ND Lower Division 4TH GRADE CURRICULUM
Last reviewed August 24, 2019

The six Transdisciplinary Themes explored throughout the Fourth Grade year include:

WHO WE ARE (**WWA**)

WHERE WE ARE IN PLACE AND TIME (**WWAIPAT**)

HOW WE EXPRESS OURSELVES (**HWEO)**

HOW THE WORLD WORKS (**HTWW**)

HOW WE ORGANIZE OURSELVES (**HWOO**)

SHARING THE PLANET (**STP**)

*See the Programme of Inquiry (POI) for unit specifics.

Disciplines and IB Strands Include:

Math Strands
- Data Handling
- Measurement
- Shape and Space
- Pattern and Function
- Number

Science Strands
- Living Things
- Earth and Space
- Materials and Matter
- Forces and Energy

Social Studies Strands
- Human Systems and Economic Activities
- Social Organization and Culture
- Continuity and Change Through Time
- Human and Natural Environments
- Resources and Environments

Language Strands
- Oral Language
  - Listening
  - Speaking
- Visual Language
  - Viewing
  - Presenting
- Written Language
  - Reading
  - Writing

Religion

Math

Math Strands

- Data Handling
- Measurement
- Shape and Space
- Pattern and Function
- Number

IB Strands	Objectives	Unit Taught
Data Handling	- Get information from a graph even if it does not give exact information. - Read and make a line graph. - Use graphs to display different types of data.	• WWAIPAT
Measurement	- Use models to explore perimeter and area. - Find perimeters of polygons. - Find the area of a rectangle. - Find the perimeter and area of figures that are not rectangles. - Identify and make solid shapes. - Find the volume of a rectangular solid. - Decide which formula to use to solve a problem. - Understanding different units of measurement (benchmark, length, weight, liquid volume, line plots, mass, time, elapsed time, mixed measures, algebra /patterns in measurement units)	• HTWW/WWA
Shape and Space	- Identify geometric figures. - Name and describe rays and angles. - Use a protractor to measure angles. - Classify and identify polygons. - Identify and classify triangles. - Find patterns to solve problems. - Identify parts of a circle. - Learn about figures that have the same size and shape. - Learn about rotations, reflections, and translations.	• HTWW
Pattern and Function	**Add and Subtract Decimals** - Use rounding to estimate sums and differences. - Add and subtract decimals. - Use decimals to solve problems. **Operations and Algebraic Reasoning** - Use properties of addition and subtraction rules. - Use mental math to add and subtract two-and three-digit numbers. - Use rounded numbers to estimate sums and differences. - Decide whether an estimated or an exact answer is needed to solve a problem. - Add numbers using regrouping. - Subtract whole numbers with up to five digits. - Subtract when some digits are zeros. - Add and subtract whole numbers with up to six digits. - Use multiplication properties and division rules. - Use multiplication facts to help you divide. - Use a multiplication table to find pattern in multiplication and division. - Learn different ways to multiply and divide. - Learn different methods to multiply and divide facts to 10. - Use a multiplication table to multiply and divide with 11 and 12. - Learn to multiply three factors. - Learn how to divide when there are remainders. - Decide what operations to use to solve problems. - Use the order of operations to simplify expressions. - Use variables to write expressions.	• STP • HWEO/WWAIPAT

- Compare expressions.
- Write and solve equations.
- Write equations to represent and solve problems.

IB Strands	Objectives	Unit Taught
Pattern and Function	**Division of Whole Numbers** • Use models to understand division. • Find two-digit quotients with and without remainders. • Interpret a remainder to find a reasonable answer. • Regroup to divide two-digit numbers. • Use basic facts and patterns to divide mentally. • Estimate quotients. • Divide a three-digit number by a one-digit number. • Decide where to write the first digit in the quotient. • Decide when to place zeros in the quotient. • Work backward to solve a problem. • Divide greater numbers. • Find factors and multiples of whole numbers.	• WWAIPAT
Number	• Use logical reasoning to solve problems. • Use numbers in different ways. • Count and compare amounts of money. • Count on to make change. • Round numbers and money amounts. • Decimals: Comparing decimals, fractions and percent **Fractions and Decimals** • Read, write, and identify fractions. • Use models to identify equivalent fractions. • Find equivalent fractions and write fractions in simplest form. • Compare and order fractions. • Mixed Numbers and improper fraction identification • Find a fractional part of a number. • Draw a picture to solve a problem.	• HWOO • STP

Science

- (Aligned with NGSS)

Science Strands
- Living Things
- Earth and Space
- Materials and Matter
- Forces and Energy

Units of Study & IB Strand	Objectives	Unit Taught
Inquiry Process	• Generate scientific questions based on observations, investigations and research • Design and conduct scientific investigations • Use tools and equipment (spring scales, stop watches, meter sticks and tapes, models, hand lens) appropriate to scientific investigations • Construct charts and graphs from data and observations • Identify patterns in data • Design solutions to problems using technology • Identify the need for evidence in making scientific decisions • Demonstrate scientific concepts through various illustrations, performances, models, exhibits and activities • Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures Analyze, synthesize and apply the Scientific Method	All
Inquiry Analysis and Communication	• Analyze information from data tables and graphs to answer scientific questions • Evaluate data, claims and personal knowledge through collaborative science discourse • Communicate and defend findings of observations and investigations using evidence • Draw conclusions from sets of data from multiple trials of a scientific investigation Use multiple sources of information to evaluate strengths and weaknesses of claims, arguments or data	All
Earth's Systems **IB Strand: Earth and Space**	**Processes that Shape the Earth** • Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time (4-ESS1-1) • Make observations and/or measurements to provide evidence of the effects of weathering and the rate of erosion by water, ice, or vegetation (4-ESS2-1) • Analyze and interpret data from maps to describe patterns of Earth's surface (4-ESS2-2). • Local, regional, and global patterns of rock formations reveal changes over time due to earth forces such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed. (4-ESS1.C1) • Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soil, and sediments into smaller particles and move them around. (4-ESS2-1). • The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help	• HWEO

	locate the different land and water features around the Earth. (4ESS2.B.1) -- • Investigate how recycling and reusing help conserve resources • Describe ways to recycle or reuse resources • Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans (4-ESS3-2). • Living things affect the physical characteristics of their regions (4-ESS2-1). • Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not (ESS3-1). • A variety of hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts (4-ESS3-2).	• STP
Energy **IB Strand: Materials and Matter**	**Energy** • Use evidence to construct an explanation relating the speed of an object to the energy of that object (4-PS3-1) • The faster a given object is moving, the more energy it possesses (4-PS3-1) • Ask questions and predict outcomes about the changes in energy that occur when objects collide (4-PS3-3) • Energy can be moved from place to place by moving objects through sound, light, or electric currents (4-PS3-2, 4-PS3-3). • Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced (4-PS3-2, 4-PS3-3). • Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents (4-PS3-2) • Apply scientific ideas to design, test, and refine a device that converts energy from one form to another (4-PS3-4) • Light also transfers energy from place to place (4-PS3-2). • Ask questions and predict outcomes about the changes in energy that occur when objects collide (4-PS3-3). • When objects collide, the contact forces transfer energy so as to change the objects' motions (4-PS3-3) • The expression, "produce energy" typically refers to the conversion of stored energy into a desired form for practical use (4-PS3-4) • Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; it does not move in the direction of the wave except when the water meets the beach (4-PS4-1). • Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks) (4-PS4-1). • An object can be seen when light reflected from its surface enters the eyes (4-PS4-2) • Make a circuit that will light a bulb and a switch that will operate the circuit • Experiment to find out which materials are conductors and which are insulators • Investigate how electricity flows in circuits • Predict and test how to make two bulbs light when connected in series and in parallel circuits • Explain how a light bulb works • Describe series and parallel circuits • Make and use a model of a galvanometer and an electric generator • Explain how power plants produce electricity • Make and use a model electromagnet • Evaluate the impact of electricity, magnetism, electromagnets and the devices they make possible	• WWAIPAT • HTWW

| Structure of Living Things

IB Strand: Living Things | **Structure, Function, and Information Processing**
• Identify and record similarities and differences among animals
• Describe how organisms are classified
• Observe and infer how temperature affects breathing
• Differentiate among kinds of vertebrates
• Predict which environment the earthworm will move toward
• Identify characteristics that distinguish invertebrate groups
• Describe the possible medical uses of leeches
• Explain how certain animal species have become extinct
• Owl Pellet Dissection (actual & virtual)
• Classification of bones
• Identifying bones
• Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction (4-LS1-1)
• Collect, record and interpret data about a variety of plants
• Identify distinguishing characteristics of plants
• Identify the needs of animals
• Describe how some animals meet their needs
• Observe and infer how certain adaptations help animals survive
• Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions (4-LS1-2). | • HTWW

• HTWW |
| Information Technologies and Instrumentation

IB Strand: | • Digitized information transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information – convert it from digitized form to voice – and vice versa (4-PS4-3)
• Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account (3-5 ETS1-1)
• Research on a problem should be carried out before beginning to design the solution. Testing a solution involves investigating how well it performs under a range of likely conditions. (3-5 ETS1-2).
• At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs (3-5 ETS1-2).
• Tests are often designed to identify failure points or difficulties, which suggest the elements of the design need to be improved (3-5 ETS1-3).
• Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints (3-5 ETS1-3). | • WWA

• WWA |

Social Studies

Social Studies Strands

- Human Systems and Economic Activities
- Social Organization and Culture
- Continuity and Change Through Time
- Human and Natural Environments

- Resources and Environments

(Aligned with Michigan Association of Intermediate School Administrators)-MAISA

Units of Study/ IB Strands	Objectives	Unit Taught
• Continuity and Change Through Time	**Foundations of Social Studies**	HWEO
	3 – *H3.0.1:* Identify questions that historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?). *See also 4-H3.0.1.*	
	4 – G1.0.1: Identify questions geographers ask in examining the United States (e.g., Where is it? What is it like there? How is it connected to other places?).	
	4 – E1.0.1: Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?).	
	4 – C1.0.1: Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?).	

Units of Study/ IB Strands	Objectives	Unit Taught
• Human and Natural Environments	**The United States in Spatial Terms**	WWAIPAT
	4 - G1.0.1: Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected to other places?).	
	4 - G1.0.2: Use cardinal and intermediate directions to describe the relative location of significant places in the United States.	
	4 - G1.0.3: Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).	
	4 - G1.0.4: Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.	
	4 - G1.0.5: Use maps to describe elevation, climate, and patterns of population density in the United States.	
	4 - G2.0.1: Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).	
	4 - G2.0.2: Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States.	

		HWOO
• Human Systems and Economic Activities	**Exploring Economics** *4 - E1.0.1:* Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?). *4 - E1.0.2:* Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization). *4 - E1.0.3:* Describe how positive (e.g., responding to a sale, saving money, earning money) and negative (e.g., library fines, overdue video rental fees) incentives influence behavior in a market economy. *4 - E1.0.4:* Explain how price affects decisions about purchasing goods and services (substitute goods). *4 - E1.0.5:* Explain how specialization and division of labor increase productivity (e.g., assembly line). *4 - E1.0.6:* Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., supply, demand). *4 - E1.0.7:* Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them. *4 - E1.0.8:* Explain why public goods (e.g., libraries, roads, parks) are not privately owned.	

Units of Study/ IB Strands	Objectives	Unit Taught
• Social Organization and Culture	**Federal Government** *4 – C1.0.1:* Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?). *4 – C1.0.2:* Explain probable consequences of an absence of government and of rules and laws. *4 – C1.0.3:* Describe the purposes of government as identified in the Preamble of the Constitution. *4 – C2.0.1:* Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights. *4 – C3.0.1:* Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights). *4 – C3.0.2:* Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver's license, marriage license). *4 – C3.0.3:* Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches). *4 – C3.0.4:* Describe how the powers of the federal government are	HTWW

separated among the branches.

	4 – C3.0.5:	Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments).	
	4 – C3.0.6:	Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments).	
Units of Study/ IB Strands	**Objectives**		**Unit Taught**
• Resources and Environments	**Rights and Responsibilities of Citizenship**		**WWA**
	4 – C2.0.2:	Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press).	
	4 – C5.0.1:	Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).	
	4 – C5.0.2:	Describe the relationship between rights and responsibilities of citizenship.	
	4 – C5.0.3:	Explain why rights have limits.	
	4 – C5.0.4:	Describe ways citizens can work together to promote the values and principles of American democracy.	
	4 – P3.1.1:	Identify public issues in the United States that influence the daily lives of its citizens.	
	4 – P3.1.2:	Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.	
	4 – P3.1.3:	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.	
	4 – P3.3.1:	Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.	

Oral and Visual Language

Language Strands:

- Oral Language
  - Listening
  - Speaking
- Visual Language
  - Viewing
  - Presenting

I.B Strand	Objectives	Unit Taught
Launching Strong Reading Habits	**Literature** Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 6. Assess how point of view or purpose shapes the content and style of a text. RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently. RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Reading: Foundational Skills Fluency RF.4.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **Speaking and Listening** Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SL.4.1. 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. SL.4.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. SL.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. SL.4.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	HWEO
Analyzing Characters	**Literature** Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	WWAIPAT

RL.4.3. 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).

6. Assess how point of view or purpose shapes the content and style of a text.

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

Phonics and Word Recognition

RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.4.1. 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.

SL.4.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

4.3. Identify the reasons and evidence a speaker provides to support particular points.

Informational Reading	**Informational Text**	STP
	Key Ideas and Details	
	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
	RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
	RI.4.3. 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

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.4.10. 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 proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

Fluency

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.4.1. 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.

SL.4.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.4.4. Report on a topic or text, 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.	
Interpretive and Analytic Reading	**Literature** Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). 6. Assess how point of view or purpose shapes the content and style of a text. RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently. RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. **Reading: Foundational Skills** Fluency RF.4.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. **Speaking and Listening** Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SL.4.1. 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. SL.4.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. SL.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles.	

	SL.4.1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. SL.4.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. SL.4.3. Identify the reasons and evidence a speaker provides to support particular points. Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.4.4. Report on a topic or text, 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.	
Historical Fiction	**Literature** Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. RL.4.3. 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). 6. Assess how point of view or purpose shapes the content and style of a text. RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. RL.4.7. 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. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently. RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. **Speaking and Listening** Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SL.4.1. 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. SL.4.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. SL.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1c. Pose and respond to specific questions to clarify or follow up on information, and make	HTWW

comments that contribute to the discussion and link to the remarks of others.
SL.4.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

Reading and Listening	**Metacognition** • Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension, including: predicting, constructing mental images, visually representing ideas in text, questioning, re-reading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions • Plan, monitor, regulate and evaluate skills, strategies and processes to construct and convey meaning (e.g. decoding unknown words) and use graphic organizers to deepen understanding of compare/contrast and sequential organizational patterns	• Throughout all units of inquiry
Units of Study	**Objectives**	**Unit Taught**
Writing and Speaking	**Critical Standards** • Develop, discuss and apply individual and shared standards using student/class created rubrics and begin to assess the quality, accuracy and relevance of students' own writing and the writing of others	• Throughout all units of inquiry

Written Language

Written Language Strands:
- o Reading
- o Writing

I.B Strands	Objectives	Unit Taught
Writing	**Sentences** • Write meaningful and grammatically correct sentences • Write statements and questions • Write commands and exclamations • Identify subjects and predicates • Correct run-on sentences	• HWEO
Writing	**Nouns** • Identify and correctly write nouns, common nouns and proper nouns • Identify and correctly write singular and plural nouns • Write the correct form of singular and plural possessive nouns • Proofread for correct nouns usage	• WWAIPAT
Writing	**Verbs** • Identify and correctly write action, main and helping verbs • Identify correct verb tense in a sentence • Spell present tense verbs so they agree with their subject • Spell correctly the past tenses and past participles of verbs • Write correct past tense form of irregular verbs • Select the correct form of the verb "to be" in a sentence • Write verb contractions with "not" correctly • Proofread for correct form and verb contractions	• STP
Writing	**Adjectives** • Identify adjectives that describe a specific noun • Determine whether an adjective tells what kind or how many • Identify the noun an adjective describes after a form of "be" • Use articles in a sentence correctly	• HWOO

		• Use "er" and "est" with adjectives to compare nouns	
Writing	**Capitalization and Punctuation**		• HTWW
	• Use proper capitalization and punctuation for names, addresses and dates		
	• Use quotation marks to correctly punctuate quotations		
	• Punctuate and capitalize sentences correctly		
	• Capitalize proper nouns correctly		
	• Spell abbreviations correctly		
	• Use commas in a series correctly		
	• Use commas to separate introductory words and nouns in direct address		
	• Use quotation marks correctly		
	• Write titles of works with correct punctuation		
	• Proofread for correct capitalization and punctuation		
Writing	**Pronouns**		• WWA
	• Replace nouns with the correct pronouns		
	• Use pronouns "I" and "me" correctly		
	• Correctly use possessive pronouns in sentences		
	• Correctly write contractions that contain pronouns		
	• Identify homophones that contain pronouns		
	• Proofread for correct pronoun use		
Writing	**Adverbs and Prepositions**		• WWA
	• Identify adverbs and the verbs they describe		
	• Use adverbs to compare		
	• Use "good" and "well" correctly		
	• Correctly use negatives in a sentence correctly		
	• Identify prepositions and prepositional phrases		
	• Proofread for correct adverb forms, correct use of "good" & "well," & double negatives		
I.B Strands	**Objectives**		**Unit Taught**
Writing and Reading	**Writing Process**		• Throughout all units of inquiry
	• Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece		
	• Apply a variety of pre-writing strategies for both narrative and informational writing (e.g. graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence and structure ideas (e.g. plot, setting, conflicts/resolutions, definition/description, or chronological sequence)		
	• Draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions		
	• Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g. arranging paragraphs, connecting main and supporting ideas, transitions)		
	• Proofread and edit writing using appropriate resources (e.g. dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups		
Writing and Reading	**Writing Genres**		• Throughout all units of inquiry
	• Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece		
	• Apply a variety of pre-writing strategies for both narrative and informational writing (e.g. graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence).		
	• Draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions		
	• Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g. arranging paragraphs, connecting main and supporting ideas, transitions)		
	• Proofread and edit writing using appropriate resources (e.g. dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both		

individually and in groups
- Read published model of personal narrative
- Identify characteristics of personal narratives
- Recognize American Folklore/Tall Tales
- Recognize fiction vs. non-fiction in Tall Tales
- Recognize similes and metaphors in Tall Tales
- Create a Tall Tale
- Consider when things are described well and what made the description a good one
- Recognize different forms of descriptive writing (movies, music, television)
- Watch a form of media which uses descriptive language as a way to help students understand descriptivism
- Recall, evaluate and create a list of what students view as descriptive
- Read published model of research reports
- Identify characteristics of research reports
- Identify examples and comparisons
- Evaluate the relationship between visuals and text
- Write personal and critical responses
- Read a working draft of a student research report
- Discuss the ways the model meets the criteria for a well written research report and ways it could be improved

Religion

	Objective	Unit Taught
Catholic Teachings	• Doctrine-How it becomes used in every day life • Demonstrate How to Pray and how Prayer can come in many forms • Discuss Parts of Mass—Liturgy of the Word and Liturgy of the Eucharist	• HWEO
Church Calendar	• Explore Ordinary Time • Analyze Pentecost along with the different symbols and meanings attached • Understand importance of Advent and why is it celebrated • Celebrate all Saint and continue to identify important Feast days	• WWAIPAT
Forms of Prayer	• Identify prayers of Thanksgiving • Describe prayers of Blessing-What they look like and how they are used. • Distinguish why Petitions are an important form of prayer • Analyze Meditation as a form of prayer and how it is used in the Catholic Church • Investigate how the Rosary is used and reflects how it represents Mary	• STP
Seven Principles of Catholic Social Teaching	• Interpret the dignity of the Human Person • Explore living as Family and Community • Reflect on the Rights and Responsibilities as God's Children • Investigate Stewardship and Serving God and His People • Examine how Helping the Poor is important as a Catholic • Explain the Dignity and Rights of Workers • Define and demonstrate Solidarity	• HTWW
Moral Guide	• Explore making correct and moral decisions • Understand Ten Commandments • Identify the Two Great Commandments • Understand the meaning of the Beatitudes and how they are used in the Real World • Explain the Corporal and Spiritual Works of Mercy	• WWA

Bible & Saints	• Recognize the major divisions of the Bible • Demonstrate locating the books of the Bible • Exploring saints and other religious figures in Religion • Relating the lives of saints to our lives today	• HWOO

Health
(Aligned with the Michigan Model for Health K-5 Scope and Sequence)

Topics	Objectives	Unit Taught
Social and Emotional Health	• Managing strong feelings, including I-messages - Positive self-talk • Effects of teasing and bullying and what to do to protect self and others • Decision-making and problem-solving skills – • Non-violent conflict resolution skills	
Nutrition and Physical Activity	• Food groups and their benefits • Daily amounts to eat from each food group and how to estimate amounts • "Fill Your Plate" visual - Influence of food & beverage advertising • Daily recommended amounts of physical activity and sleep • -Personal assessment and goal setting to get adequate sleep, rest, and physical activity	
Safety	• Fire and burn hazards and how to prevent • Home fire escape plan - Home safety hazards and how to prevent injuries • Home alone safety strategies • Define emergency and how to make emergency phone call • How to prevent injury from dangerous objects, including weapons • Child sexual abuse and abduction prevention	
Alcohol, Tobacco and Other Drugs	• Dangers of secondhand smoke and ways to avoid or reduce exposure • Reasons individuals choose to drink or not to drink • Decisions about alcohol and other drug use impact family and friends • Family and friends influence alcohol and other drug use decisions • Influence of advertising • Refusal skills	
Personal Heath and Wellness	• Importance of and rationale for keeping the body clean • Hygiene concerns and solutions • Influence of media, including advertisements on products purchased and on body image • Analyze advertisements for information	