

Curriculum Framework

Grade Four

Avondale School District

Auburn Hills, Michigan



English Language Arts: Fourth Grade

In Grade 4, children will use technology to compose organized writing complete with details, effective word choice, and correct sentence structure. They can apply the rules of grammar and punctuation. They can clearly communicate their ideas when speaking. For more information please see: www.corestandards.org

Standards for Writing	
Text Types and Purposes	<ol style="list-style-type: none"> 1. Write opinion pieces on topics or text, supporting a point of view with reasons and information. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Production and Distribution of Writing	<ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 6. With guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
Research to Build and Present Knowledge	<ol style="list-style-type: none"> 7. Conduct short research projects that build knowledge about a topic through investigation of different aspects of the topic. 8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	<ol style="list-style-type: none"> 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Standards for Speaking and Listening	
Comprehension and Collaboration	<ol style="list-style-type: none"> 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. 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Identify the reasons and evidence a speaker provides to support particular points.
Presentation of Knowledge and Ideas	<ol style="list-style-type: none"> 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. 5. Add audio recordings and visual displays to presentation when appropriate to enhance the development of main ideas or themes. 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
Standards for Language	
Conventions of Standard English	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	<ol style="list-style-type: none"> 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Vocabulary Acquisition and Use	<ol style="list-style-type: none"> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies. 5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal precise actions, emotions, or states of being that are basic to a particular topic.



Reading: Fourth Grade

Grade 4 reading focuses on teaching children to use reading materials and other resources to gather information. They utilize a variety of reading strategies to unlock the meaning of text. For more information, please see: www.corestandards.org

Foundational Skills	
Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words.
Fluency	Read with sufficient accuracy and fluency to support comprehension.
Literature	Informational Text
Key Ideas and Details	
<ol style="list-style-type: none"> 1. Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 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). 	<ol style="list-style-type: none"> 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 the main idea of a text and explain how it is supported by key details; summarize the text. 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	
<ol style="list-style-type: none"> 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). 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first-person and third-person narrations. 	<ol style="list-style-type: none"> 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 4 topics or subject area. 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. 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Integration of Knowledge and Ideas	
<ol style="list-style-type: none"> 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. 8. (Not applicable to literature) 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. 	<ol style="list-style-type: none"> 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. 8. Explain how an author uses reasons and evidence to support particular points in a text. 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.



Mathematics: Fourth Grade

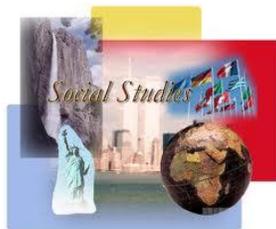
In Grade 4, students focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures and symmetry. For more information, please see: www.corestandards.org

<p>Mathematical Practices</p> <ol style="list-style-type: none"> 1. Making sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning 	<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> • Use the four operations with whole numbers to solve problems • Gain familiarity with factors and multiples • Generate and analyze patterns 	<p>Measurement and Data</p> <ul style="list-style-type: none"> • Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit • Represent and interpret data • Geometric measurement: Understand concepts of angle and measure angles
	<p>Numbers and Operations in Base 10</p> <ul style="list-style-type: none"> • Extend understanding of fraction equivalence and ordering • Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers • Understand decimal notation for fractions, and compare decimal fractions 	
	<p>Number and Operations - Fractions</p> <ul style="list-style-type: none"> • Extend understanding of fraction equivalence and ordering • Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers • Understand decimal notation for fractions, and compare decimal fractions 	<p>Geometry</p> <ul style="list-style-type: none"> • Draw and identify lines and angles, and classify shapes by properties of their lines and angles



FOURTH GRADE SCIENCE: Matter and Energy

In fourth grade students deepen their inquiry skills by practicing using evidence to formulate explanations. In LIFE SCIENCE students learn about natural relationships within the environment and how this order can be interrupted or changed by environmental conditions. They explore plants and animals through the study of patterns of interdependence, food chains, and food webs. Students use information found in the fossil record to compare organisms that exist today to those of the past. In PHYSICAL SCIENCE students examine the properties of heat, electricity, and magnetism and how energy can change or transfer and they explore the conditions that lead to energy transfer. Students observe changes in states of matter and learn to measure these changes/interactions. In EARTH AND SPACE SCIENCE students explore the role of gravity and understand how the motion of objects in the sky moves in predictable cycles and explain the concepts of day and year. Students make the connection that all life on earth is dependent on the sun for light and heat energy.



FOURTH GRADE SOCIAL STUDIES - United States Studies

The fourth grade social studies curriculum introduces students to geographic, economic, governmental concepts through the lens of the United States. They study the physical geography of the United States as well as the cultural characteristics of regions of the country. Students analyze human systems in the United States by exploring the interaction between the people and their natural environments, the movement of people, products, and ideas, and the distinguishing features of various regions within the country. By focusing on the characteristics of the U.S. economy, students learn fundamental economic concepts and apply these to their own lives. They study economic ties between the United States and other places, and discover how their country is an interdependent part of the global economy. Students are introduced to the purposes, structure, and function of our federal government. They also examine the relationship between the rights and responsibilities of citizens in a democratic republic. Students examine current issues facing the United States and practice making and expressing informed decisions as citizens.



HEALTH EDUCATION – K-8 Health Education Standards can be found at www.michigan.gov/mde.



Music Education

It is the purpose of the Avondale Elementary Music Program to develop each child's musical understanding, sensitivity, and self-expression through song, movement, guided listening, and composition. The Avondale Elementary Music Program will provide a nurturing and mentally stimulating environment for young children to learn the musical fundamentals of rhythm, melody, harmony, timbre, form, and expression. The understanding of these fundamentals is structured to provide each child with the necessary tools to refine and more fully enhance musical experiences in subsequent grades. We will employ a variety of educational techniques to achieve musical understanding. The Avondale Elementary Music Program goals and curriculum are aligned with the newly revised State of Michigan Standards, Benchmarks, and Grade Level Content Expectations for Arts Education (MDE, 2011) and also support the National Standards in Music Education (MENC, 1994).

WHAT WILL STUDENTS EXPERIENCE WHILE IN MUSIC CLASS?

PERFORM

Standard 1: Apply skills and knowledge to perform in the arts.

CREATE

Standard 2: Apply skills and knowledge to create in the arts.

ANALYZE

Standard 3: All students will analyze, describe, and evaluate in the arts.

ANALYZE IN CONTEXT

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

ANALYZE AND MAKE CONNECTIONS

Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

OVERARCHING QUESTIONS for our STUDENTS TO CONSIDER:

Musical Dimensions

What ways did you experience melody, harmony, and rhythm?

Musical Design

In what ways did you experience the elements of musical design including articulation, dynamics, form, meter, mood, tempo, texture, timbre, genre and style?

Musical Perspectives

In what ways did you gain understanding of musical styles, genres, and roles from social, historical, and cultural perspectives?

PHYSICAL EDUCATION

What will your child learn?

At the elementary level we expect all students to have a basic understanding and a functional ability in all of the following:

Physical Fitness (Presidential Challenge, Fitness Jog, and daily PE warm-up)

- Aerobic Fitness
(jogging)
- Muscular Strength and Endurance
(ABC push-ups, rope climbers, etc.)
- Flexibility
(stretching)

Motor Skill Development

- Locomotors
(jump, run, skip, side-step, gallop, hop, walk)
- Object control
(catching, dribbling)
- Non-locomotors and body control
(batting, striking, kicking)
- Lifelong physical activities
(basketball, jogging and power walking, softball, tennis, soccer)

Activity Related Knowledge

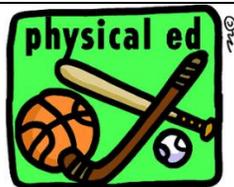
- Body awareness, force, time, space, and direction
- Explain and apply the steps in learning motor skills
- Describe the effects of activity vs. inactivity

Personal and Social Skill

- Personal activities that contribute to life-long health and well being

How do we know they learn?

Most of our evaluation is through observation; watching students perform the skill in “drill” type activities, and watching students interact with each other and practice the skills and concepts taught in lead-up activities.





The Avondale Elementary Visual Art Department goals, curriculum, and report cards are aligned with the State of Michigan Standards, Benchmarks, and Grade Level Content Expectations for Arts Education, adopted by the Michigan Department of Education in 2011. Our elementary art program is discipline-based, structured through four areas of study: **Art Production, Art History, Art Criticism, and Aesthetics**, commonly known as **D.B.A.E.**

Art production is the creation of artwork. It is through this process that children acquire higher level thinking skills such as interpretation, evaluation, and synthesis. There is no single solution: therefore, students are able to express their own unique vision.

The study of **Art History** enables students to gain an understanding and appreciation of people of various cultures and time periods throughout history. Children learn how art plays a vital role in developing and defining culture.

Art Criticism is the ability to understand and respond to a work of art through discussion, collaboration, and written activities. As students learn how to describe and evaluate art they develop the visual literacy that is crucial to living and working in the 21st Century.

Aesthetics is the branch of philosophy that focuses on the nature and necessity of art. This area helps children to understand their personal perceptions of art and develops skills to discuss art.

Each year concepts are revisited within units of study. In Kindergarten, students are introduced to basic art materials and techniques. They explore various media, view and discuss artwork, learn about other cultures, and get a sampling of art history. These concepts are repeated using a variety of media, techniques, discussions, and activities throughout the elementary years.

The goal for the Avondale Elementary Visual Arts program is to provide a smooth transition for students studying art in their middle school years. To achieve this goal, we hope that by Fifth Grade, students have mastered several art techniques, are able to use art vocabulary to communicate ideas, describe personal artwork, and recognize art of various cultures and historical periods.