

OSSEO AREA SCHOOLS

ISD  279



2023-24

4TH GRADE FAMILY CURRICULUM GUIDE

This curriculum guide gives families information about what students are expected to learn in fourth grade.

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HOW TO USE THIS GUIDE:

This curriculum guide gives families information about what students are expected to learn in fourth grade.

- The first section lists important Life Skills, skill level expectations for fourth graders and tips about how families can help build these skills.
- The next section is organized by subject area: mathematics, reading, communication, health, science, social studies, art, physical education, music.

Each subject includes a list of academic standards that teachers focus on with their students, most of which are determined by the state of Minnesota. Academic standards are statements that describe what students should learn and be able to do at each grade level. The bold statements are reporting standards used on student report cards, followed by bulleted statements giving examples of what students will be learning. At the end of each subject are some tips about what families can do at home to support their students' learning.

Thank you for being an active partner
in your child's learning!



LIFE AND WORK SKILLS

Problem Solver

- solves problems creatively
- identifies problems and determine multiple solutions
- decides and act on the best solutions
- reflects and revises actions when challenges occur

Resourceful

- uses a variety of resources to help me learn
- evaluates and selects the best resources
- collaborates productively
- is curious and inquisitive

Responsible

- prepares for and engages in learning
- resists negative influences

- accepts the consequences of his or her behavior
- leads, follows and gives back to others

Self-Directed

- persists and thinks “I can” rather than “I can’t”
- sets goals and works to achieve them
- works independently and asks for help when needed
- reflects on his or her work and makes improvements

Skilled Communicator

- communicates ideas clearly through speaking, writing and visual images
- asks questions and exchanges ideas with others
- listens actively to understand meaning, values, attitudes and intentions
- recognizes the importance of diverse perspectives

WHAT CAN YOU DO AT HOME TO SUPPORT PHYSICAL EDUCATION?

- ask your child to think of alternate ways to solve a problem
- talk to your child about recycling to conserve resources
- help your child understand the importance of saying ‘no’ to the negative influences
- have your child try something on his or her own first, before assisting
- encourage positive self-talk that enables your child to confidently make decisions
- encourage your child to share ideas verbally, visually, and through writing



SOCIAL EMOTIONAL LEARNING

Your child is engaging in social and emotional learning from Harmony SEL. The Harmony program is designed to build healthy relationships among students by having them engage in activities that promote understanding and respect. Over the course of the five units listed below, students will embrace their abilities to learn, collaborate, and spend time together.

Being My Best Self: Unit 1 explores understanding how everyone has connected emotions, thoughts, and actions; strategies to use more helpful self-talk and to take a growth mindset; and how these skills promote positive group dynamics. Students learn about:

- recognizing their own and others' emotions
- how situations influence their thoughts and emotions
- how emotions, thoughts, and actions work together
- emotional regulation and supporting strategies
- using a growth mindset and flexible thinking

Valuing Each Other: Unit 2 explores recognizing and appreciating each other's emotions, perspectives, and contributions, and identifies strategies so everyone feels welcome and included. Students learn about:

- their own and others' diversity and contributions
- their own and others' perspectives to ensure everyone feels included
- breaking stereotypes and creating welcoming environments
- empathy and caring for others' feelings
- supporting and encouraging others in unfair situations.

Communicating with Each Other: Unit 3

explores a range of interpersonal communication skills including listening and speaking in ways that support others and build harmonious communities. Students learn about:

- watching and listening attentively to understand and respond
- conversation skills
- communicating in different settings
- when and how to speak up
- communicating for collaboration

Learning from Each Other: Unit 4 explores interpersonal problem solving involving a four-step process. Students learn that solving problems is a natural and beneficial part of harmonious groups when they stop to cool off, talk about their problems, think about solutions, and try one. Students learn about:

- perspective taking to understand the problem
- identifying problems and sharing thoughts and feelings constructively
- working together to constructively problem solve
- thinking about different solutions and using compromise
- taking responsibility and making amends

WHAT CAN YOU DO AT HOME TO SUPPORT SOCIAL EMOTIONAL LEARNING?

To learn more about Harmony and explore the curriculum on your own please visit the online learning portal at online.harmonysel.org.

- Explore Home-School Connections from Harmony SEL
 - Grade 4 Home Activities



MATHEMATICS

Numbers and Operations

Understands and uses numbers to solve problems

- knows multiplication and division basic facts
- shows, compares, and uses fractions and decimals
- solves problems using multiplication and division

Algebra

Uses algebra strategies to solve problems

- uses input-output rules, tables, and charts to show and solve problems
- uses number sentences involving multiplication, division, and unknown numbers to show and solve problems

Geometry

Uses geometry skills to solve problems

- understands and measures angle and area
- names, describes, classifies, and sketches polygons
- uses translations, reflections, and rotations to show congruence and understand symmetries

Measurement & Data

Uses measurement and data skills to solve problems

- collects, organizes, and interprets data using graphs and tables

WHAT CAN YOU DO AT HOME TO SUPPORT MATHEMATICS?

- explore family resources at The Math Learning Center
 - mathlearningcenter.org
- ask your child explain his or her thought process while working through math homework
- have your child practice estimating how much money you would save when a discount is applied
- find the likelihood of rolling a specific number on a die or drawing a card from a deck
- help your child practice multiplication and division facts
- have your child help with making modifications to a recipe
- have your child practice finding the perimeter (distance around) and area (length times width) in household items
- point to various objects and have your child practice naming the geometric shape that matches that object (equilateral, right, obtuse and acute triangles, trapezoid, rhombus, parallelograms, kites)
- find everyday graphs and tables and have your child explain what the graph is representing

READING

Reads grade level materials independently

- reads a variety of grade level materials, both fiction and non-fiction
- accurately reads grade level materials with expression and appropriate pacing

Comprehension/literature

Uses comprehension strategies to understand fiction materials

- makes inferences and finds details in the reading
- determines theme of literature
- summarizes materials
- describes characters, settings, or events using details in a reading
- compares and contrasts points of view, themes, topics, or events in literature

Uses comprehension strategies to understand non-fiction materials

- determines main idea and how it is supported by key details
- summarizes the reading
- explains events using multiple readings
- compares and contrasts first and second-hand accounts of the same topic or event
- explains how an author uses reasons and evidence to support points in reading

Vocabulary/Word Analysis

Uses vocabulary strategies to make sense of readings

- uses context to confirm or self-correct words, rereading when necessary
- uses a variety of strategies to figure out the meaning of unknown and multiple-meaning words
- uses Greek and Latin affixes and roots as clues to the meaning of a word

Uses word analysis skills to read and write new words

- use letter sounds, syllables and morphology (roots-affixes) to read unfamiliar words

WHAT CAN YOU DO AT HOME TO SUPPORT READING?

- explore resources by visiting Benchmark Universe
 - you can access this at clever.com using your Osseo student login
- visit the local library and the website: www.hclib.org
- share your appreciation for reading in everyday tasks (instructions, directions, movie reviews, etc.)
- have your child build a daily reading routine
- have a space for your child to keep his or her books and read aloud each day (to you, a sibling, a pet, etc.)
- discuss new words and how to figure out their meaning
- after reading a book, talk about the characters' personalities and relate them to your family life



COMMUNICATION

Writing

Writes effectively for a variety of purposes

- uses the writing process (pre-write, draft, revise, edit, publish)
- writes opinion pieces with advanced organization
- writes narratives and other creative texts to develop real or imagined experiences using descriptive details and clear event sequences

Uses punctuation, grammar, and spelling correctly when writing

- uses punctuation correctly in dialogue and quotations
- spells grade-appropriate words correctly
- uses reference materials as needed to check spelling

Speaking, viewing, listening, media, and technology

Communicates knowledge and ideas about a range of subject areas to an audience in a variety of ways

- participates in collaborative conversations with a variety of partners about grade level topics and materials
- distinguishes among, understands, and uses different types of print, digital and multimedia formats
- communicates using a variety of formats (spoken, written, digital, multimedia)
- uses various technology tools to communicate learning

WHAT CAN YOU DO AT HOME TO SUPPORT COMMUNICATION?

- have your child keep a journal to record events; give feedback to help him or her improve their descriptive word choice
- have your child write a letter to a cousin or family member
- look at old photos of family activities with your child and discuss memories
- have your child practice writing an email with appropriate capitalization, spelling, punctuation, etc.
- have your child practice keyboard skills



HEALTH

Understands and demonstrates health skills and concepts to make healthy choices

- understands basics of healthy living
- uses reliable information to make healthy life choices
- identify different types of families
- explain how families share values, respect and support each other
- recognize the importance of self-control and expressing feelings
- knows the difference between communicable, non-communicable, chronic, and acute diseases

Understands the reproductive system and changes to the human body: Family Letter

- recognize the importance of self-control and expressing feelings
- define puberty and use correct terms to describe the physical changes that take place

WHAT CAN YOU DO AT HOME TO SUPPORT HEALTH?

- practice planning/making a balanced meal
- encourage daily exercise/activities
- discuss the importance of taking care of your body and proper personal hygiene with your child
- talk with your child about his or her developmental and body changes

SCIENCE

Understands and demonstrates science skills and concepts

Energy Conversions

- use evidence to construct an explanation relating the speed of an object to the energy of that object
- make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents
- apply scientific ideas to design, test, and refine a device that converts energy from one form to another
- obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment
- define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost
- generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem
- plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved

Earth's Features

- identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time
- make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation

- analyze and interpret data from maps to describe patterns of Earth's features
- generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans

Vision and Light

- construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction
- use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways
- develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen

Waves, Energy, and Information

- make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents
- ask questions and predict outcomes about the changes in energy that occur when objects collide
- develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move
- generate and compare multiple solutions that use patterns to transfer information
- generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans

WHAT CAN YOU DO AT HOME TO SUPPORT SCIENCE?

- visit [Amplify Home Investigations](#) for ideas
- visit the Children's/Science Museum
- identify devices that need electricity to function and the source of electricity for those devices
- search for information about forms of energy, energy converters, energy sources, and energy transfers
- take a nature walk and observe the rock layers present and/or find rocks that have been broken

down with layers exposed or changed by things in the environment, such as water

- identify animals and the role that animal senses, primarily vision, play in survival
- explore important characteristics of sound and how sound travels through materials
- explore the patterns/ways different animals use to communicate

SOCIAL STUDIES

Understands and demonstrates social studies skills and concepts focusing on political geography and the cultural landscape of North America

Citizenship and Government

- identifies ways an informed citizen can take action to influence decisions
- develops an understanding of tribal and United States governments and understands the roles of their elected leaders

Economics

- understands and applies decision making processes to make choices
- understands what a market is and defines productivity in a resource

Geography

- creates and uses various kinds of maps in the United States, Canada and Mexico
- understands the relationship between physical and human characteristics in geography
- names and locates states, major cities, and capitals in the United States
- names and locates the countries neighboring the United States

History

- uses maps to understand how and why people immigrate in North America
- examines regions in different locations and time periods

WHAT CAN YOU DO AT HOME TO SUPPORT SOCIAL STUDIES?

- have meaningful discussions with your child about various political candidates at the local, state, and national levels
- keep a family map of all the cities, states and countries where you have traveled
- talk with your child about why you or your ancestors chose to live where you currently reside
- have your child make a timeline of major events in his or her life
- talk about the pros and cons to various decisions with your child



ART

Understands and demonstrates art skills and concepts

- creates and revises two and three dimensional artwork
- justifies personal interpretations of artwork
- describes the various contexts influencing artwork
- describes how color, line, shape, space, and texture are used to create artwork

WHAT CAN YOU DO AT HOME TO SUPPORT ART?

- take a field trip to a local art museum and discuss the various art elements
- encourage art experiences at home so your child can experience using various art tools



PHYSICAL EDUCATION

Demonstrates competency in motor skills

- performs skills in the areas of body control, propelling, receiving, striking and fitness
 - demonstrates different body control skills through tumbling, jumping rope, rhythms
 - demonstrates a variety of skills specific to certain sports
 - » football, basketball, volleyball, track and field, softball, team handball, bowling, floor hockey
- demonstrates safe behaviors while engaged in physical activities

Demonstrates understanding of cognitive concepts

- understands the concepts of force production and force absorption

- identifies safe behaviors in physical activities
- identifies appropriate rules and etiquette related to physical activities
- identifies appropriate player positions, player responsibilities, and activity strategies related to physical activities

Achieves a healthy level of physical fitness

- demonstrates a variety of fitness skills including push ups, curl ups, sit and reach, and cardio-respiratory endurance (continuous movement, pacer, mile run)
- understands the concepts of warm-up and cool-down and why they are important

WHAT CAN YOU DO AT HOME TO SUPPORT PHYSICAL EDUCATION?

- ask your child questions about what he or she learned in physical education
- encourage your child to be active
- encourage your child to limit electronic time or find electronics that keep him or her physically active
- do family activities together and play together
- encourage healthy snacks for school and home
- try new fruits and vegetables
- try new physical activities

MUSIC

Demonstrates knowledge of the foundations of music

- understands music notation including pitch, rhythm, terms and symbols

Demonstrates use of music skills

- sings with accurate pitch
 - consistently participates in singing
 - demonstrates proper posture, breathing, technique, age-appropriate tone quality, and expressive intent
 - sings songs from various cultures
 - reflects on performance
- performs accompaniment to a song and reflects on performance
- plays songs on the recorder containing 5 pitches
- reads and performs rhythm patterns including quarter note/rest, eighth notes, half note/rest, whole note/rest, dotted half note, tie, syncopation, 4 sixteenth notes using time signatures, claps rhythm patterns or plays rhythms on non-pitched percussion instruments
- writes a musical composition including revisions based on feedback and reflection on the creative process

WHAT CAN YOU DO AT HOME TO SUPPORT MUSIC LEARNING?

- listen to music from a variety of cultures and genres including pop, classical and folk
- talk about the lyrics of music
- encourage opportunities for singing or playing instruments in school or the community
- encourage recorder playing at home using materials from school or websites
- attend music performances of family and friends, concerts in the community, and concerts by the Minnesota Orchestra
- talk about the unique ways to use music to express yourself





If you have any questions about this curriculum guide, contact your child's teacher.

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ISD  279

11200 93rd Avenue North | Maple Grove, MN 55369

763.391.7000

www.district279.org