



Tomah Area School District
High Quality Student Learning
Every Child. Every Day.

Essential Learning

Grade/Subject: Grade 4 ELA

Essential Knowledge:

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

- 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.

Read with sufficient accuracy and fluency to support comprehension.

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

Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.

Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details

Describe a character (traits, motivations, and/or feelings), setting, or event, drawing on specific details in the text. (RL) Explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)

Identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) Identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)

Explain how text features (e.g., charts, graphs, diagrams, time lines, animations, illustrations) contribute to an understanding of the text. (RI&RL)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Determine the meaning of words and phrases as they are used in a text, including figurative language such as similes and metaphors.
- Explain common idioms and proverbs.
- Understand words by relating them to synonyms and antonyms.
- Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- Relative pronouns and adverbs.
- Prepositional phrases.
- Order of adjectives.
- Adjectives, adverbs, conjunctions.
- Compound and complex sentences.
- Easily confused words (e.g., to, too, two).

Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English Appropriately use and explain the intended purpose in conventions with:

- Capitalization.
- Commas and quotation marks for quotations.
- Commas in compound sentences.
- Spell grade-level words correctly using reference materials to solve words as needed.

Write text in a variety of modes:

- Opinion pieces in which the student introduces the topic or text they are writing about, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose. List reasons that support the opinion.
- Informative texts in which they clearly introduce a topic, group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. Use facts, definitions and details to develop points.
- Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

Create writing that utilizes:

- Organization: include an introduction that establishes a purpose and provides a concluding statement related to the body of the composition. Structure of text reflects the purpose.
- Transitions: use of phrases to signal event order and to link and build connections between ideas, text, and events.
- Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.

Essential Questions:

1. How do sounds and letters create words?
2. What do good readers do?
3. What makes a story a great story?
4. What is the author's choice?
5. What way does create choice impact an audience?
6. What makes a good conversation?
7. What makes a presentation great?
8. When a word does not make sense what can I do?
9. How do I use context clues?
10. What do good writers do?
11. What is my purpose and how do I develop it?
12. What makes a does it take to write clearly?
13. Why write?



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Essential Learning

Grade/Course: Grade 4 Math

Essential Knowledge:

Generalize place value understanding for multi-digit whole numbers.

- Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
- Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
- Use place value understanding to round multi-digit whole numbers to any place.

Use place value understanding and properties of operations to perform multi-digit arithmetic

- Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Use the four operations with whole numbers to solve problems.

- Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
- Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
- Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Gain familiarity with factors and multiples.

- Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

Generate and analyze patterns.

- Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

- Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit.

- Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
- Apply the area and perimeter formulas for rectangles in real world and mathematical problems

Extend understanding of fraction equivalence and ordering

- Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
- Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole.

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

- Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.
- Understand decimal notation for fractions, and compare decimal fractions.
- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
- Geometric measurement: understand concepts of angle and measure angles.

Essential Questions:

1. How does a digit's position affect its value?
2. In what ways can operations affect numbers?
3. How can different strategies be helpful when solving a problem?
4. Why does "what" we measure influence "how" we measure?
5. Why display data in different ways?
6. Why express quantities, measurements, and number relationships in different ways?
7. How does geometry better describe objects?

Units:

1. Whole Numbers: Place Value, Comparisons, Addition, and Subtraction
2. Operations: Multiplication, Division, and Algebraic Thinking
3. Multi-Digit Operations and Measurement: Multiplication, Division, Perimeter, and Area
4. Fractions, Decimals, and Measurement: Addition, Subtraction, and Multiplication
5. Geometry and Measurement: Figures, Classification, and Symmetry



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Essential Learning

Grade/Course: Grade 4 Science

Essential Knowledge:

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.

Ask questions and predict outcomes about the changes in energy that occur when objects collide.

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.

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.

Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

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.

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.

Units:

1. Energy and Work
2. Transferring Energy
3. Electric Circuits
4. Conductors and Insulators
5. Renewable and Non-Renewable Energy
6. Sound Waves

7. The Electromagnetic Spectrum
8. Plant Parts
9. Skeletal and Muscular System
10. Cardiovascular System
11. Respiratory System
12. Digestive System
13. Skin
14. Brain
15. Eye
16. Nervous System
17. Using Senses to Survive
18. Properties of Light
19. Light and Color
20. Earth's History Through Rocks, Fossils and Tree Rings
21. The Changing Earth
22. Earth's Structure
23. Rocks and the Rock Cycle
24. Plate Tectonics
25. Earthquakes
26. Volcanoes
27. Minerals
28. Contour Maps





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Essential Learning

Grade/Course: Grade 4 Social Studies

Essential Knowledge:

Social Studies Inquiry Practices and Processes

- Construct meaningful questions that initiate an inquiry.
- Gather and evaluate sources.
- Develop claims using evidence to support reasoning.
- Communicate and critique conclusions.
- Be civically engaged.

Behavioral Science

- Examine individual cognition, perception, behavior, and identity (Psychology).
- Investigate interactions between individuals and groups (Sociology).

Economics

- Use economic reasoning to understand issues.
- Analyze how an economy functions as a whole (Macroeconomics).
- Evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).

Geography

- Use geographic tools and ways of thinking to analyze the world.
- Analyze human movement and population patterns.
- Examine the impacts of global interconnections and relationships.
- Evaluate the relationship between identity and place.

History

- Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.

Political Science

- Identify and analyze democratic principles and ideals.
- Examine and interpret rights, privileges, and responsibilities in society.
- Analyze and evaluate the powers and purposes of political and civic institutions.

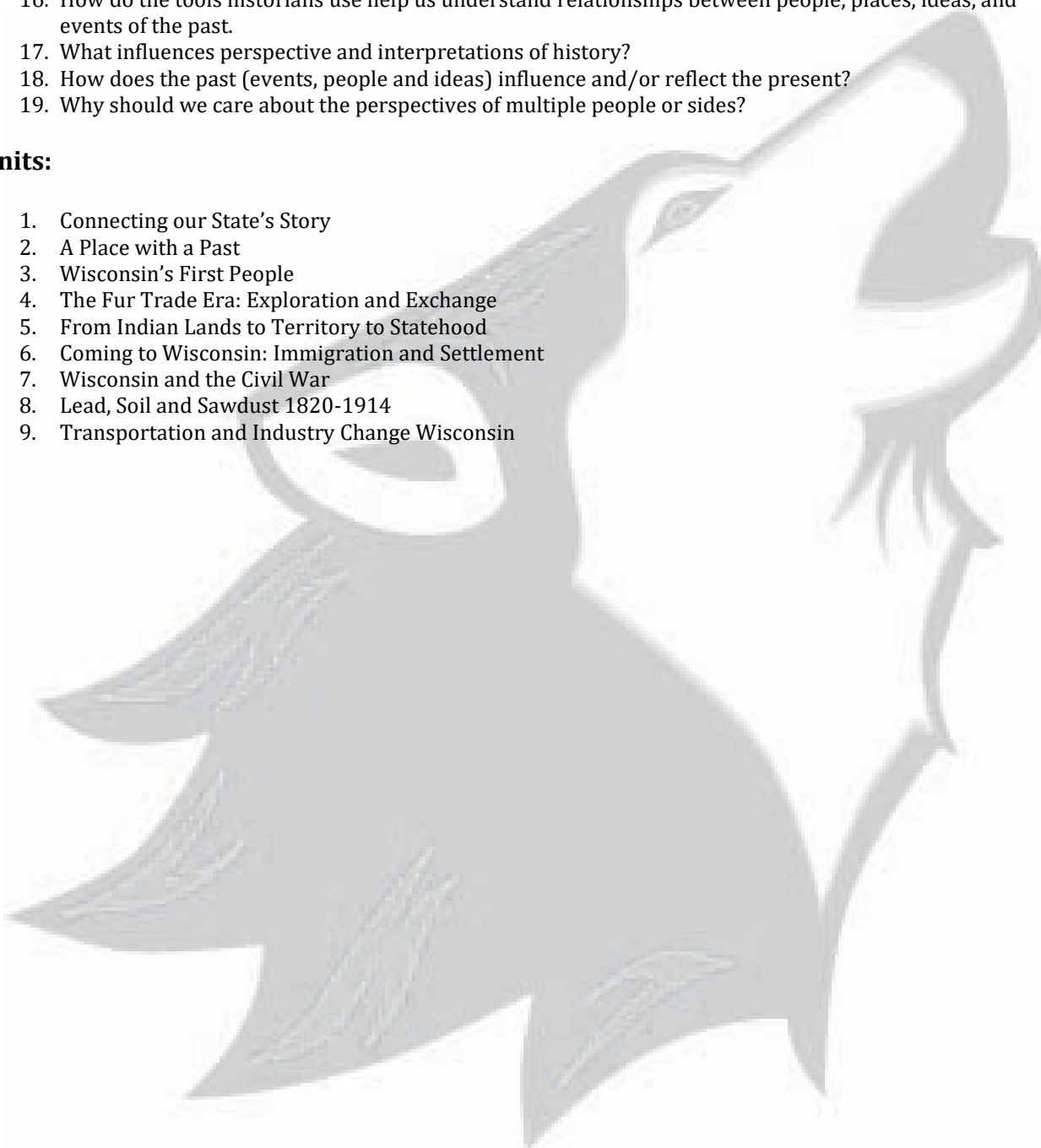
Essential Questions:

1. How do we tell our state's story?
2. What does it mean to think like a historian?
3. What kinds of evidence do historians use?
4. How do historians use evidence to write history?
5. How do the use of geographic tools reflect history, culture, politics and economics?
6. How does where we live influence how we live and why does it matter?
7. How do geography, climate, and resources affect the way people live and work?
8. How does diversity impact society?

9. How do external factors influence our identity and behavior?
10. What impacts a person's way of life or standard of living?
11. How do scarcity and competition influence decision-making?
12. What is the relationship between decision-making and economic outcomes?
13. How do governments develop and evolve over time?
14. How do different political and economic systems affect civic life?
15. What knowledge and skills are needed to participate effectively in our political system?
16. How do the tools historians use help us understand relationships between people, places, ideas, and events of the past.
17. What influences perspective and interpretations of history?
18. How does the past (events, people and ideas) influence and/or reflect the present?
19. Why should we care about the perspectives of multiple people or sides?

Units:

1. Connecting our State's Story
2. A Place with a Past
3. Wisconsin's First People
4. The Fur Trade Era: Exploration and Exchange
5. From Indian Lands to Territory to Statehood
6. Coming to Wisconsin: Immigration and Settlement
7. Wisconsin and the Civil War
8. Lead, Soil and Sawdust 1820-1914
9. Transportation and Industry Change Wisconsin





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Essential Learning

Grade/Course: Grade 4 Exercise and Sports Science (ESS)

Essential Knowledge:

Standard 1

- Combine rolling, traveling, and weight transfer as part of gymnastics.
- Create and perform a jump rope routine with either a short or long rope.
- Strike an object with a short handled implement alternating hits with a partner over a low net or against a wall.

Standard 2

- Apply the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling).

Standard 3

- Apply knowledge of physical activity and fitness to understand and demonstrate the connections between health-related fitness components and various fitness activities.

Standard 4

- Praise the movement performance of others both more skilled and less skilled.
- Identify how to use corrective feedback to improve performance.

Standard 5

- Describe and compare the positive social interaction and the feeling of personal enjoyment when engaged in partner, and small group and physical activities.
- Describe and compare the positive social interaction and the feeling of personal enjoyment when engaged in partner, and small group physical activities.
- Discuss the relationship between physical activity and well-being.

Units:

1. Rock Climbing/Adventure
2. Gymnastics
3. Dance
4. Fitness/Healthy Lifestyle
5. Jump Rope
6. Kicking/Foot Dribbling
7. Hand Dribbling
8. Playground
9. Cooperative/Building a Learning Community
10. Low Organization/Target Games



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Essential Learning

Grade/Course: Grade 4 TECH Class

Essential Knowledge:

Students understand the fundamental concepts of technology operations and demonstrate the ability to choose, use, and troubleshoot current technologies.

Students are able to transfer knowledge to explore emerging technologies.

Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world.

Students critically curate a variety of digital tools and diverse resources.

Students produce creative artifacts and make meaningful learning experiences from curated knowledge for themselves and others.

Students use a variety of technologies within a design process to create new, useful, and imaginative solutions.

Students develop and employ strategies for understating and solving problems.

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.

Students use digital tools to broaden their perspectives and enrich their learnings with culturally responsive practices by collaborating and working effectively with local and global teams.

Essential Questions:

1. What digital tool should I use to accomplish a learning task?
2. How can I troubleshoot program and/or technology problems? Who can I ask if I need help?
3. In what ways can I transfer my knowledge learned in TECH class into my other classes?
4. How can I transfer my knowledge into other digital programs?
5. What information can I safely share online?
6. What would I do if someone made me feel uncomfortable while online?
7. How can I create a strong and secure password?
8. How can I quickly and efficiently find information on the Internet?
9. What digital resources should I use to plan and manage a digital project?
10. Within a program, how can I use the provided tools to analyze and solve problems?
11. What features and functions can I use within the programs learned in TECH class that will help me communicate my ideas clearly?
12. In a team project, what can I do to become a valuable team member when solving a problem?

Units:

1. Keyboarding
2. Word Processing
3. PowerPoint
4. Spreadsheets
5. Internet Research
6. Internet Safety
7. State Testing
8. Computer Code

