

# GRADE 4 CURRICULUM OVERVIEW

## NORTHFIELD PUBLIC SCHOOLS

### 2016-2017

This overview highlights the key skills in each subject area that will be taught at this grade level and reflects the efforts of teachers to provide curriculum that supports the mastery of state curriculum standards.

#### READING LITERATURE/INFORMATIONAL TEXT

##### Key Ideas and Details:

- 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.
- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

##### Craft and Structure:

- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- Explain major differences between poems, drama, and prose, and refer to the structural elements of poems when writing or speaking about a text.
- Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- Compare and contrast a firsthand and secondhand account, including those by or about Minnesota American Indians, of the same event or topic; describe the differences in focus and the information provided.

##### Integration of Knowledge and Ideas:

- Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
- Explain how an author uses reasons and evidence to support particular points in a text.
- Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events in stories, myths, and traditional literature from different cultures, including American Indian.
- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

##### Range of Reading and Level of Text Complexity:

- 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.
- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently and independently with scaffolding as needed at the high end of the range.

#### READING FOUNDATIONAL SKILLS

##### Phonics and Word Recognition:

- Use combined knowledge of a letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multi-syllabic words in context and out of context.

##### Fluency:

- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### LANGUAGE

##### Conventions of Standard English:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

##### Knowledge of Language

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

##### Vocabulary Acquisition and Use:

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to develop word consciousness.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

#### WRITING

##### Text Types and Purposes:

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

##### Writing Process – Production and Distribution of Writing:

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 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.
- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

##### Research to Build and Present Knowledge:

- Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

##### Range of Writing:

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

#### SPEAKING, VIEWING, LISTENING AND MEDIA LITERACY

##### Comprehension and Collaboration:

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Identify the reasons and evidence a speaker provides to support particular points.

##### Presentation of Knowledge and Ideas:

- Report on a topic or text and avoid plagiarism by identifying sources, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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**SPEAKING, VIEWING, LISTENING AND MEDIA LITERACY  
(continued)**

- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. Differentiate between contexts that call for formal English and situations where informal discourse is; use formal English when appropriate to task and situation.

**Media Literacy:**

- Distinguish among, understand, and use different types of print, digital, and multimodal media.
- Create an individual or shared multimedia work for a specific purpose.

**MATHEMATICS**

**Number and Operation:**

- Compare and represent whole numbers up to 100,000, with an emphasis on place value.
- Add and subtract whole numbers up to four digits without a calculator.
- Demonstrate mastery of multiplication 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 area.
- Use translations, reflections and rotations to establish congruency and understand symmetries.
- Use dollar and cent notation consistently.
- Make change using as few coins and bills as possible up to \$20.
- Measure to the nearest  $\frac{1}{4}$  inch and millimeter.

**Data Analysis:**

- Collect, organize, display, and interpret data, including data collected over a period of time and data represented by fractions and decimals.
- Express outcomes of random experiments verbally and numerically such as 3 out of 4 or  $\frac{3}{4}$ .
- Determine whether or not a given graph matches a given set of data.

**SCIENCE**

- Earth and Space Science – Rocks, Minerals, and Fossils
- Earth and Space Science – Water Cycle
- Life Science – Preventing Diseases/Disease
- Physical Science – Matter
- Physical Science – Electricity/Magnetism

*(Nature of Science and Engineering standards/ benchmarks are embedded into the units listed above.)*

**HEALTH**

- Emotional, intellectual, and social health
- Family life, growth, and development
- Drug use prevention
- Nutrition
- Disease prevention and control
- Personal health
- Injury prevention

**SOCIAL STUDIES**

- Current Events
- History
- Geography
- Civic Skills
- Government/Political Process
- Economics

**ART**

- Describe the characteristics of the elements of visual art, including color, line, shape, value, form, texture, and space.
- Describe how the principles of visual art such as repetition, pattern, emphasis, contrast and balance are used in the creation, presentation and response to visual artworks.
- Identify characteristics of Western and non-Western styles, movements and genres in art.
- Describe the personal, social, cultural, or historical contexts that influence creation of visual artworks including the contributions of Minnesota American Indian tribes and communities.
- Create original two- and three-dimensional artworks to express specific artistic ideas.
- Describe the tools, materials, and techniques from a variety of two- and three-dimensional media such as drawing, printmaking ceramics, or sculpture.
- Revise artworks based on feedback of others and self-reflection.
- Describe how visual art communicates meaning.
- Select and assemble artworks for a personal portfolio.
- Revise presentation based on the feedback of others and self-reflection.
- Justify personal interpretations and reactions to works of visual art.

**MUSIC**

- Demonstrate knowledge of the foundations of music.
- Demonstrate knowledge and use of the technical skills of music integrating technology when applicable.
- Demonstrate understanding of the personal, social, cultural, and historical contexts that influence music including the contributions of the Minnesota Indian tribes and communities.
- Create/make in a variety of contexts in music using the artistic foundations.
- Perform/present in a variety of contexts in music using the artistic foundations.
- Respond to and critique a variety of creations or performances using the artistic foundations.

**PHYSICAL EDUCATION**

- Demonstrates age appropriate competency in a variety of movement and motor skills.
- Demonstrates knowledge of concepts and principles related to movement and performance.
- Demonstrates knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.
- Developing responsible personal and social behaviors that respect self and others.
- Developing a value for physical activity for health enjoyment, challenge, self-expression and social interaction.

**MEDIA/TECHNOLOGY**

- Media Center Orientation
- Literature Appreciation
- Research
- Technology Skills