

Communicating Reasons, Arguments and Ideas - Obtaining, Evaluating and Communicating Information

<p>4.2.1 Students will be able to read and interpret multiple sources to obtain information, evaluate the merit and validity of claims and design solutions, and communicate information, ideas, and evidence in a variety of formats.</p>	
K	<p>0P.4.2.2.1 Communicate design ideas for a structure that reduces the warming effect of sunlight on Earth’s surface.* Examples of written designs include models, drawings, writing, or numbers.</p>
1	<p>1E.4.2.1.1 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.* Examples of human actions that impact the land may include cutting trees to produce paper, using resources to produce bottles, and using water for bathing and brushing teeth. Examples of solutions may include reusing paper and recycling cans and bottles.</p>
1	<p>1L.4.2.1.2 Obtain information using various features of texts and other media to determine patterns in the behavior of parents and offspring that help offspring survive. Examples of text features include headings, glossaries, electronic menus, pictures, illustrations, icons, etc. Examples of behavior patterns may include the signals that offspring make (such as crying, chirping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).</p>
2	<p>2E.4.2.1.1 Obtain and use information from multiple sources to identify where water is found on Earth. Emphasis of the practice is on learning how to use texts and maps to integrate and evaluate content. Examples may include liquid water in oceans, lakes, rivers, and ponds; and solid water in glaciers and polar ice caps.</p>
2	<p>2E.4.2.1.2 Obtain and use information from multiple sources, including electronic sources, to describe climates in different regions of the world.** Emphasis of the practice is on learning how to use electronic sources to integrate and evaluate content. Examples of information may include data on an area’s typical weather conditions and how these patterns are considered climate.</p>

<p>3</p>	<p>3L.4.2.1.1 Obtain information from various types of media to support an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.** Examples of structures may include thorns, stems, roots, colored petals, heart, stomach, lungs, brain, and skin. Examples of media may include electronic sources.</p>
<p>4</p>	<p>4E.4.2.1.1 Read and comprehend grade-appropriate complex texts and/or other reliable media to describe that energy and fuels are derived from natural resources and their uses affect the environment. Examples of information about natural resources should include details about those found in Minnesota. Examples of renewable energy resources may include wind, water behind dams, and sunlight; non-renewable energy resources include fossil fuels and fissile materials. Examples of environmental effects may include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution and global warming from burning fossil fuels.</p>
<p>4</p>	<p>4L.4.2.1.2 Obtain information from various media sources to determine that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.** Emphasis of the practice is to compare and/or combine information across texts and other reliable media. Emphasis is on organisms other than humans and the patterns in traits between offspring and their parents or among siblings.</p>

Communicating Reasons, Arguments and Ideas - Obtaining, Evaluating and Communicating Information

<p>4.2.2 Students will be able to gather information about and communicate the methods that are used by various cultures, especially those of Minnesota American Indian Tribes and communities, to develop explanations of phenomena and design solutions to problems.</p>	
1	<p>1P.4.2.2.1 Communicate solutions that use materials to provide shelter, food, or warmth needs for communities including Minnesota American Indian tribes and communities.* Examples of cultures may include those within the local context of the learning community and within the context of Minnesota . Examples of solutions may include past and current building practices that incorporate natural building materials and other green practices as used in sweat lodges, green roofs, moss used for insulation, or sustainable food production and tools used for ricing (harvesting and finishing).</p>
2	<p>2P.4.2.2.1 Obtain information and communicate how Minnesota American Indian Tribes and communities and other cultures apply knowledge of the natural world in determining which materials have the properties that are best suited for an intended purpose.* Examples of cultures may include those within the local context of the learning community and within the context of Minnesota . Emphasis of the practice is on obtaining, interpreting, and communicating information related to how various cultures have built materials suited for intended purposes according to their properties. Examples of materials may include instruments (Cedar for knockers and Black Spruce for poles) for ricing, birch bark for baskets or other containers for carrying water, and sinew for connecting parts of tools.</p>
3	<p>3E.4.2.2.1 Gather information and communicate how Minnesota American Indian Tribes and communities and other cultures use patterns in stars to make predictions and plans. (P 8, CC: 1, CI: ESS1) Examples of cultures may include those within the local context of the learning community and within the context of Minnesota . Examples may include using star maps to predict seasons, star patterns to inform navigation, and using star stories to identify numeric patterns that guide behavior.</p>

4	4E.4.2.2.1 Obtain and combine multiple sources of information about ways individual communities, including Minnesota American Indian Tribes and communities and other cultures use evidence and scientific principles to make decisions about the uses of Earth's resources.* Examples of cultures may include those within the local context of the learning community and within the context of Minnesota . Examples may include balancing the water, soil, wildlife, plant, and human needs to support sustainable use of resources.
----------	---