

# FOURTH GRADE COURSE OF STUDY

HAYFIELD COMMUNITY SCHOOLS  
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This brochure is designed to help parents and students understand what students must learn in Hayfield Community Schools. Each subject area lists the essential learning most students have successfully completed at this grade. The curriculum is aligned with national, state and local standards.

In the Hayfield Public Schools, we strive to adjust the curriculum to fit each learner. The student's age, current skill level, personality, interest, and learning style are among considerations when planning learning experiences. These needs are met in the classroom or in conjunction with programs designed for interventions or enrichments. Students at all level are encouraged to develop the study skills of independent learners, to cooperate with others, to learn to make wise decisions, and to transfer learning within all disciplines.

Teachers measure student progress in a variety of ways, such as teacher observations, portfolios, formal testing, student self-evaluation, anecdotal comments, checklists, narratives, logs, journals, pre/post testing, and student/teacher interviews. The Minnesota Comprehensive Assessments are administered in reading and math to grades 3-6 and in science to grade 5. AIMSweb benchmarks assessments in reading and math are administered in kindergarten through grade 6 in the fall, winter, and spring.

## Language Arts (aligned with MN Language Arts Academic Standards)

### **Reading Benchmarks: Literature**

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- 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).
- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- 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.
- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- 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.
- 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, including American Indian.
- By the end of the year, select, read and comprehend literature and other texts including stories, dramas, and poetry, in the grades 4-5 complexity band proficiently and independently with scaffolding as needed at the high end of the range.
  - Self-select texts for personal enjoyment, interest, and academic tasks.

### **Reading Benchmarks: Informational Text**

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 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.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 4 topic or subject area*.
- Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of text.
- Compare and contrast a firsthand and secondhand account, including those by or about Minnesota American Indians, of the same event or topic; describe the differences in focus and the information provided.
- 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.
- Explain how an author uses reasons and evidence to support particular points in a text.
- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed as needed at the high end of the range.
  - Self-select texts for personal enjoyment, interest, and academic tasks.

### **Reading Benchmarks: Foundational Skills**

- 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 prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **Writing**

- Write opinion pieces on topics or texts, supporting a point of view with reasons.
  - Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
  - Provide reasons that supported by facts and details.
  - Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
  - Provide concluding statement or section related to the opinion presented.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - Introduce a topic clearly and group related information in paragraphs and sections; including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Provide a concluding statement or section related to the information or explanation presented.
- Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - Use dialogue and descriptions to develop experiences and events or show the response of characters to situations.
  - Use a variety of transitional words and phrases to manage the sequence of events.
  - Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing.
- With some 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 type a minimum of one page in a single sitting.
- Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- Recall relevant information from experiences or gather information from print and digital sources; take notes and categorize information, and provide a list of sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply *grade 4 Reading standards* to literature.
- Apply *grade 4 Reading standards* to informational texts.
- 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.
  - Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

### **Speaking, Viewing, Listening and Media Literacy**

- 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.
  - 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.
  - Follow agreed-upon rules for discussions and carry out assigned roles.
  - 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.
  - Review key ideas expressed and explain their own ideas and understanding in light of the discussion.
  - Cooperate and problem solve as appropriate for productive group discussion.
- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Identify the reasons and evidence a speaker provides to support particular points.
- Report on a topic or text and avoid plagiarism by identifying sources, 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.
- Add audio recordings and add visual displays to presentations to enhance to the development of main ideas or themes.
- 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.
- Distinguish among, understand, and use different types of print, digital, and multimodal media.
  - Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers).
  - Locate and use information in print, non-print, and digital resources using a variety of strategies.
  - Check for accuracy of information between two different sources.
  - Recognize safe practices in social and personal media communications.
- Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression).
  - Evaluate the Fair Use of each visual element or piece of music used in a media work and create a list documenting the source for each found image or piece of music.
  - Publish the work and share it with an audience.

### **Language**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
  - Form and use progressive verb tenses.
  - Use modal auxiliaries to convey various conditions..
  - Order adjectives within sentences according to conventional patterns.

- Form and use prepositional phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Correctly use frequently confused words (e.g., to, too, two; there, their).
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Use correct capitalization.
  - Use commas and quotation marks to mark direct speech and quotations from a text.
  - Use a comma before a coordinating conjunction in a compound sentence.
  - Spell grade-appropriate words correctly, consulting references as needed.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - Choose words and phrases to convey ideas precisely.
  - Choose punctuation for effect.
  - Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
- 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.
  - Use context as a clue to the meaning of a word or phrase.
  - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
  - Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to develop word consciousness.
  - Explain the meaning of simple similes and metaphors in context.
  - Recognize and explain the meaning of common idioms, adages, and proverbs.
  - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- 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 and that are basic to a particular topic.

## **Math (aligned with MN Math Academic Standards)**

### **Number and Operation**

- demonstrate mastery of multiplication and division basic facts; multiply multi-digit numbers; solve real-world and mathematical problems using arithmetic
- represent and compare fractions and decimals in real-world and mathematical situations; use place value to understand how decimals represent quantities

#### District Basic Fact Mastery Targets:

Addition: 95% or better out of 100 problems in 5 minutes

Subtraction: 95% or better out of 100 problems in 5 minutes

Multiplication: 95% or better out of 100 problems in 5 minutes

Division: 70% or better out of 100 problems in 5 minutes

### **Algebra**

- use input-output rules, tables and charts to represent patterns and relationships and to solve real-world and mathematical problems
- use number sentences involving multiplication, division and unknowns to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences

### **Geometry and Measurement**

- name, describe, classify and sketch polygons

- understand angle and area as measurable attributes of real-world and mathematical objects; use various tools to measure angles and areas
- use translations, reflections and rotations to establish congruency and understand symmetries

### **Data Analysis**

- collect, organize, display and interpret data, including data collected over a period of time and data represented by fractions and decimals

## **Science (aligned with MN Science Academic Standards)**

### **Nature of Science and Engineering**

- understand that engineers design, create and develop structures, processes and systems that are intended to improve society and may make humans more productive
- understand that engineering design is the process of identifying problems, developing multiple solutions, selecting the best possible solution, and building the product
- understand that the needs of any society influence the technologies that are developed and how they are used

### **Physical Science**

- understand that objects have observable properties that can be measured
- understand that solids, liquids and gases are states of matter that have unique properties
- understand that energy appears in different forms, including heat and electromagnetism
- understand that energy can be transformed within a system or transferred to other systems or the environment

### **Earth and Space Science**

- understand that rocks are Earth materials that may vary in composition
- understand that water circulates through the Earth's crust, oceans and atmosphere in what is known as the water cycle
- understand that in order to improve their existence, humans interact with and influence Earth systems

### **Life Science**

- understand that microorganisms can get inside one's body and they may keep it from working properly

## **Social Studies (aligned with MN Social Studies Academic Standards)**

### **Citizenship and Government – Understand that:**

- Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.
- The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.

### **Economics – Understand that:**

- People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.

- Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs.
- Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.

### **Geography – Understand that:**

- People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.
- Geographic inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future.
- Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).
- People construct regions to identify, organize and interpret areas of the Earth's surface, which simplifies the earth's complexity.
- The characteristics, distribution and migration of human populations on the Earth's surface influence human systems (cultural, economic and political systems).
- Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.
- The environment influences human actions; and humans both adapt to and change the environment.
- The meaning, use, distribution and importance of resources changes over time.

### **History – Understand that:**

- Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.
- The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.

## **Health**

- Bus and Pedestrian Safety
- Violence and Injury Prevention
- Fire Safety
- Mental and Emotional Health
- Family and Social Health
- Growth and Development
- Nutrition
- Personal Health
- Alcohol, Tobacco and Other Drugs
- Communicable and Chronic Diseases
- Consumer and Community Health
- Environmental Health

## **Physical Education (aligned with MN Physical Education Academic Standards)**

Note: These are the National Physical Education standards adopted by the State of Minnesota. Each grade level is expected to master the skills at a developmentally appropriate level and within developmentally appropriate activities. Students will participate in fitness testing in the fall and spring each year.

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

- Demonstrates understanding of movement concepts, principals, strategies, and tactics as they apply to the learning and performance of physical activities
- Participates regularly in physical activity
- Achieves and maintains a health-enhancing level of physical fitness
- Exhibits responsible personal and social behavior that respects self and others in physical activity settings
- Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

## Music

- Read, write and perform rhythms that include these notes & rests: whole note, whole rest, dotted half note, half note, half rest, quarter note, quarter rest, eighth note, eighth rest, sixteenth note
- Read, write and perform the pitches on the treble clef staff
- Demonstrate a working knowledge of do/re/mit/fa/so/la/ti/do
- Demonstrate proper posture, technique, tone, practice skills and care of a pre-band instrument (we will use the recorder)
- Read, write, perform and evaluate music using the following musical terminology: beat, rhythm, melody, harmony, notes, rests, pitch, staff, treble clef, time signature, barline, measure, double barline, repeat sign, tie
- Sing/Play/Learn a variety of songs and rhymes
- Demonstrate proper listening skills
- Demonstrate proper concert performance etiquette
- Demonstrate a working knowledge of singing and matching pitch
- Practice creative musical expression and dramatization