

## LANGUAGE ARTS

### Literature

1. Comprehend the literal and inferred meaning of texts.
2. Determine the meaning of words and phrases.
3. Explain the differences between poems, drama, and prose.
4. Compare and contrast points of view.
5. Read grade appropriate texts with comprehension, accuracy and fluency.
6. Self-select texts for enjoyment and academic tasks.

### Informational Text

1. Comprehend explicit and inferred meaning of texts.
2. Determine the meaning of academic and domain-specific words.
3. Describe the overall structure of information in a text.
4. Compare and contrast a first- and secondhand account.
5. Read grade appropriate texts with comprehension, accuracy and fluency.
6. Self-select texts for enjoyment and academic tasks.

### Foundational Skills

1. Know and apply grade-level phonics and word analysis skills.
2. Read with sufficient accuracy and fluency to support comprehension.

### Writing

1. Write opinion, informative/explanatory, and narrative pieces.
2. Use a writing process to develop and strengthen writing.
3. Use technology, including the Internet, to produce and publish writing.
4. Conduct short research projects.
5. Gather information from print and digital sources.
6. Draw evidence from texts to support analysis, reflection, and research.
7. Write routinely over shorter and extended time frames.

### Language

1. Demonstrate command of English grammar when writing or speaking.
2. Demonstrate command of writing conventions: capitalization, punctuation, and spelling.
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
4. Determine or clarify the meaning of unknown words.
5. Demonstrate understanding of figurative language.
6. Acquire and use grade appropriate vocabulary.

### Speaking, Viewing, Listening & Media Literacy

1. Engage in collaborative discussions.
2. Paraphrase information presented in diverse formats.
3. Identify reasons and evidence a speaker provides.
4. Add audio recordings and visual displays to presentations.
5. Report on a topic using appropriate facts and relevant details.
6. Use formal English when appropriate to the task and situation.
7. Use different types of print and digital media.
8. Create a multimedia work for a specific purpose.

Resources: Benchmark Literacy

## MATHEMATICS

1. Compare and represent whole numbers up to 100,000, with an emphasis on place value.
2. Demonstrate mastery of multiplication and division basic facts; multiply multi-digit numbers; solve real-world and mathematical problems using arithmetic.
3. Represent and compare fractions and decimals in real-world and mathematical situations; use place value to understand how decimals represent quantities.
4. Represent and compare fractions and decimals in real-world and mathematical situations; use place value to understand how decimals represent quantities.
5. Use input-output rules, tables and charts to represent patterns and relationships and to solve real-world and mathematical problems.
6. 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.
7. Name, describe, classify and sketch polygons.
8. Understand angle and area as measurable attributes of real-world and mathematical objects. Use various tools to measure angles and areas.
9. Use translations, reflections and rotations to establish congruency and understand symmetries.
10. Collect, organize, display and interpret data, including data collected over a period of time and data represented by fractions and decimals.

Resources: Math Expressions

Home/School/Connection: [www.eduplace.com/parents/mthexp/](http://www.eduplace.com/parents/mthexp/)  
[www-k6.thinkcentral.com/ePC/start.do](http://www-k6.thinkcentral.com/ePC/start.do)

## SCIENCE

1. Understand that engineers design, create and develop structures, processes and systems that are intended to improve society and may make humans more productive.
2. Understand that engineering design is the process of identifying problems, developing multiple solutions, selecting the best possible solution, and building the product.
3. Understand the needs of any society influence the technologies that are developed and how they are used.
4. Understand that objects have observable properties that can be measured.
5. Understand that solids, liquids and gases are states of matter that have unique properties.
6. Understand that energy appears in different forms, including heat and electromagnetism.
7. Understand that energy can be transformed within a system or transferred to other systems or the environment.
8. Understand that rocks are Earth materials that may vary in composition.
9. Understand that water circulates through the Earth's crust, oceans and atmosphere in what is known as the water cycle.
10. Understand that in order to improve their existence, humans interact with and influence Earth systems.
11. Understand that microorganisms can get inside one's body and they may keep it from working properly.

Resources: FOSS Energy; FOSS Soil, Rocks & Landforms; FOSS Environments  
Home/School Connection: [www.fossweb.com](http://www.fossweb.com)

## SOCIAL STUDIES

1. Describe how people take action to influence a decision on a specific issue.
2. Describe tribal government & some of the services it provides.
3. Identify the major roles and responsibilities of elected and appointed leaders and name some current leaders.
4. Apply a reasoned decision-making process to make a choice.
5. Define the productivity of a resource and describe ways to increase it.
6. Describe a market as any place or manner in which buyers and sellers interact to make exchanges.
7. Create and use various kinds of maps, incorporate the "TODALS" map basics.
8. Use latitude & longitude on maps and globes to locate places.
9. Choose the most appropriate data from maps, charts, and graphs in an atlas to answer specific questions.
10. Use photographs or satellite-produced images to interpret spatial information.
11. Locate and identify the physical & human characteristics of places.
12. Name and locate states and territories, major cities and state capitals in the United States.
13. Use data to analyze and explain the changing distribution of population over the last century.
14. Explain how geographic factors affect population distribution and the growth of cities.
15. Explain how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations and modifications.
16. Describe how the location of resources and the distribution of people and their various economic activities have created different regions.
17. Analyze the impact of geographic factors on the development of modern agricultural regions in Minnesota and the US.
18. Use maps to compare and contrast a particular region, at different points in time.
19. Identify and locate on a map or globe the origins of peoples in the local community and state; create a timeline of when different groups arrived; describe why and how they came.

Units of Study: Heritage, Citizenship and Government, Geography and Economy

## HEALTH

1. Comprehend concepts related to health promotion and disease prevention to enhance health: focusing on alcohol, tobacco, and other drugs, and listed body systems.
2. Analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.
3. Access valid info and products and services to enhance health.
4. Use interpersonal communication skills to enhance health and avoid or reduce health risks.
5. Use decision-making skills to enhance health.
6. Use goal-setting skills to enhance health.
7. Practice health-enhancing personal hygiene behaviors to avoid health risks.
8. Advocate for personal, family, and community health.

## VISUAL ARTS

1. Understand the elements of visual arts, including color, line, shape, form, texture, and space.
2. Understand the characteristics of visual art from a variety of cultures and historical times.
3. Use the tools, basic skills, and techniques of at least three different mediums.
4. Create original works of art to communicate ideas.

Resources: Adventures in Art, Davis Publishing

Artist Study: Georgia O'Keeffe, Grant Wood

Lessons: Fantasy Fish, Making Sketches, Texture in Different Media, Color Relationship, Imagining the Impossible, Creating a Flip Book, Feelings About Animals (optional)

## MEDIA AND TECHNOLOGY

1. Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
2. Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
3. Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
4. Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
5. Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
6. Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
7. Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

## MUSIC

1. Sing with accurate pitch.
2. Sing harmony in a group using rounds.
3. Read and sing musical patterns shown with traditional notation.
4. Play simple melodies on keyboard using alternating hands.
5. Play simple melodies or accompaniments on recorder.
6. Read traditional notation to play musical patterns on keyboard and recorder.
7. Read and understand musical signs and symbols.
8. Compose a short instrumental piece.
9. Listen to music and identify form.
10. Listen, perform, and understand the music of Latin America.

Additional Concepts:

1. Demonstrate musical concepts using movement.
2. Make connections between music, the other arts, and disciplines outside the arts.

## PHYSICAL EDUCATION

1. Demonstrate competency in a variety of motor skills and movement patterns.
2. Apply knowledge of concepts, principles, strategies and tactics to movement and performance.
3. Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Exhibit responsible personal and social behavior that respects self and others.
5. Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

## REPORT CARDS

Standards-based reporting describes the grade level/content area skills and knowledge students are learning based on state standards and benchmarks. With standards-based reporting, **3 IS THE GOAL** for the grade level and should be celebrated.

- 4 - EXCEEDS understanding of standards for this grade level.
- 3 - SECURE understanding of year end standards.
- 2 - DEVELOPING understanding of year end standards.
- 1 - BEGINNING understanding of year end standards.

## TESTING REQUIREMENTS AND SCHEDULE

Minnesota Comprehensive Assessment (MCA):

Students in grades 3-8 are required to take the MCA in reading and math and the MCA Science in grades 5, 8 and high school. The purpose of the MCA testing program is:

- To measure student achievement of the Minnesota Academic Standards,
- To measure the proficiency of Minnesota graduates, and
- To measure the academic progress over time.

Testing window: March 7-May 6, 2016

Benchmark Assessment System:

Students in grades K-4 will be assessed using this one-on-one, comprehensive assessment to determine independent and instructional reading levels.

Testing Timeline: All students will be tested at the beginning and the end of the year. Students performing below grade level will be progress monitored in November and February.

STAR Enterprise:

Students in grades 2 (winter) through high school will be taking the STAR Enterprise tests in reading and mathematics. The purpose of STAR testing is:

- To measure academic progress of all students in reading and mathematics by benchmark testing three times per year, and
- To provide a progress monitoring system that tracks student progress, as needed, for academic interventions.

Testing Timeline: September, January, May

## BRAINERD ELEMENTARY SCHOOLS

Baxter	218-454-6400
Garfield	218-454-6450
Harrison	218-454-6500
Lowell	218-454-6550
Nisswa	218-961-6860
Riverside	218-454-6800

To view the entire set of MN Academic Standards visit MDE at [www.education.state.mn.us](http://www.education.state.mn.us) or [www.isd181.org](http://www.isd181.org) or call 218-454-6970.

# CURRICULUM STANDARDS

# GRADE 4



2022-2023