species.</p> <p><input type="checkbox"/> <b>0407.4.2</b> Study the life cycles of a variety of</p>	<p><b>SPI 0407.4.1</b> Draw conclusions about the relationship between reproduction and the survival of a species.</p> <p><b>SPI 0407.4.2</b> Distinguish between complete</p>

and incomplete metamorphosis.	organisms and determine whether these processes illustrate complete or incomplete metamorphosis.	and incomplete metamorphosis.
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## Grade 4 : Standard 5 - Biodiversity and Change

**Conceptual Strand 5**  
*A rich variety of complex organisms have developed in response to a continually changing environment.*

**Guiding Question 5**  
*How does natural selection explain how organisms have changed over time?*

Grade Level Expectations	Checks for Understanding	State Performance Indicators
<p><b>GLE 0407.5.1</b> Analyze physical and behavioral adaptations that enable organisms to survive in their environment.</p> <p><b>GLE 0407.5.2</b> Describe how environmental changes caused the extinction of various plant and animal species.</p>	<p><input type="checkbox"/> <b>0407.5.1</b> Classify animals according to their physical adaptations for obtaining food, oxygen, and surviving within a particular environment.</p> <p><input type="checkbox"/> <b>0407.5.2</b> Describe how animal behaviors such as migration, defense, means of locomotion, and hibernation enable them to survive in an environment.</p> <p><input type="checkbox"/> <b>0407.5.3</b> Investigate tropisms that plants exhibit in response to changes in their environment.</p>	<p><b>SPI 0407.5.1</b> Determine how a physical or behavioral adaptation can enhance the chances of survival.</p> <p><b>SPI 0407.5.2</b> Infer the possible reasons why a species became endangered or extinct.</p>

	<input type="checkbox"/> <b>0407.5.4</b> Gather fossil information to draw conclusions about organisms that exist today.  <input type="checkbox"/> <b>0407.5.5</b> Analyze the common causes of extinction and explain how human actions sometimes result in the extinction of a species.	
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# Grade 4 - Earth and Space Science

## Grade 4 : Standard 6 - The Universe

**Conceptual Strand 6**  
*The cosmos is vast and explored well enough to know its basic structure and operational principles.*

**Guiding Question 6**  
*What big ideas guide human understanding about the origin and structure of the universe, Earth’s place in the cosmos, and observable motions and patterns in the sky?*

Grade Level Expectations	Checks for Understanding	State Performance Indicators
<b>GLE 0407.6.1</b> Analyze patterns, relative movements, and relationships among the sun, moon, and earth.	<input type="checkbox"/> <b>0407.6.1</b> Chart the movements of the sun, moon, and earth to develop an explanation for the phases of the moon and solar and lunar eclipses.	<b>SPI 0407.6.1</b> Organize the phases of the moon in the correct sequence.  <b>SPI 0407.6.2</b> Infer that the moon’s phases are caused by the revolution of the moon and



	<input type="checkbox"/> <b>0407.6.2</b> Sequence the major phases of the moon during a lunar cycle.	earth around the sun.
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## Grade 4 : Standard 7 – The Earth

### Conceptual Strand 7

*Major geologic events that occur over eons or brief moments in time continually shape and reshape the surface of the Earth, resulting in continuous global change.*

### Guiding Question 7

*How is the earth affected by long-term and short term geological cycles and the influence of man?*

Grade Level Expectations	Checks for Understanding	State Performance Indicators
<p><b>GLE 0407.7.1</b> Investigate how the Earth’s geological features change as a result of erosion (weathering and transportation) and deposition.</p> <p><b>GLE 0407.7.2</b> Evaluate how some earth materials can be used to solve human problems and enhance the quality of life.</p>	<p><input type="checkbox"/> <b>0407.7.1</b> Prepare a demonstration to illustrate how wind and water affect the earth’s surface features.</p> <p><input type="checkbox"/> <b>0407.7.2</b> Design an investigation to demonstrate how erosion and deposition change the earth’s surface.</p> <p><input type="checkbox"/> <b>0407.7.3</b> List factors that determine the appropriate use of an earth material.</p> <p><input type="checkbox"/> <b>0407.7.4</b> Use data from a variety of informational texts to analyze and evaluate man’s impact on non-renewable resources.</p>	<p><b>SPI 0407.7.1</b> Design a simple model to illustrate how the wind and movement of water alter the earth’s surface.</p> <p><b>SPI 0407.7.2</b> Analyze how different earth materials are utilized to solve human problems or improve the quality of life.</p>

## Grade 4 : Standard 8 - The Atmosphere

### Conceptual Strand 8

*The earth is surrounded by an active atmosphere and an energy system that controls the distribution life, local weather, climate, and global temperature.*

### Guiding Question 8

*How do the physical characteristics and the chemical makeup of the atmosphere influence surface processes and life on Earth?*

Grade Level Expectations	Checks for Understanding	State Performance Indicators
<p><b>GLE 0407.8.1</b> Recognize the major components of the water cycle.</p> <p><b>GLE 0407.8.2</b> Differentiate between weather and climate.</p>	<p><input type="checkbox"/> <b>0407.8.1</b> Prepare a model that illustrates the basic features of the water cycle.</p> <p><input type="checkbox"/> <b>0407.8.2</b> Use long term weather data to distinguish between weather and climate.</p> <p><input type="checkbox"/> <b>0407.8.3</b> Use an illustration to predict and draw conclusions about how weather and</p>	<p><b>SPI 0407.8.1</b> Identify the basic features of the water cycle and describe their importance to life on earth.</p> <p><b>SPI 0407.8.2</b> Distinguish between weather and climate.</p>

## Grade 4 - Physical Science

### Grade 4 : Standard 9 - Matter

## Conceptual Strand 9

*The composition and structure of matter is known, and it behaves according to principles that are generally understood.*

## Guiding Question 9

*How does the structure of matter influence its physical and chemical behavior?*

Grade Level Expectations	Checks for Understanding	State Performance Indicators
<p><b>GLE 0407.9.1</b> Collect data to illustrate that the physical properties of matter can be described with tools that measure weight, mass, length, and volume.</p> <p><b>GLE 0407.9.2</b> Explore different types of physical changes in matter.</p>	<p><input type="checkbox"/> <b>0407.9.1</b> Use appropriate tools to measure and compare the physical properties of various solids and liquids.</p> <p><input type="checkbox"/> <b>0407.9.2</b> Compare the causes and effects of various physical changes in matter.</p>	<p><b>SPI 0407.9.1</b> Choose an appropriate tool for measuring a specific physical property of matter.</p> <p><b>SPI 0407.9.2</b> Determine the mass, volume, and temperature of a substance or object using proper units of measurement.</p> <p><b>SPI 0407.9.3</b> Interpret the causes and effects of physical changes in matter.</p>

## Grade 4 : Standard 10 - Energy

### Conceptual Strand 10

*Various forms of energy are constantly being transformed into other types without any net loss of energy from the system.*

### Guiding Question 10

*What basic energy related ideas are essential for understanding the dependency of the natural and man-made worlds on energy?*

Grade Level Expectations	Checks for Understanding	State Performance Indicators
<p><b>GLE 0407.10.1</b> Distinguish among heat, radiant, and chemical forms of energy.</p> <p><b>GLE 0407.10.2</b> Investigate how light travels and is influenced by different types of materials and surfaces.</p>	<p><input type="checkbox"/> <b>0407.10.1</b> Design an investigation to demonstrate how different forms of energy release heat or light.</p> <p><input type="checkbox"/> <b>0407.10.2</b> Design an experiment to investigate how different surfaces determine if light is reflected, refracted, or absorbed</p> <p><input type="checkbox"/> <b>0407.10.3</b> Gather and organize information about a variety of materials to categorize</p>	<p><b>SPI 0407.10.1</b> Identify different forms of energy, such as heat, light, and chemical.</p> <p><b>SPI 0407.10.2</b> Determine which surfaces reflect, refract, or absorb light.</p> <p><b>SPI 0407.10.3</b> Determine whether a material is transparent, translucent, or opaque.</p>

## Grade 4 : Standard 11 - Motion

### Conceptual Strand 11

*Objects move in ways that can be observed, described, predicted, and measured.*

### Guiding Question 11

*What causes objects to move differently under different circumstances?*

Grade Level Expectations	Checks for Understanding	State Performance Indicators
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<p><b>GLE 0407.11.1</b> Recognize that the position of an object can be described relative to other objects or a background.</p> <p><b>GLE 0407.11.2</b> Design a simple investigation to demonstrate how friction affects the movement of an object.</p> <p><b>GLE 0407.11.3</b> Investigate the relationship between the speed of an object and the distance traveled during a certain time period.</p>	<p><input type="checkbox"/> <b>0407.11.1</b> Identify the position of objects relative to fixed reference points.</p> <p><input type="checkbox"/> <b>0407.11.2</b> Design an investigation to identify factors that affect the speed and distance traveled by an object in motion.</p> <p><input type="checkbox"/> <b>0407.11.3</b> Complete a coordinate graph to describe the relative positions of objects.</p> <p><input type="checkbox"/> <b>0407.11.4</b> Plan and execute an investigation that demonstrates how friction affects the movement of an object.</p> <p><input type="checkbox"/> <b>0407.11.5</b> Design and implement an investigation to determine that the speed of an object is equal to the distance traveled over time.</p>	<p><b>SPI 0407.11.1</b> Describe the position of an object relative to fixed reference points.</p> <p><b>SPI 0407.11.2</b> Identify factors that influence the motion of an object.</p> <p><b>SPI 0407.11.3</b> Determine the relationship between speed and distance traveled over time.</p>
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## Grade 4 : Standard 12 - Forces in Nature

### Conceptual Strand 12

*Everything in the universe exerts a gravitational force on everything else; there is an interplay between magnetic fields and electrical currents.*

### Guiding Question 12

*What are the scientific principles that explain gravity and electromagnetism?*

Grade Level Expectations	Checks for Understanding	State Performance Indicators
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<p><b>GLE 0407.12.1</b> Explore the interactions between magnets.</p> <p><b>GLE 0407.12.2</b> Observe that electrically charged objects exert a pull on other materials.</p> <p><b>GLE 0407.12.3</b> Explain how electricity in a simple circuit requires a complete loop through which current can pass.</p>	<p><input type="checkbox"/> <b>0407.12.1</b> Explore the interactions between an electrically charged object and other materials.</p> <p><input type="checkbox"/> <b>0407.12.2</b> Design an experiment to investigate how a simple electromagnet affects common objects.</p> <p><input type="checkbox"/> <b>0407.12.3</b> Describe how electricity passes through a simple circuit that includes a battery, wire, switch, and bulb.</p>	<p><b>SPI 0407.12.1</b> Identify how magnets attract or repel one another.</p> <p><b>SPI 0407.12.2</b> Determine how an electrically charged material interacts with other objects.</p> <p><b>SPI 0407.12.3</b> Determine the path of an electrical current in a simple circuit.</p>
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## 4<sup>th</sup> Grade Social Studies Pacing Guide First Semester 2017 – 2018

Standards in **bold** are possible extended writing response items.

	1 <sup>st</sup> Quarter	Instructional Days	TN Standards	Lesson Focus	Additional Notes
	Week 1: August 7-11	5	4.3	Geographic Features	<b>SS TN Textbook</b> Chapter 1 America's Land: Lessons 2 & 3 Chapter 2 The First Americans: Lessons 1 & 3 Chapter 3 The First Tennesseans
	Week 2: August 14-18	5	<b>4.1</b>	Indigenous Settlements in TN	
	Week 3: August 21-25	5	4.2	TN Native Americans	
	Week 4: Aug. 28-Sept. 1	5	4.2	TN Native Americans	<b>TN The Early Years Brown Book</b> Chapter 3 The First People Including pg. 71 & 75  <b>Tennessee Social Studies Weekly (* priority)</b> *Week 1 : World/US Geography Week 2: U.S. States and Regions Week 3 : American Indian Nations *Week 4: Tennessee's First People  <b>Websites:</b> Social Studies On Line Resources <a href="http://padlet.com/whiteheadc/jsf2wbbzm8gl">http://padlet.com/whiteheadc/jsf2wbbzm8gl</a>
	Week 5: Sept. 4-8	4	4.4	Early Explorations of the Americas	<b>SS TN Textbook</b> Chapter 4 Age of Exploration
	Week 6: Sept. 11-15	4	<b>4.5</b>	Impact of Exploration and Settlement	<b>TN The Early Years Brown Book</b> Chapter 4 European Explorers in America

	Week 7: Sept. 18-22	5	4.6	European Colonization	<p><b>Tennessee Social Studies Weekly</b>  Week 5 : How Did It All Begin  Week 6: Spanish &amp; Portuguese Explorers  Week 7 : English &amp; French Explorers  Week 8: Dividing the New World</p> <p><b>Websites:</b> Social Studies On Line Resources  <a href="http://padlet.com/whiteheadc/jsf2wbbzm8gl">http://padlet.com/whiteheadc/jsf2wbbzm8gl</a></p> <p><b>Close Read text:</b> <a href="#"><i>The Southeast – Exploring the “Land of the Flowers”</i></a></p>
	Week 8: Sept. 25-29	5	4.7, 4.18	Lost Colony of Roanoke Reasons for Settlement	<p><b>SS TN Textbook:</b> Chapter 5 European Colonization</p> <p><b>TN The Early Years Brown Book</b>  Roanoke pg. 114-115  Chapter 5 Thirteen Colonies in NA pg. 124-136</p>
	Week 9: October 2-6	5	4.19, 4.8	Early Settlements Locations European Colonization	<p><b>Tennessee Social Studies Weekly</b>  Week 9: Early English Colonies</p> <p><b>Websites:</b> Social Studies On Line Resources  <a href="http://padlet.com/whiteheadc/jsf2wbbzm8gl">http://padlet.com/whiteheadc/jsf2wbbzm8gl</a></p>
	<b>End of 1<sup>st</sup> Quarter</b>				
	<b>Fall Break October 9-13</b>				
	<b>2<sup>nd</sup> Quarter</b>	<b>Instructional Days</b>	<b>TN Standards</b>	<b>Lesson Focus</b>	<b>Additional Notes</b>
	Week 1: October 16-20	5	4.13, <b>4.14</b> , 4.17	Geography of 13 Colonies Founders of the Colonies Colonial Religious Groups	<p><b>TN SS Textbook</b>  Chapter 6 New England Colonies  Chapter 7 Middle &amp; Southern Colonies</p>
	Week 2: October 23-27	5	4.13, <b>4.14</b> , 4.17	Geography of 13 Colonies Founders of the Colonies Colonial Religious Groups	<p><b>TN The Early Years Brown Book</b>  Chapter 5 Thirteen Colonies in North America Lessons 1 &amp; 2</p> <p><b>Tennessee Social Studies Weekly</b>  Week 10 : New England Colonies  Week 11: Middle Colonies  Week 12: Southern Colonies</p> <p><b>Websites:</b> Social Studies On Line Resources  <a href="http://padlet.com/whiteheadc/jsf2wbbzm8gl">http://padlet.com/whiteheadc/jsf2wbbzm8gl</a></p> <p><b>Close Read text:</b> <a href="#"><i>Colonization and the Revolutionary War: Background to the Colonies</i></a></p>

	Week 3: Oct. 30-Nov. 3	5	4.16, 4.9, 4.15, 4.10	Colonial Governments Native Americans Conflicts Colonial Economy and Society Colonists & Native Americans Interaction	<p><b>TN SS Textbook</b> Chapter 6 New England Colonies Chapter 7 Middle &amp; Southern Colonies</p> <p><b>TN The Early Years Brown Book</b> pages 9-13 and page 141</p> <p><b>Tennessee Social Studies Weekly</b> Week 10 : New England Colonies Week 11: Middle Colonies Week 12: Southern Colonies</p> <p><b>Sources of Text:</b> <b>Primary Documents and Supporting Texts:</b> Excerpts from John Smith’s Starving Time Excerpts from Bradford’s Of Plymouth Plantation Excerpts from the Mayflower Compact Excerpts from the Fundamental Orders of Connecticut</p> <p><b>Websites:</b> Social Studies On Line Resources <a href="http://padlet.com/whiteheadc/jsf2wbbzm8gl">http://padlet.com/whiteheadc/jsf2wbbzm8gl</a></p>
	Week 4: Nov. 6-10	4	4.11, 4.12, 4.22	Iroquois Confederacy Defeating the American Indians French and Indian War	<p><b>TN SS Textbook</b> Chapter 8 Settling Tennessee</p> <p><b>TN The Early Years Brown Book</b> Chapter 5 Thirteen Colonies in North America Lessons 3 Watauga &amp; Cherokee pp. 166-169</p> <p><b>Tennessee Social Studies Weekly</b> Week 14 Tennessee’s Settlers</p> <p><b>Websites:</b> Social Studies On Line Resources <a href="http://padlet.com/whiteheadc/jsf2wbbzm8gl">http://padlet.com/whiteheadc/jsf2wbbzm8gl</a></p>
	Week 5: Nov. 13-17	5	4.20, 4.25	TN Pioneers Tennessee’s First Settlements	<p><b>TN SS Textbook</b> Chapter 8 Settling Tennessee</p> <p><b>TN The Early Years Brown Book</b> Chapter 5 Thirteen Colonies in North America Lessons 3 Watauga &amp; Cherokee pp. 166-169</p> <p><b>Tennessee Social Studies Weekly</b> Week 14 Tennessee’s Settlers</p> <p><b>Websites:</b> Social Studies On Line Resources <a href="http://padlet.com/whiteheadc/jsf2wbbzm8gl">http://padlet.com/whiteheadc/jsf2wbbzm8gl</a></p>



	Week 6: Nov. 20-24	2	4.21	Ben Franklin	<p><b>TN SS Textbook</b> Chapter 2 Lesson 10 Chapter 7 Lesson 1 and Chapter 8 Lesson 1</p> <p><b>TN The Early Years Brown Book</b> Page 204</p> <p><b>Tennessee Social Studies Weekly</b> Week 15 Mounting Tensions Week 16 Declaring Independence</p> <p><b>Websites:</b> Social Studies On Line Resources <a href="http://padlet.com/whiteheadc/jsf2wbbzm8gl">http://padlet.com/whiteheadc/jsf2wbbzm8gl</a></p>
	Week 7: Nov.27-Dec. 1	5	4.23, 4.24, 4.29	Causes of the American Revolution American Revolution Protests Revolutionary Leaders	<p><b>TN SS Textbook</b> Chapter 9 American Revolution Lesson 1 and Lesson 2 and Extend</p>
	Week 8: December 4-8	5	4.26, 4.27	First and Second Continental Congress Paul Revere	<p><b>TN The Early Years Brown Book</b> Chapter 6 American Revolution Lesson 1 p. 162-165 Lesson 2 and Lesson 4</p>
	Week 9: December 11-20	8	4.28, 4.33	Creation of Declaration of Independence Ideals of the Declaration of Independence	<p><b>Tennessee Social Studies Weekly</b>  Week 15 Mounting Tensions Week 16 Declaring Independence Week 17 Revolutionary War</p> <p><b>Sources of Text:</b> <b>Primary Documents and Supporting Texts:</b> Excerpts from the Declaration of Independence <b>Primary Sources:</b> Excerpts from Patrick Henry's "Give me Liberty or Give me Death" speech</p> <p><b>Websites:</b> Social Studies On Line Resources <a href="http://padlet.com/whiteheadc/jsf2wbbzm8gl">http://padlet.com/whiteheadc/jsf2wbbzm8gl</a></p>
<b>End of 2<sup>nd</sup> Quarter</b>					

**Winter Break December 21 – January 3**

**4<sup>th</sup> Grade Social Studies Pacing Guide Second Semester 2017 - 2018**

	<b>3<sup>rd</sup> Quarter</b>	<b>Instructional Days</b>	<b>TN Standards</b>	<b>Lesson Focus</b>	<b>Additional Notes</b>
	Week 1: January 2-5	2	4.30, 4.31, <b>4.32, 4.35</b>	People of the Revolution Revolutionary Battles France and the American Revolution Women of the Revolution	<b>TN SS Textbook</b> Chapter 9 American Revolution Lesson 2 & Extend Women-p. 217 Franklin- p. 266-267
	Week 2: January 8-12	5	4.34, 4.36, <b>4.38</b>	Watagua Settlement Cumberland Settlement Lost State of Franklin	<b>TN The Early Years Brown Book</b> Chapter 6 American Revolution Lesson 4 Chapter 6 Lesson 3 and Watauga Settlement p. 166-169 TN & revolution p. 191-193 State of Franklin p. 203-205  <b>Tennessee Social Studies Weekly</b> Week 17 Revolutionary War Week 18 Tennessee at War  <b>Primary Sources:</b> Excerpts from Abigail Adams's letters, Phyllis Wheatley's poetry, Mercy Otis Warren's poetry, John Donelson's journal  <b>Websites:</b> Social Studies On Line Resources <a href="http://padlet.com/whiteheadc/jsf2wbbzm8gl">http://padlet.com/whiteheadc/jsf2wbbzm8gl</a>
	Week 3: January 15-19	4	4.37, 4.39	Articles of Confederation Constitutional Convention	<b>TN SS Textbook</b> Chapter 10
	Week 4: January 22-26	5	4.39, 4.40	Constitutional Convention Ratification of the Constitution	<b>TN The Early Years Brown Book</b> Articles of Confed. p. 200-202 & 206-207 Chapter 7 Lesson 2
	Week 5: Jan. 29- Feb. 2	5	4.41, <b>4.42</b>	The Constitution Ratification of the Constitution	<b>Tennessee Social Studies Weekly</b> Week 19 Growing Pains Week 20 The Constitution Week 21 Plans for the New Government Week 22 Government of the People  <b>Websites:</b> Social Studies On Line Resources <a href="http://padlet.com/whiteheadc/jsf2wbbzm8gl">http://padlet.com/whiteheadc/jsf2wbbzm8gl</a>  <b>Close Read text:</b> <a href="#"><i>American Government: The Branches of Government</i></a>
	Week 6: February 5-9	4	4.43, 4.44, <b>4.46</b>	George Washington's Presidency Washington, D.C. Early Political Parties	<b>TN SS Textbook:</b> Chapter 11 lesson 1 & Lesson 2
	Week 7: February 12-16	4	4.45, <b>4.47, 4.48</b>	Southwest Territory Louisiana Purchase Westward Exploration	<b>TN The Early Years Brown Book</b> Chapter 7 Lesson 3 & Lesson 4 Chapter 8 lesson 2  <b>Tennessee Social Studies Weekly</b>

					Week 23 Taking Steps Toward Statehood Week 24 Louisiana Purchase <b>Websites:</b> Social Studies On Line Resources <a href="http://padlet.com/whiteheadc/jsf2wbbzm8gl">http://padlet.com/whiteheadc/jsf2wbbzm8gl</a>
Week 8: February 19-23	5	4.49, 4.50	War of 1812 Star Spangled Banner	<b>TN SS Textbook</b> War of 1812 p. 275-276 Star Spangled Banner p. 278-279 Chapter 11 Lesson 3 & Extend  <b>TN The Early Years Brown Book</b> Chapter 8 lesson 3 Jackson Purchase p. 272-274 Sequoyah p. 276-277 Andrew Jackson p. 255 & p. 290-293 Trail of Tears p. 300-303  <b>Tennessee Social Studies Weekly</b> Week 25 The War of 1812 Week 26 Early Westward Expansion Week 27 Westward Ho! Week 28 Shaking Things Up  <b>Primary Sources:</b> Lyrics to "The Star-Spangled Banner"  <b>Websites:</b> Social Studies On Line Resources <a href="http://padlet.com/whiteheadc/jsf2wbbzm8gl">http://padlet.com/whiteheadc/jsf2wbbzm8gl</a>	
Week 9: Feb. 26-March 2	5	4.51, 4.52, 4.53, 4.54	War of 1812 New Madrid Earthquake TN Frontier Life Sequoia		
Week 10: March 5-9	5	4.55, 4.56	Andrew Jackson's Presidency Indian Removal Act		
<b>End of 3<sup>rd</sup> Quarter</b>			<b>Spring Break March 12-16</b>		
<b>4<sup>th</sup> Quarter</b>		<b>Instructional Days</b>	<b>TN Standards</b>	<b>Lesson Focus</b>	<b>Additional Notes</b>
Week 1: March 19-23	5	4.57	Industrial Revolution	<b>TN SS Textbook</b> Chapter 12  <b>TN The Early Years Brown Book</b> Industrial Rev. p. 278-281 Cotton gin p. 254  <b>Tennessee Social Studies Weekly</b> Week 29 Industry Vs Agriculture  <b>Websites:</b> Social Studies On Line Resources <a href="http://padlet.com/whiteheadc/jsf2wbbzm8gl">http://padlet.com/whiteheadc/jsf2wbbzm8gl</a>	
Week 2: March 26-30	5	4.58, 4.59	Plantation System Northern and Southern Economies	<b>TN SS Textbook</b> Chapter 12  <b>TN The Early Years Brown Book</b> Texas p. 296-298 Polk & Mexican war p. 301-314 Gold Rush p. 315  <b>Websites:</b> Social Studies On Line Resources	
Week 3: April 2-6	5	4.62, 4.64	Texas Fight for Independence Mexican War		
Week 4: April 9-13	5	4.63, 4.66	James K. Polk's Presidency CA Gold Rush		

					<a href="http://padlet.com/whiteheadc/jsf2wbbzm8gl">http://padlet.com/whiteheadc/jsf2wbbzm8gl</a>
	Week 5: April 16-20	5	4.60, 4.61, 4.65	TN Abolitionists Slave Life Mid 19 <sup>th</sup> Century Reform Movements	<b>Close Read text:</b> <a href="#">Slavery's Secrets</a> <b>TN SS Textbook</b> Chapter 13 Lessons 1-3 <b>TN The Early Years Brown Book</b> Compromise of 1850 p. 316 Frederick Douglass p. 317 Kansas- Nebraska Act p. 318 Virginia Hill p. 323
	Week 6: April 23-27	5	4.67, 4.68	Pre-Civil War Political Events 1850 Pre-Civil War Historical Map	<b>Tennessee Social Studies Weekly</b> Week 30 Conflicts and Compromise <b>Websites:</b> Social Studies On Line Resources <a href="http://padlet.com/whiteheadc/jsf2wbbzm8gl">http://padlet.com/whiteheadc/jsf2wbbzm8gl</a>
	Week 7: Apr.30-May 4	5	Memphis in May		
	Week 8: May 7-11	5	Memphis in May		
	Week 9: May 14-18	5	Memphis in May		
	Week 10: May 21-24	4	Memphis in May		
	<b>End of 4<sup>th</sup> Quarter</b>				