

# WELCOME TO FOURTH GRADE

## A FAMILY PREVIEW: WHAT YOU AND YOUR CHILD CAN EXPECT IN FOURTH GRADE



Together, we can help your child reach their full potential and get the most out of their Fourth Grade experience.

### ELA LITERATURE

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)
- Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- By the end of the year, read and comprehend literature and other texts including stories, drama, and poetry, in the grades 4-5 text complexity band proficiently and independently with scaffolding as needed at the high end of the range.

### INFORMATIONAL TEXT

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range. a. Self-select texts for personal enjoyment, interest, and academic tasks.

### WRITING

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 41-42.)

### LANGUAGE

- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization.

## **SPEAKING, LISTENING, VIEWING & MEDIA**

- Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)

## **MATHEMATICS**

### **Number and Operations**

- Demonstrate mastery of multiplication and division basic facts; multiply multi-digit numbers; solve real-world and mathematical problems using arithmetic.
- Represent and compare fractions and decimals in real-world and mathematical situations; use place value to understand how decimals represent quantities.

### **Algebra**

- Use input-output rules, tables and charts to represent patterns and relationships and to solve real-world and mathematical problems.
- Use number sentences involving multiplication, division and unknowns to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.

### **Geometry and Measurement**

- Name, describe, classify and sketch polygons.
- Understand angle and area as measurable attributes of real-world and mathematical objects. Use various tools to measure angles and areas.
- Use translations, reflections and rotations to establish congruency and understand symmetries.

### **Data Analysis**

- Collect, organize, display and interpret data, including data collected over a period of time and data represented by fractions and decimals

## **SCIENCE**

### **Earth and Space Science: Water**

- Distinguish between solids, liquids and gases in terms of shape and volume.
- Identify where water collects on Earth, including atmosphere, ground, and surface water, and describe how water moves through the Earth system using the processes of evaporation, condensation, and precipitation.
- Describe how the methods people utilize to obtain and use water in their homes and communities can affect water supply and quality.
- Describe how the states of matter change as a result of heating and cooling.
- Describe the transfer of heat energy when a warm and a cool object are touching or placed near each other.
- Describe how magnets can repel or attract each other and how they attract certain metal objects.
- Compare materials that are conductors and insulators of heat and/or electricity.
- Measure temperature, volume, weight and length using appropriate tools and units.

### **Physical Science: Electricity and Magnets**

- Describe the transfer of heat energy when a warm and a cool object are touching or placed near each other.
- Describe how magnets can repel or attract each other and how they attract certain metal objects.
- Identify several ways to generate heat energy.
- Compare materials that are conductors and insulators of heat and/or electricity.
- Construct a simple electrical circuit using wires, batteries, and light bulbs.
- Demonstrate how an electric current can produce a magnetic force.

## **Earth and Space Science: Earth and Minerals**

- Recognize that rocks may be uniform or made of mixtures of different minerals.
- Describe and classify minerals based on their physical properties.
- Measure temperature, volume, weight and length using appropriate tools and units.

## **Social Studies**

### **Geography**

- Locates and names states, capitals, and landforms of regions the United States.
- Identifies physical systems/natural hazards and their effects on each region
- Understands how the natural environment influences culture and economy per region Identifies important landmarks and monuments per region
- Reads and interprets a variety of maps

## **Physical Education**

### **Skills and Movement**

- Dribble ball weaving at medium and fast speeds
- Demonstrate upper and lower body movements in dance
- Demonstrate correct timing to music
- Track and catch a ball while moving feet
- Correctly jumps rope using short and long rope
- Demonstrates overhand throw using a mature pattern

### **Fitness**

- Participate in large groups
- Demonstrate knowledge of components of fitness
- Demonstrate understanding of fitness awareness

### **Safe, Respectful Interactions**

- Listen / follow directions
- Demonstrate safe interactions
- Is respectful toward others

## **Art**

### **Artistic Knowledge**

- Demonstrate knowledge of the foundation of art.
- Demonstrate knowledge and use of the technical skills of art including technology when appropriate.
- Demonstrate understanding of the personal, social, cultural and historical contexts that influence art including the contributions of the American Indian tribes and communities.

### **Creative Process / Evaluation**

- Create/ make in a variety of contexts in art using the artistic foundations.
- Respond to and critique a variety of creations using artistic foundations.

### **Art History and Appreciation**

- Study the works of various artists over time, and how the artist's work impacted future generations

## **Music**

### **Artistic Knowledge**

- Demonstrate knowledge of duration by: labeling, reading, writing, and performing rhythms in 2/4 and 4/4 meter using the following note and rest values: quarter note, eighth note, quarter rest, half note, half rest, dotted half note, whole note, and whole rest
- Demonstrate knowledge of steady beat, which may include: patting, stepping, clapping, or using a rhythm instrument
- Demonstrate knowledge of pitch by identifying, labeling, and performing melodies using the lines and spaces of the treble clef including middle C and D

### **Creative Process / Evaluation**

- Perform/ present in a variety of contexts in music using the artistic foundations:
  - singing & performing five-pitch melodies
  - Play recorder with accuracy of pitch, rhythm, tempo, and steady beat
  - Use correct recorder technique: hand placement, tone quality, fingerings

Respond to and critique a variety of music using the artistic foundations.

## World Language

### Communicate in Ojibwe

- Participates using Ojibwe words and phrases.
- Comprehend and responds to questions in Ojibwe.
- Listen during class time.
- Use new vocabulary in context of lesson.
- Recall prior vocabulary.

## Personal Management

### Respectful Behavior

- Interacts with children and adults in a positive manner (school, bus, field trips)
- Practices strategies related to anti-bullying and anti-harassment curriculum and discussions
- Respects individual and school property
- Makes safe and appropriate choices with personal behavior and reporting
- Manages conflict appropriately
- Listens attentively while others speak (no interruptions; provides appropriate verbal/non-verbal feedback)
- Understands and follows classroom rules and school routines and procedures
- Keeps hands, feet and other objects to self
- Follows multiple step directions (without frequent reminders)

### Focused, On-task Behavior

- Works without teacher redirection
- Chooses an appropriate method to complete assignments
- Works independently and /or cooperatively without distracting others
- Uses time wisely
- Upon completion of assignments makes appropriate choices

### Responsibility

- Keeps desk and work space organized
- Shows responsibility for all belongings and personal health choices and reporting
- Returns classroom materials to proper location
- Is ready with necessary materials

## Responsibility cont

- Is responsible for communication to and from school

## Appropriately Completed Work

- Work is neat and legible
- Work meets the requirements of the assignment
- Completes assigned work according to deadline

## Panther Path Core Values

