



Grade Four

MATH Expectations

ALIGNMENT OF CURRICULUM, INSTRUCTION, & ASSESSMENT

2014 - 2016

Teacher: Mr. Kuske

Mission

The mission of Dubuque Lutheran School is to enrich the whole child--soul, mind and body--in a Christ-centered learning environment.

This document demonstrates the alignment of curriculum, instruction, and assessment for Grade Five students. This document tells us what is taught, when, and with what as well as how it is taught and how it is assessed.

All aspects of our education program will be in accordance with God's Word and the Lutheran Confessions.

CURRICULUM VISION

Vision 1: Each and every Dubuque Lutheran School (DLS) student will learn the Essential K- 5 Concepts and Skill Sets identified in the National Standards for Reading & Math as well as the Iowa Core Curriculum for life in the 21st century.

Vision 2: Each K-5 educator will embed the Essential Concepts and Skill Sets in rigorous and relevant instruction informed by ongoing formative assessment.

Vision 3: The Dubuque Lutheran School Association Board (DLSA) and the DLS Principal will support and ensure an aligned system of content, instruction, and assessment, focused on the National Standards for Reading & Math as well as the Iowa Core Curriculum Essential Concepts and Skill Sets.

Vision 4: The DLSA will establish and sustain structures as needed for the Essential Concepts and Skill Sets, instruction, and assessment as designed by the Iowa Department of Education, Area Education Agencies (AEAs), Local Education Agencies (LEAs), and their collaborative partners.

CURRICULUM PLAN OUTCOMES

Outcome 1: The DLSA and principal build and sustain system capacity to implement the Iowa Core Curriculum. (LEADERSHIP)

Outcome 2: Congregation members, pastors, and the DLSA work together to support the implementation of the Iowa Core Curriculum. (COMMUNITY)

Outcome 3: A continuous improvement process to improve teaching and learning is used at the school level in collaboration with IDE. (SCHOOLS)

Outcome 4: The principal and teachers monitor and use data to increase the degree of alignment of each and every student's enacted curriculum and other relevant educational opportunities to the Iowa Core Curriculum. (CONTENT – INSTRUCTION – ASSESSMENT)

Outcome 5: The principal and teachers engage in professional development focused on implementing Characteristics of Effective Instruction and Demonstrate understanding of Essential Concepts and Skill Sets. (CONTENT – INSTRUCTION – ASSESSMENT)

Outcome 6: The teachers implement effective instructional practices to ensure high levels of learning for each and every student. (CONTENT – INSTRUCTION – ASSESSMENT)

Outcome 7: Students will leave with a better understanding of Christ as a result of their education. Our goal is for all students to leave DLS believing in Jesus as their Savior. All aspects of our education program will be in accordance with God's Word and the Lutheran Confessions.

Dubuque Lutheran School

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Types of Instruction

Direct (D) – Teacher Centered (Lecture)

Indirect (IDR) – Students Centered (Research/Tech. Projects)

Independent (IDP) – Student Self-taught (Reading)

Experiment (EX) – Experiments

Group Discussions (GD)

Types of Assessment

Rubric (R)

Multiple Choice (MC)

Short Answer (SA)

Essay (ES)

Observation (OB)

Presentation (P)

MATHEMATICS - OPERATIONS & ALGEBRAIC THINKING

Uses the Four Operations with Whole Numbers to Solve Problems

4MOA 01.	Interprets 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. Represents verbal statements of multiplicative comparisons as multiplication equations. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand fact families and am able to verbalize multiplication comparisons. Math 4 L. 27		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA		

4MOA 02.	Multiplies or divides 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. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to solve simple algebraic problems using multiplication and addition comparisons. Math 4 L. 41		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA		

4MOA 03.	Solves multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represents these problems using equations with a letter standing for the unknown quantity. Assesses the reasonableness of answers using mental computation and estimation strategies including rounding. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to use the 4 main functions to find unknowns and check my work. Math 4 L. 59,60,61		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA		

Gains Familiarity with Factors & Multiples

4MOA 04.	Finds all factor pairs for a whole number in the range 1–100. Recognizes that a whole number is a multiple of each of its factors. Determines whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determines whether a given whole number in the range 1–100 is prime or composite. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to factor numbers and define prime and composite. Math 4 L. 55		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA, O		

Generates & Analyzes Patterns

4MOA 05.	Generates a number or shape pattern that follows a given rule. Identifies apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i> (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to identify rules and patterns in sets of numbers. Math 4 L. 3, 32		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA, MC		

MATHEMATICS - NUMBERS & OPERATIONS IN BASE TEN

Generalizes Place Value Understanding for Multi-Digit Whole Numbers

4MNBT 01.	Recognizes that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i> (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to understand place value. Math 4 L. 4,13,33		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA, O		

4MNBT 02.	Reads and writes multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compares two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to identify whole numbers, including expanded form, and compare those numbers. Math 4 L. 4, 13, 33, 34		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA		

4MNBT 03.	Uses place value understanding to round multi-digit whole numbers to any place. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand how to round numbers. Math 4 L. 20, 42, 54		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA		

Uses Place Value Understanding & Properties of Operations to Perform Multi-Digit Arithmetic

4MNBT 04.	Fluently adds and subtracts multi-digit whole numbers using the standard algorithm. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to add and subtract multi-digit numbers. Math 4 L. 13,14,15,17		
INSTRUCTION			
ASSESSMENT			

4MNBT 05.	Multiplies 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. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to multiple multi-digit numbers. Math 4 L. 42, 44, 45		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA, O		

4MNBT 06.	Finds 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. Illustrates and explains the calculation by using equations, rectangular arrays, and/or area models. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I am able to divide multi-digit numbers and showing my work through equations or models. Math 4 L. 46, 47, 53, 64	
INSTRUCTION		D, IDP, GD	
ASSESSMENT		R, MC, SA, O	

MATHEMATICS - NUMBERS & OPERATIONS – FRACTIONS

Extends Understanding of Fraction Equivalence & Ordering

4MNF 01.	Explains 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. Uses this principle to recognize and generate equivalent fractions. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I am able to recognize and create equivalent fractions. Math 4 Inv. 9, L. 103, 109, 115	
INSTRUCTION		D, IDP, GD	
ASSESSMENT		R, MC, SA, O	

4MNF 02.	Compares 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 $1/2$. Recognizes that comparisons are valid only when the two fractions refer to the same whole. Records the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I am able to compare any type of fraction. Math 4 L. 56, Inv. 9	
INSTRUCTION		D, IDP, GD	
ASSESSMENT		R, MC, SA	

4MNF 03. a.	Understands a fraction a/b with $a > 1$ as a sum of fractions $1/b$ by: understanding addition and subtraction of fractions as joining and separating parts referring to the same whole. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I am able to add and subtract fractions. Math 4 L. 103, Inv. 9	
INSTRUCTION		D IDP, GD	
ASSESSMENT		R, MC, SA, O	

4MNF 03. b.	<p>Understands a fraction a/b with $a > 1$ as a sum of fractions $1/b$ by: decomposing a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justifying decompositions, e.g., by using a visual fraction model. <i>Examples:</i> $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$. (ICC/MCC)</p>
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I am able to break whole numbers or fractions into parts with like denominators. L. 89, 104	
INSTRUCTION		D, IDP, GD	
ASSESSMENT		R, MC, SA, O	

4MNF 03. c.	<p>Understands a fraction a/b with $a > 1$ as a sum of fractions $1/b$ by: adding and subtracting mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. (ICC/MCC)</p>
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I am able to add and subtract any form of mixed numbers. Math 4 L. 89, 107, 114	
INSTRUCTION		D, IDP, GD	
ASSESSMENT		R, MC, SA	

4MNF 03. d.	<p>Understands a fraction a/b with $a > 1$ as a sum of fractions $1/b$ by: solving word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. (ICC/MCC)</p>
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		Using models and equations I am able to add and subtract fractions. Math 4 Inv. 9 L. 107, 114	
INSTRUCTION		D, IDP, GD	
ASSESSMENT		R, MC, SA, O	

4MNF 04. a.	Applies and extends previous understandings of multiplication to multiply a fraction by a whole number by: understanding a fraction a/b as a multiple of $1/b$. <i>For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.</i> (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I understand that mixed numbers are a product of a whole number and fraction. Math 4 Inv. 9	
INSTRUCTION		IDR	
ASSESSMENT		R, SA	

4MNF 04. b.	Applies and extends previous understandings of multiplication to multiply a fraction by a whole number by: understanding a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. <i>For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)</i> (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I understand multiplying different whole numbers with fractions can make equivalent values. Math 4 L. 70, 95	
INSTRUCTION		D, IDP, GD	
ASSESSMENT		R,	

4MNF 04. c.	Applies and extends previous understandings of multiplication to multiply a fraction by a whole number by: solving word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. <i>For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</i> (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I am able to find totals, in story problems, by multiplying fractions and whole numbers. Math 4 L, 70, 95	
INSTRUCTION		D, IDP, GD	
ASSESSMENT		R, MC, SA,O	

Understands Decimal Notation for Fractions, & Compares Decimal Fractions

4MNF 05.	Expresses a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. <i>For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$. (ICC/MCC)</i>
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to create equivalent fractions. Math 4 L. 50		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA, O		

4MNF 06.	Uses decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram. (ICC/MCC)</i>
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand equivalent fractions and decimals. Math 4 Inv. 4, L. 69		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA		

4MNF 07.	Compares two decimals to hundredths by reasoning about their size. Recognizes that comparisons are valid only when the two decimals refer to the same whole. Records the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to compare decimals. Math 4, Inv. 4, 5, 9, L. 91		
INSTRUCTION	D, IDP, IRP, GD		
ASSESSMENT	R, MC, SA, O		

MATHEMATICS - MEASUREMENT & DATA (Chapter 12 IAC)

Solves Problems Involving Measurement & Conversion of Measurements from a Larger Unit to a Smaller Unit

4MMD 01.	Knows 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, expresses measurements in a larger unit in terms of a smaller unit. Records measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), . . . (ICC/MCC)</i>
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand equivalent metric and old English measurements. Math 4 Inv. 2, L. 32		
INSTRUCTION	D, IDR, IDP, GD		
ASSESSMENT	R, MC, SA, O		

4MMD 02.	Uses 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. Represents measurement quantities using diagrams such as number line diagrams that feature a measurement scale. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to use all 4 functions with measurements. Math 4 L.19, 40, Inv. 2		
INSTRUCTION	D, IDR, IDP, GD		
ASSESSMENT	R, MC, SA, O		

4MMD 03.	Applies the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i> (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to find real world area and perimeter. Math 4 Inv. 2, 3, L 21		
INSTRUCTION	D, IDR, IDP, GD		
ASSESSMENT	R, MC, SA, O		

Represents & Interprets Data

4MMD 04.	Makes a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solves problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i> (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to understand and create a line plot. Taught by teacher		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA		

Geometric Measurement: Understands Concepts of Angle & Measure Angles

4MMD 05. a.	Recognizes angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: That is, an angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $1/360$ of a circle is called a "one-degree angle," and can be used to measure angles. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I understand angles and degrees. Math4 L. 78, 81	
INSTRUCTION		D, IDP, GD	
ASSESSMENT		R, MC, O	

4MMD 05. b.	Recognizes angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: That is, an angle that turns through n one-degree angles is said to have an angle measure of n degrees. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I am able to measure and create angles. Math 4 L. 78, 81	
INSTRUCTION		D, IDP, GD	
ASSESSMENT		R, MC, SA, O	

4MMD 06.	Measures angles in whole-number degrees using a protractor. Sketches angles of specified measure. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I am able to use a protractor. Math 4 L. 81	
INSTRUCTION		D, IDP, GD	
ASSESSMENT		R, MC, O	

4MMD 07.	Recognizes angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solves addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I am able to add and subtract angles. Math 4 L. 81	
INSTRUCTION		D, IDP, GD	
ASSESSMENT			

MATHEMATICS – GEOMETRY (Chapter 12 IAC)

Draws & Identifies Lines & Angles, & Classifies Shapes by Properties of Their Lines & Angles

4MG 01.	Draws points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identifies these in two-dimensional figures. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand and am able to create two-dimensional figures. Math 4 L. 23, 45		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA, MC, O		

4MG 02.	Classifies two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognizes right triangles as a category, and identify right triangles. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to construct two-dimensional figures by their description. Math 4 L.23, 45		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA, O		

4MG 03.	Recognizes a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identifies line-symmetric figures and draw lines of symmetry. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I understand lines of symmetry. Math 4 L. 79, 92	
INSTRUCTION		D, IDP, GD	
ASSESSMENT		R, MC, SA, O	

MATHEMATICS – MATHEMATICAL PRACTICE

4MP 01.	Makes sense of problems and perseveres in solving them. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to solve story problems. Math 4 L. 1-120		
INSTRUCTION	all		
ASSESSMENT	all		

4MP 02.	Reasons abstractly and quantitatively. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand abstract and quantitative thinking. Math 4 L. 59		
INSTRUCTION	All		
ASSESSMENT	All		

4MP 03.	Constructs viable arguments and critiques the reasoning of others. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to offer and critiques solutions. Math 4 L 1-120 Students are taught to evaluate and check work		
INSTRUCTION	All		
ASSESSMENT	All		

4MP 04.	Models with mathematics. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I use models in math. Math 4 L, 11, 41, 46		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA, MC, O		

4MP 05.	Uses appropriate tools strategically. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I use math tools strategically. Math 4 L. 21		
INSTRUCTION	D, IDP, IRP, GD		
ASSESSMENT	R, SA, O		

4MP 06.	Attends to precision. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to be neat and accurate. Math 4 L 1-120		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	All		

4MP 07.	Looks for and makes use of structure. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I look for and understand structure and building on concepts. Math 4 Tests, L. 1 -120		
INSTRUCTION	GD		
ASSESSMENT	All		

Types of Instruction

Direct (D) – Teacher Centered (Lecture)

Indirect (IDR) – Students Centered (Research/Tech. Projects)

Independent (IDP) – Student Self-taught (Reading)

Experiment (EX) – Experiments

Group Discussions (GD)

Types of Assessment

Rubric (R)

Multiple Choice (MC)

Short Answer (SA)

Essay (ES)

Observation (OB)

Presentation (P)

LITERACY – LITERATURE (Chapter 12 IAC)

Key Ideas & Details

4LT 01.	Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to understand details and infer facts from my text. The Bible (memory verses)		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA, P		

4LT 02.	Determines a theme of a story, drama, or poem from details in the text; summarizes the text. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to determine a theme and summarize a story. Reading 4 Making Connections, Narrative Elements 46 - 48		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA		

4LT 03.	Describes 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). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to use facts to give a detailed description of the main narrative elements. Reading 4, Compare Texts Pg. 46		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA		

4LT IA 01.	Employs the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to use several strategies to comprehend. Reading 4 Pg.16 - 17		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA, O, P		

Craft & Structure

4LT 04.	Determines 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). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to determine the meaning of words including specialized words. <u>Jason and the Argonauts</u>		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA		

4LT 05.	Explains major differences between poems, drama, and prose, and refers 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. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to understand the different types of poetry, dramas, and prose <u>55 types of Poems</u>		
INSTRUCTION	D, I, IDP, GD		
ASSESSMENT	R, P		

4LT 06.	Compares and contrasts the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to define the difference between first and third person narratives. English 4 Pg. 25 – 36, Creative Writing 1 st , 2 nd , 3 rd person essays		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, ES, P		

Integration of Knowledge & Ideas

4LT 07.	Makes 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. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to connect written and visual presentations of stories. Reading 4 Comparison of illustrations Pg. 74		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA		

4LT 08.	(Not applicable to literature) (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM			
INSTRUCTION			
ASSESSMENT			

4LT 09.	Compares and contrasts 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. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to compare and contrast common themes from different cultures. Reading 4 Pg. 324 & 370; English 4 Pg. 101 - 102		
INSTRUCTION	D, IDP, EX, GD		
ASSESSMENT	R, MC, SA, OB, P		

Range of Reading & Level of Text Complexity

4LT 10.	By the end of the year, reads and comprehends 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. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM			I am able to read and comprehend at grade level or higher. Reading assignments in all subjects, BRI testing
INSTRUCTION			D, IDR, IDP, E, GD
ASSESSMENT			R, MC, SA, ES, OB, P

LITERACY – INFORMATIONAL TEXT

Key Ideas & Details

4IT 01.	Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM			I am able to use details from the story to summarize and infer. Reading 4, Test Prep, Pg. 348 - 349
INSTRUCTION			D, IDP, GD
ASSESSMENT			R, MC, ES

4IT 02.	Determines the main idea of a text and explains how it is supported by key details; summarizes the text. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to use facts to summarize the story. Reading 4, Compare Texts Pg. 144		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA		

4IT 03.	Explains events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to use cause and effect to summarize in historical/scientific stories. Reading 4, Pg. 173 – 174		
INSTRUCTION	D, IDP, EX, GD		
ASSESSMENT	R, MC, SA, ES, OB		

4IT IA 01.	Employs the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to use a variety of comprehension strategies. Reading 4, Pg. 16 - 17		
INSTRUCTION	D, IDR, IDP, GD		
ASSESSMENT	R, MC, SA, ES, O, P		

Craft & Structure

4IT 04.	Determines the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>Grade 4 topic or subject area</i> . (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to understand specific jargon. Math 4, Lesson 23		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA		

4IT 05.	Describes the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	English 4, Pg. 29 - 30		I am able to accurately recall the sequence of a story. Reading 4 Pgs. 436, 437, 470, 471.
INSTRUCTION			D, IDP, GD
ASSESSMENT			R, ES, P

4IT 06.	Compares and contrasts a firsthand and secondhand account of the same event or topic; describes the differences in focus and the information provided. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to understand first and secondhand accounts (Primary and secondary sources) Social Studies, Our Nation, Pgs. 29, 57		
INSTRUCTION	D, IDP, IDR, GD		
ASSESSMENT	R, SA, ES		

Integration of Knowledge & Ideas

4IT 07.	Interprets information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explains how the information contributes to an understanding of the text in which it appears. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to visually/quantitatively display and explain information from a text. English 4 Pgs. 101 – 102; Reading 4, Pgs. 46, 47, 74, 75; Science Project		
INSTRUCTION	D, IDR, IDP, GD, EX		
ASSESSMENT	R, MC, SA, P		

4IT 08.	Explains how an author uses reasons and evidence to support particular points in a text. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to identify and explain reasons and evidence an author uses to make a point in a story. Reading 4 Pg. 265		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA, ES		

4IT 09.	Integrates information from two texts on the same topic in order to write or speak about the subject knowledgeably. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I am able to take information on one topic from multiple places to speak or write with knowledge. Living History Night (Books, internet, texts, DVD, Video, Cassettes, posters)	
INSTRUCTION		IDR, IDP, E, GD	
ASSESSMENT		R, S, OB, P	

Range of Reading & Level of Text Complexity

4IT 10.	By the end of year, reads and comprehends informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to read and understand at grade level in my classes. Section & Chapter Reviews, Iowa Tests		
INSTRUCTION	D, IDR, IDP, GD, EX		
ASSESSMENT	R, MC, SA, ES, O, P		

LITERACY – FOUNDATIONAL SKILLS

Print Concepts

4FS 01.	(Not applicable in Grade Four)
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Phonological Awareness

4FS 02.	(Not applicable in Grade Four)
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Phonics & Word Recognition

4FS 03. a.	Knows and applies grade-level phonics and word analysis skills in decoding words by: using 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. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to understand phonics and word parts to read words in and out of context. Reading 4 76,77,122,123		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA		

Fluency

4FS 04. a.	Reads with sufficient accuracy and fluency to support comprehension by: reading on-level text with purpose and understanding. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to read with grade level purpose and understanding. Reading 4 Story questions Think and Respond		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA, ES		

4FS 04. b.	Reads with sufficient accuracy and fluency to support comprehension by: reading on-level prose & poetry orally with accuracy, appropriate rate, and expression on successive readings. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to read poems/prose with age appropriate fluency. 55 Types of Poems, Fluency Test		
INSTRUCTION	D, IDR, IDP, GD		
ASSESSMENT	R, OB, P		

4FS 04. c.	Reads with sufficient accuracy and fluency to support comprehension by: using context to confirm or self-correct word recognition and understanding, rereading as necessary. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I use several strategies to comprehend. Reading 4, Pg. 16,17		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA		

Range of Text Types for K-5 (ICC/MCC)

Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Stories: Includes children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth

	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
Recommended Selections	Reading 4, <u>The Hen and the Apple Tree</u> Pg. 432	Reading 4, <u>One Grain of Rice</u> Pg. 472	<u>Aesop’s Fables</u>

Dramas: Includes staged dialogue and brief familiar scenes

	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
Recommended Selections	Reading 4, <u>The Baker’s Neighbor</u> Pg. 150	Reading 4, <u>Red Writing Hood</u> Pg. 454	Reading 4, School Musical

Poetry: Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem

	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
Recommended Selections	Reading 4 <u>I Love the Look of Words</u> , Pg. 72	“55 Type of Poems”	English 4, Acrostic, Haiku poems 307 – 308

Literary Nonfiction and Historical, Scientific and Technical Text: Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
Recommended Selections	Atlas, Almanac, Dictionary, Thesaurus, <u>Art Attack</u> , Every unit/test in Social Studies	Living History Night research	

LITERACY – WRITING (Chapter 12 IAC)

Text Types & Purposes

4LW		01.	Writes opinion pieces on topics or texts, supporting a point of view with reasons and information by: introducing a topic or text clearly, stating an opinion, and creating an organizational structure in which related ideas are grouped to support the writer’s purpose. (ICC/MCC)
		a.	

	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I am able to organize, express, and support my written opinion. I am able to express an opinion and support it with factual research. English 4 141,142	
INSTRUCTION		D, IDP, GD	
ASSESSMENT		R, SA, O	

4LW		01.	Writes opinion pieces on topics or texts, supporting a point of view with reasons and information by: providing reasons that are supported by facts and details. (ICC/MCC)
		b.	

	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I am able to express an opinion and support it with factual research. English 4 146, 147	
INSTRUCTION		D, IDP, GD	
ASSESSMENT		R, SA, O	

4LW		01.	Writes opinion pieces on topics or texts, supporting a point of view with reasons and information by: linking opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). (ICC/MCC)
		c.	

	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to support written opinion using persuasive words. English 4, Pg. 142-143		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA, O		

4LW 01. d.	Writes opinion pieces on topics or texts, supporting a point of view with reasons and information by: providing a concluding statement or section related to the opinion presented. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to write a conclusion supporting an opinion. English 4, Pg. 146 - 147		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R SA, O		

4LW 02. a.	Writes informative/explanatory texts to examine a topic and conveys ideas and information clearly by: introducing a topic clearly and grouping related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to write an organized report. English 4, Pg. 131-132		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, OB		

4LW 02. b.	Writes informative/explanatory texts to examine a topic and conveys ideas and information clearly by: developing the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to write an informative text with supporting facts and details. English 4, PG. 27 - 28		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA, P		

4LW 02. c.	Writes informative/explanatory texts to examine a topic and conveys ideas and information clearly by: linking ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to support my texts with phrases using words like also or because. English 4, Pg. 141 - 145		
INSTRUCTION	D, IDP,, GD		
ASSESSMENT	R, SA		

4LW 02. d.	Writes informative/explanatory texts to examine a topic and conveys ideas and information clearly by: using precise language and domain-specific vocabulary to inform about or explain the topic. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I am able to use topic related words to express ideas and information. Living History Night	
INSTRUCTION		D, IDP, IDR, GD	
ASSESSMENT		SA, ES, P	

4LW 02. e.	Writes informative/explanatory texts to examine a topic and conveys ideas and information clearly by: providing a concluding statement or section related to the information or explanation presented. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to write an effective concluding statement in an informative text. Creative Writing, English 4 Pg. 221 - 230		
INSTRUCTION	IDP, D, GD		
ASSESSMENT	R, ES, P		

4LW 03. a.	Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by: orienting the reader by establishing a situation and introducing a narrator and/or characters; organizing an event sequence that unfolds naturally. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can effectively sequence a written fiction/nonfiction experience through characters. English 4 Pg. 29-30, 148 - 149		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA, ES		

4LW 03. b.	Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by: using dialogue and description to develop experiences and events or show the responses of characters to situations. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to write a text that reveals experiences or events through characters. Creative Writing		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	ES, R, P		

4LW 03. c.	Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by: using a variety of transitional words and phrases to manage the sequence of events. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to use transitional words in my writings. English 4, Pg. 60, 67, 217		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA, ES, OB		

4LW 03. d.	Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by: using concrete words and phrases and sensory details to convey experiences and events precisely. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to use concrete and sensory words in my writings. English 4, 79 - 80		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, ES, P		

4LW 03. e.	Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by: providing a conclusion that follows from the narrated experiences or events. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to write a narrative with clear and logical details and sequence. English 4, Pg.27 - 28		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA, ES, P		

Production & Distribution of Writing

4LW 04.	Produces 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.) (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to write to fit the task, purpose, and audience. Living History Night, Creative Writing		
INSTRUCTION	D, IDP, GD, IDR		
ASSESSMENT	R, SA, ES, P, OB		

4LW 05.	With guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to plan, revise, and edit. English 4< Pg. 32 - 34		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, ES, OB		

4LW 06.	With some guidance and support from adults, uses technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrates sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to word process at an effective rate. Web Type		
INSTRUCTION	D, IDP, IDR, GD		
ASSESSMENT	R, SA, OB		

Research to Build & Present Knowledge

4LW 07.	Conducts short research projects that build knowledge through investigation of different aspects of a topic. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to research new topics. Living History Night		
INSTRUCTION	D, IDR, IDP, GD		
ASSESSMENT	R, ES, OB, P		

4LW 08.	Recalls relevant information from experiences or gather relevant information from print and digital sources; takes notes and categorize information, and provides a list of sources. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to gather information, take note, and identify sources. Science Fair, Living History Night		
INSTRUCTION	D, IDR, IDP, GD		
ASSESSMENT	R, ES, OB, P		

4LW 09. a.	Draws evidence from literary or informational texts to support analysis, reflection, and research by: applying <i>Grade 4 Reading standards</i> to literature (e.g., "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]."). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to use facts from a text to describe a narrative element in depth. English 4, Pg. 149 - 150		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA, ES		

4LW 09. b.	Draws evidence from literary or informational texts to support analysis, reflection, and research by: applying <i>Grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to find evidence in a text to support a particular point. Reading 4, Pg. 170		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA		

Range of Writing

4LW 10.	Writes 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. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to write in a short or longer time period. Creative Writing, 2 – 5 Paragraphs		
INSTRUCTION	D, IDR, IDP, GD		
ASSESSMENT	R, ES, P		

LITERACY – SPEAKING AND LISTENING (Chapter 12 IAC)

4SL 01. a.	Engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>Grade 4 topics and texts</i> , building on others' ideas and expressing his/her own clearly by: coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to work with a variety of partners and sharing and listening to information from readings. Living History Night		
INSTRUCTION	D, IDR, IDP, GD		
ASSESSMENT	R, SA, E, O, P		

4SL 01. b.	Engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>Grade 4 topics and texts</i> , building on others' ideas and expressing his/her own clearly by: following agreed-upon rules for discussions and carrying out assigned roles. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	Using a variety of groupings I am able to share information in a organized discussion. Science and Social Studies Bulletin Boards creation.		
INSTRUCTION	IDR, IDP, GD		
ASSESSMENT	R, SA, ES, O, P		

4SL 01. c.	Engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>Grade 4 topics and texts</i> , building on others' ideas and expressing his/her own clearly by: posing and responding to specific questions to clarify or follow up on information, and making comments that contribute to the discussion and link to the remarks of others. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to collaborate and share ideas in a variety of group settings. Social Studies Chapter Reviews.		
INSTRUCTION	IDR, IDP, GD		
ASSESSMENT	R, MC, SA, ES		

4SL 01.	Engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>Grade 4 topics and texts</i> , building on others' ideas and expressing his/her own clearly by: reviewing the key ideas expressed and explaining his/her own ideas and understanding in light of the discussion. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to identify and restate key ideas in a discussion. Living History Night		
INSTRUCTION	IDR, IDP, GD		
ASSESSMENT	R, ES, SA, OB, P		

4SL 02.	Paraphrases portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to restate ideas visually, quantitatively, and orally. Living History Night, Science Fair.		
INSTRUCTION	D, IDR, IDP, GD		
ASSESSMENT	R, SA, ES, OB, P		

4SL 03.	Identifies the reasons and evidence a speaker provides to support particular points. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to identify the main points and support for them offered by a speaker. English 4, Pg.131-134		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA		

Presentation of Knowledge & Ideas

4SL 04.	Reports on a topic or text, tells a story, or recounts 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. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to retell information in a clear, accurate way. English 4, Pg. 225-230		
INSTRUCTION	IDR, IDP, GD		
ASSESSMENT	R, MC, SA, ES		

4SL 05.	Adds audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I am able to add audio or visual information to add to my presentation. Writing 3 Poems	
INSTRUCTION		D, IDR, GD	
ASSESSMENT		R, P	

4SL 06.	Differentiates 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. (See grade 4 Language standards 1 and 3 for specific expectations.) (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I am able to use formal or informal English as needed. Writing 3 Poems	
INSTRUCTION		D, IDR, GD	
ASSESSMENT		R, P	

4SL IA 04.	Performs dramatic readings and presentations. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I am able to perform in dramas or presentations. English, Scene Dialogue, School Musical	
INSTRUCTION		D, IDR, IDP, GD	
ASSESSMENT		R, ES, OB, P	

LITERACY – LANGUAGE SKILLS (Chapter 12 IAC)

Conventions of Standard English

4LA 01. a.	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking by: using relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I am able to use pronouns and adverbs appropriately. English 4, Pg. 253-255	
INSTRUCTION		D, IDP, GD	
ASSESSMENT		R, MC, SA	

4LA 01. b.	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking by: forming and using the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I am able to use progressive verb tenses. English 4, Pg. 199 - 204	
INSTRUCTION		D, IDP, GD	
ASSESSMENT		R, MC, SA	

4LA 01. c.	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking by: using modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to properly use words like can, may, and must. English 4, Pg. 83-84, 96		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA		

4LA 01. d.	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking by: ordering adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to properly use adjectives. English 4, Pg. 79 – 81,	237 - 238	
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA		

4LA 01. e.	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking by: forming and using prepositional phrases. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I am able to properly use prepositions. English 4, 275 – 276, 291.	
INSTRUCTION		D, IDP, GD	
ASSESSMENT		R, MC, SA	

4LA 01. f.	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking by: producing complete sentences, recognizing and correcting inappropriate fragments and run-ons. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to identify sentence fragments and create sentences. English 4, Pg. 1, 19, 39		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA		

4LA 01. g.	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking by: correctly using frequently confused words (e.g., <i>to, too, two; there, their</i>). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to identify and correctly use homophones. English 4, Pg. 169 - 174		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA		

4LA 02. a.	Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing by: using correct capitalization. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand and use the rules for proper capitalization, punctuation, and spelling. English 4, Pg. 3-8, Weekly Spelling		
INSTRUCTION	D, IPD, GD		
ASSESSMENT	R, MC, SA, O		

4LA 02. b.	Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing by: using commas and quotation marks to mark direct speech and quotations from a text. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to use commas and quotations correctly. English 4, Pg. 17,18, 26.	289-290	
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA		

4LA 02. c.	Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing by: using a comma before a coordinating conjunction in a compound sentence. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to use coordinating conjunctions in compound sentences. English 4, Pg. 17-18		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA		

4LA 02. d.	Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing by: spelling grade-appropriate words correctly, consulting references as needed. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to define, spell, and use grade level words appropriately. Weekly Spelling		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA		

Knowledge of Language

4LA 03. a.	Uses knowledge of language and its conventions when writing, speaking, reading, or listening by: choosing words and phrases to convey ideas precisely. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to choose words and phrases correctly to best express ideas. Creative Writing		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA, ES, P		

4LA 03. b.	Uses knowledge of language and its conventions when writing, speaking, reading, or listening by: choosing punctuation for effect. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to use punctuation for effect. English 4, Pg. 5-8, Creative Writing		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA, ES, O, P		

4LA 03. c.	Uses knowledge of language and its conventions when writing, speaking, reading, or listening by: differentiating between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to determine when best to use formal/informal language. English 4, Pg. 60 - 63	262 - 264	
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA ES, OB, P		

Vocabulary Acquisition & Use

4LA 04. a.	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on <i>Grade Four reading and content</i> , choosing flexibly from an array of strategies by: using context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I know many strategies to determine the meaning of words. English 4, Pg. 121-124, Spelling, Creative Writing		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA, ES, OB, P		

4LA 04. b.	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on <i>Grade Four reading and content</i> , choosing flexibly from an array of strategies by: using common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to use affixes and roots to define words. English 4, Pg. 93-94	251-252	
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA		

4LA 04. c.	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on <i>Grade Four reading and content</i> , choosing flexibly from an array of strategies by: consulting reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to use a variety of reference sources to define words. English 4, Pg. 23-24, 121-124		355 - 360
INSTRUCTION			
ASSESSMENT			

4LA 05. a.	Demonstrates understanding of figurative language, word relationships, and nuances in word meanings by: explaining the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to use similes and metaphors appropriately. English 4, Pg. 105,106, Poetry		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, ES, P		

4LA 05. b.	Demonstrates understanding of figurative language, word relationships, and nuances in word meanings by: recognizing and explaining the meaning of common idioms, adages, and proverbs. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I am able to use idioms and proverbs in figurative language. Reading 4, Pg. 422-438, the Bible	
INSTRUCTION		D, IDP, IDR, GD	
ASSESSMENT		R, ES	

4LA 05. c.	Demonstrates understanding of figurative language, word relationships, and nuances in word meanings by: demonstrating understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to use antonyms and synonyms appropriately. English 4, Pg. 23-24.		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA, ES		

4LA 06.	Acquires and uses accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to use words related to a specific topic or domain. Math, Science, Social Studies		
INSTRUCTION	D, IDP, IDR, EX, GD		
ASSESSMENT	R, MC, SA, ES, OB, P		

Types of Instruction

Direct (D) – Teacher Centered (Lecture)

Indirect (IDR) – Students Centered (Research/Tech. Projects)

Independent (IDP) – Student Self-taught (Reading)

Experiment (EX) – Experiments

Group Discussions (GD)

Types of Assessment

Rubric (R)

Multiple Choice (MC)

Short Answer (SA)

Essay (ES)

Observation (OB)

Presentation (P)

SCIENCE – SCIENCE AS INQUIRY

4SAI 01.	Asks questions that he/she can answer with scientific knowledge combined with his/her own observations. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to create hypothesis and observe. Discovery Works 4, pg. A2-A3, Science Fair		
INSTRUCTION	D, IDP, IDR, EX, GD		
ASSESSMENT	R, MC, SA, OB, P		

4SAI 02.	Plans and conducts simple investigations. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to design and test experiments. Discovery Works 4, pg, A2-A3, Science Fair		
INSTRUCTION	D, IDP, IDR, EX, GD		
ASSESSMENT	R, MC, SA, OB, P		

4SAI 03.	Uses appropriate tools & techniques to gather, process, & analyze data. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to use scientific tools. Discovery Works 4, pg.H10 – H15		
INSTRUCTION	D, IDP, EX, GD		
ASSESSMENT	R, SA, OB, PS		

4SAI 04.	Incorporates mathematics in scientific inquiry. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to use math in science. Discovery Works 4, pg. H13 – H17, Math 4, SI		
INSTRUCTION	D, IDR, IDP, EX, GD		
ASSESSMENT			

4SAI 05.	Uses evidence to develop reasonable explanations. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to use results to form hypothesis and conclusions. Discovery Works 4, pg. A2, Science Fair, A18-A19		
INSTRUCTION	D, IDP, EX, GD		
ASSESSMENT	R, MC, SA, OB, P		

4SAI 06.	Communicates scientific procedures and explanations. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to communicate my results. Discovery Works 4, pg. A3, Science Fair		
INSTRUCTION	D, IDP, EX, GD		
ASSESSMENT	R, OB, P		

4SAI 07.	Follows appropriate safety procedures when conducting investigations. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand proper safety practices in science. Discovery Works 4, pg. H8 – H9		
INSTRUCTION	D, IDP, EX, GD		
ASSESSMENT	R, OB		

4SAI 08.	Recognizes that different questions lead to different types of investigations. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand that different questions lead to different investigations. Science Fair (designing an Experiment)		
INSTRUCTION	D, IDR, IDP, GD		
ASSESSMENT	R, SA, O, P		

4SAI 09.	Recognizes that scientists perform different kinds of investigations. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand that there many kinds of investigations. Discovery Works 4 (all experiments), Science Fair		
INSTRUCTION	D, IDR, IDP, EX, IDP		
ASSESSMENT	R, SA, OB, P		

4SAI 10.	Explores God's creation by scientific inquiry & research. (DLS)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand that science and God are related. Religion (Creationism)		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA, ES		

SCIENCE – EARTH & SPACE SCIENCE (Chapter 12 IAC)

4SES 01.	Understands and demonstrates knowledge of weather and weather patterns. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand weather and weather patterns. Discovery Works 4, Unit E		
INSTRUCTION	D, IDP, IDR, EX, GD		
ASSESSMENT	R, MC, SA, ES, OB		

4SES 02.	Understands and demonstrates knowledge of processes and changes on or in the earth's land, oceans, and atmosphere. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I know and understand how landforms are made and change. Discovery Works 4, Unit A, Chapter 1		
INSTRUCTION	D, IDP, EX, GD		
ASSESSMENT	R, MC, SA, ES, OB		

SCIENCE – LIFE SCIENCE (Chapter 12 IAC)

4SLS 01.	Understands and applies knowledge of organisms and their environments, including: structures, characteristics, and adaptations of organisms that allow them to function and survive within their habitats. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand how organisms adapt and change to survive. Discovery Works 4, Unit C, Chapter 1		
INSTRUCTION	D, IDP, EX, GD		
ASSESSMENT	R, MC, SA, ES		

4SLS 02.	Understands and applies knowledge of organisms and their environments, including: how individual organisms are influenced by internal and external factors. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand that there are internal and external things that effect organisms. Discovery Works 4, Unit c, Chapters 2-3		
INSTRUCTION	D, IDP, EX, GD		
ASSESSMENT	R, MC, SA, ES, OB		

4SLS 03.	Understands and applies knowledge of organisms and their environments, including: the relationships among living and non-living factors in terrestrial and aquatic ecosystems. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand the relationship between organisms and their environments. Discovery Works 4, Unit C, Chapter 1		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA, ES		

4SLS 04.	Understands and applies knowledge of environmental stewardship. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand the wise use of our environment. Discovery Works 4, Unit A, Chapter 2-3		
INSTRUCTION	D, IDP, IDR, GD		
ASSESSMENT	R, MC, SA, ES		

4SLS 05.	Understands and applies knowledge of basic human body systems and how they work together. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I understand the human body's systems. Health	
INSTRUCTION		D, IDR, IDP, GD	
ASSESSMENT		R, MC, SA	

4SLS 06.	Understands and applies knowledge of personal health and wellness issues. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand basic health and wellness. Health		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA, OB		

SCIENCE – PHYSICAL SCIENCE (Chapter 12 IAC)

4SPS 01.	Understands and demonstrates knowledge of how to describe and identify substances based on characteristic properties. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I understand traits and properties. Discovery Works 4. Unit B, Chapter 2	
INSTRUCTION		D, IDP, IDR, EX, GD	
ASSESSMENT		R, MC, SA, ES, OB	

4SPS 02.	Understands and demonstrates knowledge of states of matter and changes in states of matter. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I understand the states of matter and how they change. Discovery Works 4, Unit B, Chapter 1	
INSTRUCTION		D, IDP, GD	
ASSESSMENT		R, MC, SA, ES	

4SPS 03.	Understands and demonstrates knowledge of the concept of conservation of mass/matter. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I understand the rules of mass/matter conservation. Discovery Works 4, pg. B36-B34	
INSTRUCTION		D, IDP, GD	
ASSESSMENT		R, MC, SA	

4SPS 04.	Understands and demonstrates knowledge of the characteristic properties of sound, light, electricity, magnetism, and heat. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM			I understand the properties of light, sound, magnetism, and heat. Discovery Works 4, Unit D
INSTRUCTION			D, IDP, IRP, EX, GD
ASSESSMENT			R, MC, SA, ES

4SPS 05.	Uses hands on process skills. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to use my senses to process information. Discovery Works 4, A2, Science Fair		
INSTRUCTION	D, IDP, IDR, EX, GD		
ASSESSMENT	R, SA, O, P		

4SPS 06.	Understands conservation of natural resources. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand conservation of resources. Discovery Works 4, Unit A, Chapter 1-2, Religion		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA, ES, OB		

Types of Instruction

Direct (D) – Teacher Centered (Lecture)

Indirect (IDR) – Students Centered (Research/Tech. Projects)

Independent (IDP) – Student Self-taught (Reading)

Experiment (EX) – Experiments

Group Discussions (GD)

Types of Assessment

Rubric (R)

Multiple Choice (MC)

Short Answer (SA)

Essay (ES)

Observation (OB)

Presentation (P)

SOCIAL STUDIES – BEHAVIORAL SCIENCES

4SSB 01.	Understands the influences on individual and group behavior and group decision-making. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand thing that influence group of individual decision making. Regions, pg.156		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, ES		

4SSB 02.	Understands how personality and socialization impact the individual. (ICC; Chapter 12 IAC))
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM			I understand how my personality and relationships affect me. Regions, 392, 424; Religion
INSTRUCTION			
ASSESSMENT			

4SSB 03.	Understands the process of how humans develop, learn, adapt to the environment, and internalize their culture. (ICC; Chapter 12 IAC))
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand interacting with our environment and cultural beliefs. Regions, pg. 106		
INSTRUCTION			
ASSESSMENT			

4SSB 04.	Understands current social issues to determine how the individual formulates opinions and responds to issues. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand and have opinions on current issues. Newspaper current events, Religion		
INSTRUCTION	D, IDR, IDP, GD		
ASSESSMENT	R, SA, ES		

4SSB 05.	Understands how to evaluate social research and information. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I evaluate research and information. Regions, 218, 256; Living History Night; English 4 writing a report	
INSTRUCTION		D, IDP, IDR, GD	
ASSESSMENT		R, SA, ES, MC, P	

SOCIAL STUDIES – ECONOMICS

4SSE 01.	Understands the functions of economic institutions. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand economics institutions. Junior Achievement; Math 4 interest		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA, ES, O, P		

4SSE 02.	Understands that all economies throughout the world rely upon universal concepts. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand basic economic concepts. Junior Achievement, Regions, pg. 102, 213		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA, ES		

SOCIAL STUDIES – GEOGRAPHY

4SSG 01.	Understands how human factors and the distribution of resources affect the development society and the movement of populations. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand that resources impact society. Regions, pg. 18-21		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA, ES, P		

4SSG 02.	Understands how physical processes and human actions modify the environment and how the environment affects humans. (ICC; Chapter 12 IAC))
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand how humans and their environment interact. Regions, pg. 56-61		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA, MC, ES		

SOCIAL STUDIES – HISTORY

4SSH 01.	Understands historical patterns, periods of time, and the relationships among these elements. (ICC; Chapter 12 IAC))
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand patterns and relationships in history. Regions, pg. 23, 90		
INSTRUCTION	D, IDP, IDR, GD		
ASSESSMENT	R, SA, ES		

4SSH 02.	Understands how and why people create, maintain, or change systems of power, authority, and governance. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand the need for government systems. Regions, pg. 26-27, 152-155		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA, ES, P		

4SSH 03.	Understands the role of individuals and groups within a society as promoters of change or the status quo. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand how group and individuals can make changes. Regions, pg. 156		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA		

4SSH 04.	Understands the effects of geographic factors on historical events. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand how geography affects events. Regions, pg. 132-135, 158-165		
INSTRUCTION	D, IDR, IDP, GD		
ASSESSMENT	R, MC, SA, ES, P		

4SSH 05.	Understands the role of innovation on the development and interaction of societies. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I understand the way innovation changes societies. Regions, pg.286 - 291	
INSTRUCTION		D, IDP, IDR, GD	
ASSESSMENT		R, MC, SA, ES	

4SSH 06.	Understands cause and effect relationships and other historical thinking skills in order to interpret events and issues. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I use thinking skills to understand historical events and issues. Regions, pg. 196		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA		

4SSH 07.	Understands the history of the United States. (Chapter 12 IAC))
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand the basics of U.S. history. Regions Chapters 1-4	Regions, Chapters 5-8	Regions, Chapters 9-12
INSTRUCTION	D, IDR, IDP, EX, GD		
ASSESSMENT	R, MC, SA, ES, O, P		

4SSH 08.	Understands Iowa History. (Chapter 12 IAC))
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I understand Iowa History. Iowa Past and Present, Eco Meet	
INSTRUCTION		D, IDR, IDP, GD	
ASSESSMENT		R, MC, SA, ES	

SOCIAL STUDIES – POLITICAL SCIENCE/ CIVIC LITERACY

4SSP 01.	Understands how government affects citizens and how citizens affect government. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand the interaction between individuals and government.		
INSTRUCTION			
ASSESSMENT			

4SSP 02.	Understands the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand civic responsibilities and rights. Junior Achievement, Regions 26, 27		
INSTRUCTION	D, GD, IDP		
ASSESSMENT	R,, SA, MC		

4SSP 03.	Understands how the government established by the constitution embodies the enduring values and principles of democracy and republicanism. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand the ideas and values in the Constitution. Regions 26, 27; copies of the Constitution		
INSTRUCTION	D, IDR, IDP, GD		
ASSESSMENT	SA, MC, R		

4SSP 04.	Understands the purpose and function of each of the three branches of government established by the U.S. constitution. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand the 3 branches under the U.S. Constitution. Regions, pg28, 29; copies of the Constitution		
INSTRUCTION	D, IDR, IDP, GD		
ASSESSMENT	R, MC, SA, ES		

4SSP 05.	Understands the differences among local, state, and national government. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand the different levels of government. Newspaper, current events		
INSTRUCTION	D, IDR, IDP, GD		
ASSESSMENT	R, P		

4SSP 06.	Understands the role of the United States in current world affairs. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand the U. S. role in current affairs. Newspaper Regions, pg.68	Regions, pg. 299-301	
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA		

Types of Instruction

Direct (D) – Teacher Centered (Lecture)

Indirect (IDR) – Students Centered (Research/Tech. Projects)

Independent (IDP) – Student Self-taught (Reading)

Experiment (EX) – Experiments

Group Discussions (GD)

Types of Assessment

Rubric (R)

Multiple Choice (MC)

Short Answer (SA)

Essay (ES)

Observation (OB)

Presentation (P)

HEALTH & SAFETY – HEALTH LITERACY

4HSL 01.	Obtains, interprets, understands, and uses basic health concepts to enhance personal, family, and community health. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I use a basic knowledge of health to help myself and others. Enjoying Good Health, Chapters 2, 5.		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA		

4HSL 02.	Utilizes interactive literacy and social skills to establish personal, family, and community wellness. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I share health sources or knowledge with others. Enjoying Good Health, Chapter 5 Religion		
INSTRUCTION	D, IDR, IDP, GD		
ASSESSMENT	R, SA		

4HSL 03.	Demonstrates critical literacy/thinking skills related to personal, family, and community wellness. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I use critical thinking to make healthy choices. Enjoying Good Health, Chapter 2, 4.		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA		

4HSL 04.	Recognizes that media and other influences affect personal, family, and community health. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand media and others affect health issues. Enjoying Good Health, Chapter 5, Religion		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA, ES		

4HSL 05.	Understands and uses consumer health concepts. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand consumer health guidelines. Enjoying Good Health, Chapter 2		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA		

4HSL 06.	Understands and uses emotional & social health concepts. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand how emotions and society influence health ideas. Enjoying Good Health, Chapter 5, Religion		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA, ES		

4HSL 07.	Understands and uses health resources. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I know and use health resources. Enjoying Good Health, Chapter 5, Religion, Science		
INSTRUCTION	D, IDR, IDP, GD		
ASSESSMENT	R, MC, SA, ES		

HEALTH & SAFETY – HUMAN GROWTH & DEVELOPMENT

4HSH 01.	Understands stress management. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I know what stress is and how to manage it. Enjoying Good Health Chapter 5, Religion		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA		

HEALTH & SAFETY – TRAFFIC SAFETY

4HST 01.	Understands the basic concepts of substance education. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand substance abuse. Development Class, Religion		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA, ES		

4HST 02.	Understands the basic legal responsibilities related to traffic safety issues. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand traffic safety. Recess, Gym Class		
INSTRUCTION	D, GD		
ASSESSMENT	OB		

Types of Instruction

Direct (D) – Teacher Centered (Lecture)

Indirect (IDR) – Students Centered (Research/Tech. Projects)

Independent (IDP) – Student Self-taught (Reading)

Experiment (EX) – Experiments

Group Discussions (GD)

Types of Assessment

Rubric (R)

Multiple Choice (MC)

Short Answer (SA)

Essay (ES)

Observation (OB)

Presentation (P)

PERSONAL DEVELOPMENT – FINANCIAL LITERACY

4FIN 01.	Recognizes common risks to one's identity and demonstrates the ability to protect that identity. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I know my identity and understand it needs protection. Religion, Junior Achievement		
INSTRUCTION	D, GD		
ASSESSMENT	SA		

4FIN 02.	Determines the importance of saving/investing in relation to future needs. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand how savings is important. Junir Achievement		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, OB, P		

4FIN 03.	Recognizes how one's personal career choice and attitude can impact financial planning decisions. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	What I want to be and my choices affect me financially. Junior Achievement, Religion		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, P		

4FIN 04.	Identifies the concept of debt and an individual's responsibility for that debt. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand debt and personal responsibility. Junior Achievement, Religion		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA		

4FIN 05.	Recognizes that spending choices differ between groups of people and settings. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand that who and where you are change spending choices. Junior Achievement		
INSTRUCTION	D, IDP, EX, GD		
ASSESSMENT	R, MC, SA, P		

PERSONAL DEVELOPMENT – EMPLOYABILITY SKILLS

4EMP 01.	Communicates and works productively with others emphasizing collaboration and cultural awareness to produce quality work. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to work with others. Core Value, Religion		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA, OB, P		

4EMP 02.	Adjusts to various roles and responsibilities and understands the need to be flexible to change. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to be flexible in my roles. Core Value		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, OB		

4EMP 03.	Practices leadership skills, and demonstrates integrity, ethical behavior, and social responsibility in all activities. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am a positive and responsible leader. Core Value, Religion		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA, ES, OB		

4EMP 04.	Demonstrates initiative, creativity, self-direction, and entrepreneurial thinking to produce successful outcomes. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to think outside the box to solve challenges. Core Value		
INSTRUCTION	D, IDR, IDP, EX, GD		
ASSESSMENT	R, MC, SA, ES, OB, P		

4EMP 05.	Demonstrates productivity and accountability by producing quality work. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to produce quality work. Core Value, Religion		
INSTRUCTION	D, IDP, EX, GD		
ASSESSMENT	R, MC, SA, ES, OB, P		

PERSONAL DEVELOPMENT – SHOWS RESPECT & CARES FOR OTHERS

4PDSR 01.	Shows respect for others. (Student Action Expectation #1)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I respect others. Core Value, Religion		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA, OB		

4PDSR 02.	Shows respect for authority. (Student Action Expectation #2)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I respect authority. Core Values, Religion		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA, OB		

4PDSR 03.	Demonstrates responsibility for his/her own actions. (Student Action Expectation #3)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am accountable for my actions. Core Value, Religion		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA, OB		

PERSONAL DEVELOPMENT – WORK AND STUDY HABITS

4PDW 01.	Listens and follows instructions. (Student Action Expectation #4)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I follow instructions. Core Value		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA, OB		

4PDW 02.	Uses time wisely. (Student Action Expectation #5)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I use time wisely. Core Value		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA, OB		

4PDW 03.	Hands in assignments on time. (Student Action Expectation #6)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I hand in completed assignments on time. Core Value		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA, OB		

4PDW 04.	Shows effort in work. (Student Action Expectation #7)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I always give my best effort. Core Value, Religion		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA, ES, EX, OB, P		

4PDW 05.	Organizes and cares for materials. (Student Action Expectation #8)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I care for materials. Core Value, Religion		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA, ES, EX, OB, P		

Types of Instruction

Direct (D) – Teacher Centered (Lecture)

Indirect (IDR) – Students Centered (Research/Tech. Projects)

Independent (IDP) – Student Self-taught (Reading)

Experiment (EX) – Experiments

Group Discussions (GD)

Types of Assessment

Rubric (R)

Multiple Choice (MC)

Short Answer (SA)

Essay (ES)

Observation (OB)

Presentation (P)

TECHNOLOGY LITERACY

4TL 01.	Uses the keyboard of a computer. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand and use a keyboard. Tech Class, Social Studies, Science, Creative Writing		
INSTRUCTION	D, IDP, GD, EX		
ASSESSMENT	R, OB, P		

4TL 02.	Uses a word processing program. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I word process. Tech Class, Social Studies, Science, Creative Writing		
INSTRUCTION	D, IDP, GD, EX		
ASSESSMENT	R, OB, P		

4TL 03.	Uses age-appropriate Internet sites. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand what appropriate web sites are. Tech Class, Religion		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, ES, OB		

4TL 04.	Understands basic computer literacy concepts. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I have basic computer literacy. Tech Class, Core Classes		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, OB, P		

4TL 05.	Uses technology resources to create original products, identify patterns and problems, make predictions, and propose solutions. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I use technology to create and predict. Tech Class, Science Fair		
INSTRUCTION	D, IDP, GD, EX		
ASSESSMENT	R, SA, OB, P		

4TL 06.	Uses technological resources to investigate given questions or problems. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I use technology to research and solve. Tech Class, Social Studies, Science, Creative Writing		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, OB, P		

4TL 07.	Utilizes digital tools and resources to investigate real-world issues, answer questions, or solve problems. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I use digital tools in problem solving. Tech Class, Social Studies, Science, Creative Writing		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA, OB, P		

4TL 08.	Uses technological resources to develop and refine questions for investigation. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I use technology to broaden my knowledge. Tech Class, Social Studies, Science, Creative Writing		
INSTRUCTION	D, IDP, IDR, EX, GD		
ASSESSMENT	R, MC, SA, ES, OB, P		

4TL 09.	Understands and practices appropriate, legal, and safe uses of technology for lifelong learning. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I use technology in a smart and responsible way. Tech Class, Religion		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, SA, OB		

4TL 10.	Understands technology hardware and software system operations and their application. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand hardware and software. Tech Class		
INSTRUCTION	D, IDP, GD		
ASSESSMENT	R, MC, SA, OB		

4TL 11.	Incorporates technology as a tool to enhance writing. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I use technology in writing. Tech Class, Social Studies, Science, Creative Writing		
INSTRUCTION	D, IDP, EX, GD		
ASSESSMENT	R, OB, P		

FINE ARTS – VISUAL ARTS

4FAV 01.	Views and understands the visual arts. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to draw animals and make their features with different lines. (Arts Attack Grade 4, Line Lesson)	I am able to draw pictures with crayons and paint over the crayons to make a snow scene. (Arts Attack Grade 4, Media Lesson)	I am able to draw a still life object using a viewfinder and color what I see using oil pastel crayons. (Arts Attack Grade 4, Composition Lesson)
INSTRUCTION	D, IDR, IDP, EX, GD	D, IDR, IDP, EX, GD	D, IDR, IDP, EX, GD
ASSESSMENT	R, OB, P	R, OB, P	R, OB, P

4FAV 02.	Develops and communicates imaginative and inventive ideas. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I created an owl using lines to show the shape, the face and pattern of feathers.	I created a picture of children throwing snowballs outside on a snowy day.	I created colorful eggs on top of grass in a basket.
INSTRUCTION	D, IDR, IDP, EX, GD	D, IDR, IDP, EX, GD	D, IDR, IDP, EX, GD
ASSESSMENT	OB, P	OB, P	OB, P

FINE ARTS – MUSIC

4FAM 01.	Sings (sings a variety of songs) and plays music (tone chimes, recorder, and/or other instruments to accompany singing). (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can sing songs and play music. Variety of tone chime and recorder songs, Songs from the "Lutheran Service Book" & "All God's People Sing," "World of Music" Grade 2 page 6-7	I can sing songs and play music. School musical, Variety of tone chime and recorder songs, Songs from the "Lutheran Service Book" & "All God's People Sing," "World of Music" Grade 2 page 38-39	I can sing songs and play music. School musical, Variety of tone chime and recorder songs, Songs from the "Lutheran Service Book" & "All God's People Sing," "World of Music" Grade 2 page 64-65
INSTRUCTION	Direct, Independent, Experiment, Group Discussion	Direct, Independent, Experiment, Group Discussion	Direct, Independent, Experiment, Group Discussion
ASSESSMENT	Observation, Multiple Choice, Presentation, Short Answer	Observation, Multiple Choice, Presentation, Short Answer	Observation, Multiple Choice, Presentation, Short Answer

4FAM 02.	Consumes, performs, or composes music. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can listen to, perform, and make music. Rhythm Test, Daily volunteers to perform	I can listen to, perform, and make music. Recorders, Daily volunteers to perform	I can listen to, perform, and make music. Recorders, Daily volunteers to perform, Musical
INSTRUCTION	Direct, Group Discussion, Experiment	Direct, Group Discussion, Experiment	Direct, Group Discussion, Experiment
ASSESSMENT	Presentation, Observation	Presentation, Observation	Presentation, Observation

4FAM 03.	Demonstrates skills, knowledge, and attitudes about music. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can show what I learn in music. Singing and playing instruments in church services	I can show what I learn in music. School musical, Singing and playing instruments in church services	I can show what I learn in music. School musical, Singing and playing instruments in church services
INSTRUCTION	Direct, Experiment, Group Discussion	Direct, Experiment, Group Discussion	Direct, Experiment, Group Discussion
ASSESSMENT	Presentation	Presentation	Presentation

4FAM 04.	Reads and writes music. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can read & write music. Daily singing, Writing own rhythm	I can read & write music. School musical, Daily singing	I can read & write music. School musical, Daily singing, Recorders
INSTRUCTION	Direct, Experiment, Group Discussion, Independent	Direct, Experiment, Group Discussion, Independent	Direct, Experiment, Group Discussion, Independent
ASSESSMENT	Presentation	Presentation	Presentation

4FAM 05.	Respects individual musical aspirations and values. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can respect my values and aspirations for music. Daily volunteers to perform	I can respect my values and aspirations for music. Daily volunteers to perform, Musical	I can respect my values and aspirations for music. Daily volunteers to perform, Musical
INSTRUCTION	Group Discussion	Group Discussion	Group Discussion
ASSESSMENT	Presentation	Presentation	Presentation