

Math 4 Pacing Guide

This Pacing Guide was revised in June 2017.

Chapters referenced are from old adopted text, Pearson EnVision.

KEY:

Blue = 2016 SOL standard

Black = 2009 and 2016 standard

Red = 2009 SOL standard

* = No calculator

SOL #	Standards	Textbook
First Quarter		
4.1a	a) The student will read, write, and identify the place and value of each digit in a nine-digit whole number	1-1, 1-2, 1-7
4.1b	b) The student will compare and order whole numbers expressed through millions	1-3
4.1c	c) The student will round whole numbers expressed through millions to the nearest thousand, ten thousand, and hundred thousand	1-4
4.4b	*b) The student will estimate and determine sums and differences of whole numbers	2-2, 2-4, 2-5, 2-6, 2-3
4.4d	*d) The student will create and solve single-step and multistep practical problems involving addition and subtraction of whole numbers	16-12
4.16, 4.16a	a) The student will recognize and demonstrate the meaning of equality in an equation.	18-2
4.16b	b) The student will investigate and describe the associative property for addition and multiplication	2-1,3-3
4.3a	a) The student will read, write, represent, and identify decimals expressed through thousandths	1-5
4.3b	b) The student will round decimals to the nearest whole number; rounding to the nearest tenth and hundredth	13-1, VA Practice #6
4.3c	c) The student will compare and order decimals	12-2, 12-6
4.3d	*d) given a model, write the decimal and fraction equivalents.	12-3
4.6a, 4.5c	*a) The student will add and subtract with decimals	11-6, 11-7,13-7
4.6b	b) The student will solve single-step and multistep practical problems involving addition and subtraction with decimals	Supplement
4.14a	a) The student will collect, organize, and represent data in bar graphs and line graphs	17-2, 17-10
4.14b	b) The student will interpret data represented in bar graphs and line graphs	17-5
4.14c	c) The student will compare two different representations of the same data (e.g., a set of data displayed on a chart and a bar graph, a chart and a line graph, or a pictograph and a bar graph).	Supplement
Second Quarter		
4.4a	*a) The student will demonstrate fluency with multiplication facts through 12 x 12, and the corresponding division facts;	3-1, 3-2, 3-4, 3-5, 3-6, 4-2, 4-4,3-7
4.4b	*b) The student will estimate and determine products of whole numbers	5-3, 7-2, 5-6, 5-7, 7-4, 7-5, 5-4
4.4d	*d) The student will create and solve single-step and multistep practical problems involving multiplication with whole numbers.	5-4, 5-8, 7-7
4.4c	*c) The student will estimate and determine quotients of whole numbers, with and without remainders	4-1, 4-3, 8-3, 8-5, 8-6, 8-7, 8-8, 8-2
4.4d	d) The student will create and solve single-step practical problems involving division with whole numbers.	8-10
4.15	The student will identify, describe, create, and extend patterns found in objects, pictures, numbers, and tables.	6-2, 6-3, VA Practice #7, 15-5
Third Quarter		

4.10a	a) The student will identify and describe points, lines, line segments, rays, and angles, including endpoints and vertices	9-1, 9-2
4.10b	b) The student will identify and describe intersecting, parallel, and perpendicular lines.	9-1, 9-2
4.11a	a) The student will investigate congruence of plane figures after geometric transformations, such as reflection, translation, and rotation, using mirrors, paper folding, and tracing	19-4, 19-7
4.11b	b) The student will recognize images of figures resulting from geometric transformations, such as translation, reflection, and rotation.	19-1, 19-2, 19-3
4.12a	a) The student will define polygon	9-4
4.12, 4.12b	b) The student will identify polygons with 10 or fewer sides. The student will classify quadrilaterals as parallelograms, rectangles, squares, rhombi, and/or trapezoids.	9-6, 9-7
4.11	The student will identify, describe, compare, and contrast plane and solid figures according to their characteristics (number of angles, vertices, edges, and the number and shape of faces) using concrete models and pictorial representations.	15-1, 9-4
4.7	The student will solve practical problems that involve determining perimeter and area in U.S. Customary and metric units.	14-1, 14-2, 14-6, 14-7, 14-8
4.5a	*a) The student will determine common multiples and factors, including least common multiple and greatest common factor	VA Handbook VA #2
4.2a	*a) The student will compare and order fractions and mixed numbers, with and without models	10-6, 10-7, 10-8, 10-9
4.2b	*b) The student will represent equivalent fractions	10-4
4.2c	c) The student will identify the division statement that represents a fraction, with models and in context.	10-2
4.5b	*b) The student will add and subtract fractions and mixed numbers having like and unlike denominators	11-4, supplement
4.5c, 4.5d	*c) The student will solve single-step and multi-step practical problems involving addition and subtraction with fractions and mixed numbers.	supplement
Fourth Quarter		
4.13a	a) The student will determine the likelihood of an outcome of a simple event	20-4, supplement
4.13b	b) The student will represent probability as a number between 0 and 1, inclusive	20-3
4.13c	c) The student will create a model or practical problem to represent a given probability.	supplement
4.9	The student will solve practical problems related to elapsed time in hours and minutes within a 12-hour period.	16-10
4.8a, 4.7a	a) The student will estimate and measure length and describe the result in U.S. Customary and metric units	16-1, 16-5
4.8b, 4.6a	b) The student will estimate and measure weight/mass and describe the result in U.S. Customary and metric units	16-3, 16-7
4.8c, 4.6b, 4.7b	c) The student will given the equivalent measure of one unit, identify equivalent measures of length, weight/mass, and liquid volume between units within the U.S. Customary system	16-2, 16-8
4.8d	d) The student will solve practical problems that involve length, weight/mass, and liquid volume in U.S. Customary units.	16-4, 16-8, 5-8