ENGLISH LANGUAGE ARTS/READING
GRADE FOUR

STANDARDS

Nevada Grades K-12 Content Standards
1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in text.
2.0 Students use reading process skills and strategies to build comprehension.
3.0 Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.
4.0 Students read to comprehend, interpret, and evaluate informational texts for specific purposes.
5.0 Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.
6.0 Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.
7.0 Students write using standard English grammar, usage, punctuation, capitalization, and spelling.
8.0 Students listen to and evaluate oral communications for content, style, speaker’s purpose, and audience appropriateness.
9.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.
10.0 Students participate in discussions to offer information, clarify ideas, and support a position.
11.0 Students formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

WORD ANALYSIS AND DECODING

PHONICS/STRUCTURAL ANALYSIS AND SPELLING

It is expected that students will:

(4)1.1 use knowledge of phonics, structural elements, and syntax to read and to determine the meaning of unfamiliar words in context [NS/PS 1.4.2]
(4)1.2 identify and use knowledge of common Greek and Latin-derived roots and affixes to determine the meaning of words in context [NS/PS 1.4.3]
(4)1.3 determine the meanings and other features of unknown words and derivations of words using dictionaries and glossaries [NS/PS 1.4.4]
(4)1.4 use knowledge of vocabulary and context clues to determine meanings of unknown words [NS/PS 1.4.5]
ENGLISH LANGUAGE ARTS/READING GRADE FOUR (continued)

a. multiple meanings
b. compound words
c. synonyms/antonyms
d. content area words

(4)1.5 use patterns to spell correctly
a. variation of long and short vowels
b. difficult consonant spellings
c. less common blends, digraphs, double consonants

(4)1.6 use structure rules to spell correctly
a. forming plurals using s, es, ies, ves
b. adding ed, ing, er, and est

(4)1.7 use spelling strategies to spell correctly

VOCABULARY

It is expected that students will:

(4) 1.8 develop vocabulary by listening to and discussing selections read aloud
(4) 1.9 develop vocabulary through meaningful experiences (e.g. wide reading, discussion of word meanings, interactive activities, examples and non-examples)

READING COMPREHENSION - PROCESS SKILLS AND STRATEGIES

It is expected that students will:

(4)2.1 identify and use pre-reading, during, and post-reading strategies to improve comprehension [NS 2.4.1]
   a. access prior knowledge
   b. make predictions
   c. preview text
   d. set a purpose
   e. make connections to personal experiences and knowledge
   f. connect, compare, and contrast the story elements in text
   g. discuss authors and illustrators

(4)2.2 respond to and generate questions
(4)2.3 locate words and/or sentences to answer questions
(4)2.4 determine importance in stories
   a. recall important details/facts of the text while reading
   b. recall sequence of events
   c. identify purpose
   d. recall the main idea of text while reading

(4)2.5 form mental pictures before, during, and after reading
(4)2.6 draw inferences using prior knowledge, textual information, and pictures
(4)2.7 retell the main idea of text (synthesize)
(4)2.8 select and use self-correcting strategies to gain meaning from text [NS 2.4.2]
   a. use phonics/structural analysis to decode words
   b. know when meaning is lost
   c. check understanding against predictions
ENGLISH LANGUAGE ARTS/READING GRADE FOUR (continued)

d. use self-questioning
e. use context clues  
f. reread  
g. read to further clarify
(4)2.9 apply skills and strategies to aid comprehension [NS/PS 2.4.3]
a. summarizing  
b. paraphrasing  
c. drawing conclusions  
d. making inferences  
e. main idea/details  
f. cause/effect  
g. problem/solution  
h. sequencing
(4)2.10 use knowledge of familiar vocabulary words to comprehend
(4)2.11 demonstrate fluency (see fluency chart, Resource Section) [NS 2.4.5; PS 2.4.A1]
a. read narrative and expository text  
b. read orally with ease and expression  
c. read with appropriate rate and accuracy  
d. adjust reading rate to suit difficulty and type of text [NS 2.4.5]
(4)2.12 use note-taking, outlining, summarizing, and other graphic organizers to organize and understand information from text [NS/PS 2.4.4]

READING COMPREHENSION - LITERATURE
It is expected that students will:
(4)3.1 use knowledge of character, setting, plot, conflict, and resolution to comprehend a variety of works [NS/PS 3.4.1]
(4)3.2 make inferences about and compare characters’ traits; make predictions about conflicts and resolutions; check text for verification [NS/PS 3.4.2]
(4)3.3 identify historical event or cultural influence as portrayed in literature [NS 3.4.3]
(4)3.4 identify themes in a variety of reading selections [NS/PS 3.4.4]
(4)3.5 locate figurative language, including simile, metaphor, and personification in text [NS/PS 3.4.5]
(4)3.6 identify the text structures of a variety of selections [NS/PS 3.4.7]
a. stories  
b. plays  
c. poetry  
d. biography  
e. tall tales  
f. folk tales  
g. fables  
h. informational articles  
i. content area texts  
j. other non-fiction selections
ENGLISH LANGUAGE ARTS/READING GRADE FOUR (continued)

(4)3.7 demonstrate an active interest in reading
   a. read silently daily
   b. select books of choice
   c. express a preference for authors and types of books

READING COMPREHENSION - INFORMATIONAL TEXTS

It is expected that students will:

(4)4.1 use information to comprehend text [NS/PS 4.4.1]
   a. titles
   b. table of contents
   c. chapter headings
   d. glossaries
   e. indexes
   f. appendixes
   g. diagrams
   h. charts
   i. maps

(4)4.2 compare main ideas and important concepts of various texts [NS/PS 4.4.2]
   a. details
   b. sequence of events
   c. cause/effect
   d. fact/opinion

(4)4.3 develop hypotheses based upon prior knowledge and information from text [NS/PS 4.4.3]

(4)4.4 draw conclusions about texts and support them with evidence from a variety of sources [NS/PS 4.4.4]

(4)4.5 identify authors' purpose(s) for writing [NS 4.4.5]

(4)4.6 read and follow multi-step directions to complete a task [NS/PS 4.4.6]

WRITING - COMPOSITION

It is expected that students will:

(4)5.1 participate in daily writing activities (e.g. journals, learning logs, reports)
(4)5.2 write informative papers with a clear focus using a variety of sources [NS/PS 5.4.1]
(4)5.3 write organized friendly letters, formal letters, thank you letters, and invitations in an appropriate format for a specific audience and purpose [NS/PS 5.4.2]
(4)5.4 write a narrative or story that moves through a logical sequence of events, provides insight into why the incident is notable, and includes details to develop the plot, characters, and setting [NS 5.4.3]
(4)5.5 write responses to literary selections using supporting details from the selection to support their response [NS/PS 5.4.4]
(4)5.6 write compositions with a main idea and supporting details [NS/PS 5.4.5]
(4)5.7 write short expository texts with supporting details [NS 5.4.6]
ENGLISH LANGUAGE ARTS/READING GRADE FOUR (continued)

(4)5.8 use expanded vocabulary in writing
   a. action verbs
   b. adjectives
   c. conjunctions
   d. figurative language
   e. transition words

WRITING - PROCESS

It is expected that students will:

(4)6.1 use the writing process
   a. prewriting
   b. drafting
   c. revising
   d. editing
   e. publishing

(4)6.2 use the analytic writing traits
   a. ideas
   b. organization
   c. voice
   d. word choice
   e. sentence fluency
   f. conventions

(4)6.3 generate ideas for writing through discussions and individual activities such as brainstorming and clustering [NS 6.4.1]

(4)6.4 organize ideas through activities that draw upon sequencing and classifying skills [NS/PS 6.4.2]
   a. listing
   b. webbing
   c. mapping

(4)6.5 write compositions of at least one paragraph with a main idea and supporting details [NS/PS 6.4.3]

(4)6.6 revise drafts to improve meaning and focus of writing by adding and deleting words, sentences, and ideas in the areas of: [NS 6.4.4]
   a. organization
   b. sentences in sequence
   c. topic sentences and supporting details
   d. word choice
   e. transition words
   f. varied sentence beginnings
   g. concluding sentences

(4)6.7 edit for use of standard English [NS 6.4.5]

(4)6.8 produce writing with a voice that shows awareness of an intended audience and purpose [NS 6.4.6]

(4)6.9 share drafts with others and consider making revisions based upon written responses [NS 6.4.7]
WRITING - MECHANICS

It is expected that students will:

(4) 7.1 identify and correctly use grammar in writing simple, compound, and complex sentences [NS/PS 7.4.1]
   a. pronoun antecedents
   b. subject/verb agreement
   c. verb tenses
   d. pronoun case
   e. comparative/superlative adjectives

(4) 7.2 write compound and complex sentences [NS/PS 7.4.2]

(4) 7.3 use correct punctuation [PS 7.4.A2]
   a. commas in date
   b. commas between city and state
   c. commas to separate words in a series
   d. commas to set off name in direct address
   e. commas to set off a "yes" or "no" answer to a question
   f. commas and quotation marks in direct quotations
   g. periods in abbreviations
   h. periods in initials
   i. salutation and close in letters
   j. apostrophe in contractions and possessives
   k. colon between hours and minutes
   l. comma, when needed, in compound sentences

(4) 7.4 use irregular and plural possessives [NS/PS 7.4.3]

(4) 7.5 use rules of capitalization [NS/PS 7.4.4]
   a. beginning of sentence
   b. proper nouns
   c. titles (books, people)
   d. main and subtopics in an outline

(4) 7.6 use correct spelling of frequently used words applying various spelling strategies and high frequency spelling rules [NS/PS 7.4.5]

(4) 7.7 create readable and legible compositions [NS 7.4.6]
   a. form cursive letters correctly
   b. adhere to margins
   c. use correct spacing between letters in a word and words in a sentence

LISTENING

It is expected that students will:

(4) 8.1 interpret speakers’ verbal and non-verbal messages and distinguish fact from opinion [NS/PS 8.4.1]

(4) 8.2 listen to identify how speaking techniques are used to convey a message [NS 8.4.2]

(4) 8.3 recognize that language and dialect usage vary in different contexts, regions, and cultures [NS 8.4.3]

(4) 8.4 follow oral directions to complete a complex task [NS/PS 8.4.4]
ENGLISH LANGUAGE ARTS/READING GRADE FOUR (continued)

SPEAKING

*It is expected that students will:*

(4)9.1 select and use varied vocabulary and apply standard English to communicate ideas
   [NS 9.4.1]
(4)9.2 select and use appropriate public speaking techniques [NS 9.4.2]
   a. rate
   b. pace
   c. enunciation
   d. expression
   e. volume
   f. clarity
   g. eye contact
(4)9.3 give organized presentations that demonstrate a clear viewpoint [NS/PS 9.4.3]
(4)9.4 read aloud and recite literary, dramatic, and original works [NS 9.4.4]
(4)9.5 give clear and concise directions to complete a task [NS/PS 9.4.5]

DISCUSSION

*It is expected that students will:*

(4)10.1 contribute to and listen attentively in conversations and group discussions
   [NS 10.4.1]
(4)10.2 ask and answer questions with relevant details to clarify ideas [NS/PS 10.4.2]
(4)10.3 share ideas, opinions, and information clearly and effectively [NS 10.4.3]
(4)10.4 identify and express opinions and state facts [NS/PS 10.4.4]

RESEARCH AND STUDY SKILLS

*It is expected that students will:*

(4)11.1 formulate research questions and establish a focus and purpose for inquiry
   [NS 11.4.1]
(4)11.2 use a variety of library resources, media, and technology to find information on a topic
   [NS 11.4.2]
(4)11.3 give credit for others’ ideas, images, and information by listing sources used in research
   [NS 11.4.3]
(4)11.4 organize and record information from print and non-print resources using [NS/PS 11.4.4]
   a. note-taking
   b. graphic organizers
   c. outlining
   d. paraphrasing
(4)11.5 present research findings for different purposes and audiences using various media
   [NS 11.4.5]
(4)11.6 use test-taking strategies
   a. complete objective tests within set time limit
   b. reread to verify answers to multiple choice questions
   c. skim and scan to locate answers to questions
FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOLS (FLES)
“ESPAÑOL PARA TI” VIDEO/DVD PROGRAM
GRADE FOUR

GOALS

The goals of the fourth grade “Español para ti” Video/DVD Program are to continue the development of listening and speaking skills, enabling children to communicate more freely, and to begin the process of reading in Spanish. Culture is an integral part of the program.

The fourth grade program is based on the principles of spiral learning which states that language acquisition takes place over time when there is ample opportunity for review and practice, and that mastery of concepts requires constant repetition. Therefore, fourth grade lessons will revisit much of the curriculum taught in first, second, and third grades and present new vocabulary, structures, and cultural concepts.

When listening, the children will augment basic vocabulary, structures, and expressions essential for everyday communication. When speaking, the children will respond to more questions, statements, and commands using words, phrases, songs, and sentences. In literacy, students will review the Spanish alphabet and read words, sentences, and stories in Spanish. Also, they begin to write familiar words. For the study of culture the students will consider the spread of Spanish from Spain to the New World and the adoption of Hispanic names for cities in our country, while they continue to explore Hispanic customs. The FLES Video/DVD Guide provides a complete overview of the fourth grade Spanish curriculum which includes: listening, speaking, and cultural objectives for every lesson; accompanying reinforcement activities; and music activities. All activities are designed to be interactive and to accommodate various learning styles.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

TARGET VOCABULARY

- 10 school subjects
- 13 adjectives
- 6 places in the city
- 5 words related to the restaurant
- Numbers 100-1000
- 8 musical instruments
- 8 words for buildings
- 10 zoo animals
- 8 prepositions

STRUCTURES

- Answer “¿Qué haces tú en (la clase de) ____? (What do you do in ____ class?)
- Answer “¿Cómo es ____?” (What is ____ like?)
- Answer “¿En qué edificio vives tú?” (In what building do you live?)
FLES GRADE FOUR (continued)

- Answer “¿Adónde vas tú?” (Where are you going?)
- Answer “¿Dónde estás tú?” (Where are you?)
- Answer “Qué quieres ser?” (What do you want to be?)
- Express “Quiero tocar ____.” (I want to play ____.)
- Express “Hay/No hay ____.” (There is/There is not ____.)

LITERACY

- Write familiar words
- Read illustrated stories
HEALTH
GRADE FOUR

STANDARDS

Nevada Grades K-12 Content Standards

1.0 Students will comprehend concepts related to health promotion/disease prevention.
2.0 Students will demonstrate the ability to access valid health information and health-promoting products and services.
3.0 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4.0 Students will analyze the influence of culture, media, technology, and other factors on health.
5.0 Students will demonstrate the ability to use interpersonal communication skills to enhance health.
6.0 Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
7.0 Students will demonstrate the ability to advocate for personal, family, and community health.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

PERSONAL HEALTH AND FITNESS

It is expected that students will:

(4)1.1 describe the components of physical fitness and benefits to personal health [NS 1.5.1]
(4)1.2 define conflict; describe and practice constructive styles of conflict resolution
(4)1.3 discuss healthy ways of expressing emotions (e.g., anger, happiness, fear)
(4)1.4 use collaborative decision-making process to solve problems
(4)1.5 identify qualities and characteristics of a healthy friendship
(4)1.6 set an individual health goal and identify steps necessary to achieve it [NS 6.5.1B]

GROWTH AND DEVELOPMENT

It is expected that students will:

(4)2.1 identify and describe the body systems used during exercise [NS 1.3.2]
(4)2.2 describe the immune system
(4)2.3 list the effects exercise has on the body systems

NUTRITION

It is expected that students will:

(4)3.1 plan healthy meals and snacks, including the importance of serving size [NS 1.3.2]
HEALTH GRADE FOUR (continued)

(4)3.2 use basic nutritional information found on food labels for making food choices
(4)3.3 explain the importance of water in relation to diet and physical activity

SUBSTANCE ABUSE PREVENTION

It is expected that students will:

(4)4.1 identify drug categories and discuss the laws regarding their use (e.g., tobacco, alcohol, and marijuana)
(4)4.2 describe and practice drug refusal skills
(4)4.3 describe persuasive techniques used in advertising
(4)4.4 identify positive alternatives to substance abuse

SAFETY

It is expected that students will:

(4)5.1 identify procedures for obtaining help in an emergency [NS 1.5.5]
(4)5.2 describe safety precautions and traffic safety rules (e.g., pedestrians, skates, scooters, roller blades, ATVs, bicycles, and skateboards) [NS 1.5.5]
(4)5.3 identify and describe safety measures at home, at school, in the neighborhood, and when riding on a bus or in a car
(4)5.4 describe causes of accidents and sports injuries and how to avoid them
(4)5.5 describe appropriate safety equipment, rules, and behavior for sports/recreational activities
(4)5.6 discuss appropriate assertive and tactful refusal skills when confronted with a dangerous situation
(4)5.7 list and explain the importance of following safety rules and guidelines

DISEASE PREVENTION

It is expected that students will:

(4)6.1 discuss preventive health care strategies and disease prevention, including HIV/AIDS
(4)6.2 describe how decisions regarding health behaviors can prevent disease and promote fitness
(4)6.3 describe positive and negative effects of stress and demonstrate relaxation strategies
(4)6.4 describe ways technology can influence health care

COMMUNITY/CONSUMER HEALTH

It is expected that students will:

(4)7.1 identify variety of school and community health care programs and services [NS 1.5.7]
(4)7.2 describe the responsibilities of health-care professionals and when to seek assistance
(4)7.3 describe various persuasive techniques used in advertising which influence food choices
(4)7.4 describe methods to help others make healthy choices
(4)7.5 discuss the role of personal hygiene practices in community and social relationships
ENVIRONMENTAL HEALTH

*It is expected that students will:*

(4)8.1 identify and describe conditions influenced by environmental factors (e.g., second-hand smoke, occupational hazards, pesticides)
STATE OF NEVADA INFORMATION LITERACY STANDARDS

1.0 The student who is information literate accesses information efficiently and effectively.
2.0 The student who is information literate evaluates information critically and competently.
3.0 The student who is information literate uses information accurately and creatively.
4.0 The student who is an independent learner is information literate and pursues information relating to personal interest.
5.0 The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.
6.0 The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.
7.0 The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.
8.0 The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.
9.0 The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

INFORMATION ACCESS

It is expected that students will:

(4)1.1 when faced with complex information problems or questions, determine whether additional information (beyond one's own knowledge) is needed to resolve the problem or question [NS 1.A.2]; [ELA/PS 1.4.4, 1.4.5, 10.4.2]
   a. utilize the library catalog, on-line sources, and CD ROMs to find appropriate resources by conducting an author search
   b. utilize the library catalog, on-line sources, and CD ROMs to find appropriate resources by conducting a title search
   c. utilize the library catalog, on-line sources, and CD ROMs to find appropriate resources by conducting a subject search
   d. utilize the library catalog, on-line sources, and CD ROMs to find appropriate resources by conducting a keyword search

(4)1.2 judge the accuracy and completeness of information obtained for decision-making [NS 1.B.3]; [ELA/PS 2.4.3, 4.4.4]
LIBRARY GRADE FOUR (continued)

(4)1.3 add and delete both broad and specific questions as information needs change [NS 1.C.1]; [ELA/PS 10.4.2]

(4)1.4 brainstorm a range of sources of information, in a variety of formats, that will meet an information need [NS 1.D.3]; [ELA/PS 11.4.4]

(4)1.5 formulate and apply a plan to access needed information for a range of needs and situations [NS 1.E.3]; [ELA/PS 8.4.4]

INFORMATION EVALUATION

It is expected that students will:

(4)2.1 compare and contrast sources related to a topic to determine which are more accurate, relevant, and comprehensive [NS 2.A.2]; [ELA/PS 4.4.2, 4.4.3]

(4)2.2 identify fact, point-of-view, and opinion in an information source [NS 2.B.1]; [ELA/PS 8.4.1, 10.4.4]

(4)2.3 judge the degree of inaccuracy, bias, or misleading information in information products [NS 2.C.3]; [ELA/PS 2.4.4]

(4)2.4 analyze information from a variety of sources to determine its applicability to a specific information problem or question [NS 2.D.2]; [ELA/PS 4.4.4]
  a. identify, interpret and analyze the qualities of well-written literature including fiction and non-fiction
  b. evaluate the works of several award-winning authors

INFORMATION USE

It is expected that students will:

(4)3.1 organize an information product according to the information problem or question at hand [NS 3.A.2]; [ELA/PS 2.4.4, 4.4.1, 4.4.6]

(4)3.2 draw conclusions by combining what is already known about a topic with new information from a variety of sources [NS 3.B.2; NS 3.B.3]; [ELA/PS 2.4.3]

(4)3.3 apply a variety of approaches to use information to resolve an information problem or question [NS 3.C.2]; [ELA/PS 11.4.4]

(4)3.4 choose the most appropriate format for presenting information [NS 3.D.2]; [ELA/PS 5.4.1, 9.4.3, 11.4.4]
  a. retell stories with supporting details in sequential order
  b. give a personal reaction to a story in oral, written, or multi-media format

INFORMATION PURSUIT

It is expected that students will:

(4)4.1 explore a range of sources to find information on aspects of personal interest or well-being [NS 4.A.3]; [ELA/PS 3.4.4, 10.4.4]

(4)4.2 discuss and evaluate information products and solutions relating to topics of personal interest [NS 4.B.2]; [ELA/PS 9.4.3, 10.4.2]
LITERATURE APPRECIATION

It is expected that students will:

(4)5.1 choose fiction and other kinds of literature to read and evaluate [NS 5.A.2]; [ELA/PS 3.4.1, 3.4.2, 3.4.3, 3.4.7]
   a. recognize and read a variety of literature from various cultures
   b. compare the works of several award-winning authors and illustrators, including Caldecott, Newbery, NYRA, and other award-winning books

(4)5.2 analyze and explain information presented creatively in various formats [NS 5.B.2]; [ELA/PS 2.4.3, 3.4.2, 3.4.3, 3.4.7, 8.4.1, 10.4.2]

(4)5.3 express information and ideas creatively in unique products that combine several formats [NS 5.C.3]; [ELA/PS 5.4.4, 6.4.3, 9.4.3]

INFORMATION SEEKING

It is expected that students will:

(4)6.1 assess each step of the information–seeking process at each stage as it occurs, and experiment with alternative processes and products [NS 6.A.3]; [ELA/PS 8.4.4, 10.4.2]

(4)6.2 with teacher’s assistance, select and apply appropriate strategies for revising, improving, and updating work [NS 6.B.2]; [ELA/PS 4.4.6, 6.4.2, 11.4.4]

INFORMATION LITERACY

It is expected that students will:

(4)7.1 use a variety of sources of information with diverse perspectives to resolve an information problem or question [NS 7.A.2]; [ELA/PS 10.4.2, 11.4.4]
   a. recognize multicultural books that reflect the heritage of groups within the United States
   b. recognize multicultural books that reflect the traditions of groups within the United States

(4)7.2 explain why it’s important for all classmates to have access to information, to information sources, and information technology [NS 7.B.1]; [ELA/PS 9.4.5, 10.4.2]

ETHICAL BEHAVIOR REGARDING INFORMATION AND INFORMATION TECHNOLOGY

It is expected that students will:

(4)8.1 analyze a situation (e.g. a challenge to a book or video in the library media center) in terms of its relationship to intellectual freedom [NS 8.A.2b]; [ELA/PS 10.4.2]

(4)8.2 avoid plagiarism and, given a format, cite sources properly [NS 8.B.3]; [ELA/PS 11.4.4]
   a. record resources used to prepare a bibliography
   b. apply critical thinking strategies to evaluate information obtained

(4)8.3 locate appropriate information efficiently with the school’s computing and communications hardware, software, and networks [NS 8.C.2]; [ELA/PS 4.4.6, 11.4.4]
GROUP PARTICIPATION

It is expected that students will:

(4)9.1 use information sources, to select and evaluate information and ideas that will contribute directly to the success of group projects [NS 9.A.2]; [ELA/PS 8.4.1, 10.4.2]

(4)9.2 help to organize and integrate the contributions of all the members of the group into information products [NS 9.B.3]; [ELA/PS 2.4.3, 10.4.4, 11.4.4]

(4)9.3 devise solutions to information problems while participating actively in discussions with others, in person and remotely through technologies with teacher’s assistance [NS 9.C.3]; [ELA/PS 9.4.3, 10.4.2]

(4)9.4 create and evaluate complex information products that integrate information in a variety of formats, with teacher’s assistance, while working with others, in person and remotely through technologies [NS 9.D.1]; [ELA/PS 9.4.3, 10.4.4]
MATHEMATICS
GRADE FOUR

STANDARDS

Nevada Grades K-12 Content Standards

1.0 To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions.

2.0 To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations.

3.0 To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements.

4.0 To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will identify, represent, verify, and apply spatial relationships and geometric properties.

5.0 To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections.

Nevada Grades K-12 Process Standards

6.0 Students will develop their ability to solve problems by engaging in developmentally appropriate problem solving opportunities in which there is a need to use various approaches to investigate and understand mathematical concepts in order to: formulate their own problems; find solutions to problems from everyday situations; develop and apply strategies to solve a wide variety of problems; and integrate mathematical reasoning, communication, and connections.

7.0 Students will develop their ability to communicate mathematically by solving problems in which there is a need to obtain information from the real world through reading, listening, and observing in order to: translate this information into a mathematical language and symbols; process this information mathematically; and present results in written, oral, and visual formats.

8.0 Students will develop their ability to reason mathematically by solving problems in which there is a need to investigate significant mathematical ideas and construct their own learning in all content areas in order to justify their thinking; reinforce and extend their logical reasoning abilities; reflect on and clarify their own thinking; and ask questions to extend their thinking.
9.0 Students will develop the ability to make **mathematical connections** by solving problems in which there is a need to view mathematics as an integrated whole, identifying relationships between content strands, and integrating mathematics with other disciplines, allowing the flexibility to approach problems in a variety of ways within and beyond the field of mathematics.

**ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES**

**NUMBERS, NUMBER SENSE, AND COMPUTATION**

*It is expected that students will:*

1. **1.1** read, write, order, and compare whole numbers from 0-999,999 [NS/PS 1.4.6]
2. **1.2** explain relative size (magnitude) of numbers using powers of ten (hundreds and thousands) as benchmarks
3. **1.3** use estimation when rounding numbers to the nearest tens, hundreds, or thousands to determine the reasonableness of answers [NS/PS 1.4.7]
4. **1.4** identify and use place value positions of whole numbers up to 100,000 [NS/PS 1.4.8]
5. **1.5** use subtraction to model and explain division [NS/PS 1.4.5]
6. **1.6** describe the relationships of operations (addition, subtraction, multiplication, and division)
7. **1.7** describe and use the processes and properties of addition, subtraction, multiplication, and division, including correct notations and related words
8. **1.8** use concepts of multiples, factors, and divisors
9. **1.9** read and write symbols for proper and improper fractions and mixed numbers
10. **1.10** read and write symbols for decimals, extending to the thousandths place
11. **1.11** compare fractions and/or decimals, and describe as nearer one whole number than another
12. **1.12** describe the need for fractions and their relationship to whole numbers
13. **1.13** describe the relationship of fractions to decimals
14. **1.14** identify and compare fractions with like denominators, using numbers, models and drawings [NS/PS 1.4.9]
15. **1.15** compare fractions with like denominators, without models
16. **1.16** immediately recall and use basic facts of multiplication and division through the 12s [NS/PS 1.4.1]
17. **1.17** describe and use algorithms for addition, subtraction, multiplication, and division
18. **1.18** add and subtract multi-digit numbers, with and without regrouping
19. **1.19** multiply by multiples of ten or a hundred
20. **1.20** multiply multi-digit numbers by one-digit numbers, with regrouping [NS/PS 1.4.5]
21. **1.21** multiply a two- or three-digit number by a two-digit number, with and without regrouping
22. **1.22** divide multiples of ten or one hundred by multiples of ten
(4)1.23 divide a two- or three-digit number by a one-digit number, with or without a remainder [NS/PS 1.4.5]

(4)1.24 rename fractions and identify simplest form

(4)1.25 rename fractions as decimals and vice versa (e.g., 1/4 = .25, 1/2 = .50)

(4)1.26 add and subtract fractions and mixed numbers with like denominators

(4)1.27 add and subtract decimals

(4)1.28 multiply and divide money amounts by a one-digit whole number producing a solution with no remainder [NS/PS 1.4.4]

(4)1.29 generate and solve two-step multiplication and division problems based on practical situations, using pencil and paper, mental computation, and estimation [NS/PS 1.4.3]

(4)1.30 use estimation and mental computation in appropriate situations to solve problems

(4)1.31 use a variety of appropriate strategies to estimate, compute, and solve mathematical and real-world problems

PATTERNS, FUNCTIONS, AND ALGEBRA

It is expected that students will:

(4)2.1 classify, compare, and contrast shapes, numbers, and data

(4)2.2 analyze, describe, create, and extend patterns using numbers, appropriate tables, and calculators

(4)2.3 identify, describe, represent, and explain numeric and geometric patterns and relationships including those formed by multiples, factors, and powers of 10, using paper and pencil [NS/PS 2.4.1]

(4)2.4 complete open number sentences using correct numerals or operation symbols [NS/PS 2.3.4]

(4)2.5 find solutions to open sentences (given equalities) from a given replacement set (e.g., find the solution to 3 x 7 = ____, given the replacement set {19, 20, 21}) [NS/PS 2.4.3]

(4)2.6 use variable expressions (open sentences) to model situations [NS/PS 2.5.4]

MEASUREMENT

It is expected that students will:

(4)3.1 estimate and measure length (including perimeter), capacity, weight/mass, volume, and area using standard measuring devices (English and metric)

(4)3.2 measure and compare length in inches, feet, yards, and miles to the nearest fractional part (1/4, 1/2); convert within this system of measurement [NS/PS 3.4.2]

(4)3.3 measure and compare lengths in metric units (millimeter, centimeter, meter, kilometer); convert within metric system of measurement [NS/PS 3.4.2]

(4)3.4 determine totals for monetary amounts in problem-solving situations [NS/PS 3.4.4]

(4)3.5 describe and determine the perimeter and area of polygons [NS/PS 3.4.3]

(4)3.6 describe and determine the perimeter and area of rectangles (including squares) [NS/PS 3.4.3]

(4)3.7 communicate the difference between perimeter and area [NS/PS 3.4.3]
MATHEMATICS GRADE FOUR (continued)

SPATIAL SENSE AND GEOMETRY

It is expected that students will:

(4)4.1 identify parts of a solid figure (base, face, edge, vertex)
(4)4.2 identify, describe, and classify two- and three-dimensional figures by relevant properties including the number of vertices and edges, and the number and shapes of faces using models  [NS/PS 4.4.4]
(4)4.3 identify, describe, and draw basic plane figures (points, lines, line segments, rays, and angles)  [NS/PS 4.4.6]
(4)4.4 identify, describe, compare, and draw intersecting and parallel lines  [NS/PS 4.4.6]
(4)4.5 identify, draw, and classify angles (acute, right, obtuse) according to their measurements  [NS/PS 4.4.1]
(4)4.6 predict, verify, and describe results of combining, subdividing, and changing shapes
(4)4.7 use motion geometry including flips, turns, and slides to examine the concepts of symmetry, similarity, and congruence  [NS/PS 4.4.2]
(4)4.8 determine lines of symmetry and recognize rotational symmetry
(4)4.9 describe geometric patterns and relationships [NS/PS 4.5.1]

DATA ANALYSIS

It is expected that students will:

(4)5.1 collect, organize, display, describe, and interpret simple data using number lines, pictographs, bar graphs, and frequency tables  [NS/PS 5.4.1]
(4)5.2 read, interpret, and discuss charts, tables, and graphs from books, newspapers, and magazines
(4)5.3 conduct simple probability experiments using concrete materials and represent the results using fractions  [NS/PS 5.4.2]
(4)5.4 use simple probability experiments to predict outcomes such as impossible, very unlikely, equally likely, very likely, certain, best chance, equal chance
(4)5.5 solve problems and make predictions based on collected data
(4)5.6 understand and apply measures of central tendency and variability [NS 5.5.4]

PROBLEM SOLVING

It is expected that students will:

(4)6.1 select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts [NS/PS 6.1]
(4)6.2 apply previous experience and knowledge to new problem-solving situations [NS/PS 6.2]
(4)6.3 verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation  [NS/PS 6.5]
(4)6.4 try more than one strategy when the first strategy proves to be unproductive  [NS 6.6]
MATHEMATICS GRADE FOUR (continued)

(4)6.5 generalize solutions and strategies from earlier problems to new problem situations [NS 6.9]
(4)6.6 interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, selecting and justifying efficient methods and/or strategies, and ensuring the answer is reasonable [NS/PS 6.10]
(4)6.7 use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration) [NS 6.12]

MATHEMATICAL COMMUNICATION

It is expected that students will:
(4)7.1 discuss and exchange ideas about mathematics as a part of learning [NS 7.1]
(4)7.2 use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems [NS 7.2]
(4)7.3 identify and translate key words and phrases that imply mathematical operations [NS/PS 7.5]
(4)7.4 use physical materials, diagrams, and tables to represent and then communicate mathematical ideas through oral, verbal, and written formats [NS/PS 7.8]
(4)7.5 explain and justify thinking about mathematical ideas and solutions [NS 7.12]
(4)7.6 make conjectures and present arguments in discussions of mathematical ideas [NS 7.11]
(4)7.7 use everyday language to explain thinking about strategies and solutions to mathematical problems [NS 7.15]
(4)7.8 express mathematical ideas and use them to define, compare, and solve problems orally and in writing [NS 7.16]
(4)7.9 use mathematical notation to communicate and explain mathematical situations [NS 7.17]

MATHEMATICAL REASONING

It is expected that students will:
(4)8.1 justify and explain the solutions to problems using manipulatives and physical models [NS 8.1]
(4)8.2 use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems [NS/PS 8.4]
(4)8.3 follow a logical argument and judge its validity [NS 8.5]
(4)8.4 apply deductive and inductive reasoning in mathematical situations to extend logical reasoning [NS/PS 8.6]
(4)8.5 ask questions to reflect on, clarify, and extend thinking [NS 8.8]
(4)8.6 review and refine the assumptions and steps used to derive conclusions in mathematical arguments [NS 8.9]
(4)8.7 determine relevant, irrelevant, and/or sufficient information to solve mathematical problems [NS/PS 8.11]
MATHEMATICAL CONNECTIONS

It is expected that students will:

(4)9.1 link new concepts to prior knowledge [NS 9.1]
(4)9.2 use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics [NS 9.2]
(4)9.3 use models to explain the relationship of concepts to procedures [NS/PS 9.3]
(4)9.4 identify practical applications of mathematical principles that can be applied to other disciplines [NS 9.5]
(4)9.5 apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science) [NS 9.7]
(4)9.6 identify, explain, and use mathematics in everyday life [NS 9.8]
STANDARDS

Nevada Grades K-12 Content Standards

1.0 Students sing alone and with others a varied repertoire of music.
2.0 Students perform alone and with others a varied repertoire of music on instruments.
3.0 Students improvise melodies, variations, and accompaniments.
4.0 Students compose and arrange music within specified guidelines.
5.0 Students read and notate music.
6.0 Students listen to, analyze, and describe music.
7.0 Students evaluate music and music performances.
8.0 Students demonstrate relationships among music, the other arts, and disciplines outside the arts.
9.0 Students demonstrate knowledge of the historical periods and cultural diversity of music.
10.0 Students demonstrate an understanding of movement through skills, techniques, choreography, and as a form of communication.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

RHYTHM

It is expected that students will:

(4)1.1 demonstrate the pulse/beat of duple and triple meter [NS 6.5.1, NS 10.5.1]
(4)1.2 demonstrate patterns using rhythmic values in duple and triple meter (♩,♩♩,♩♩♩,♩♩♩) [NS 3.5.1, NS 5.5.1, NS 5.5.5, NS 6.5.1, NS 7.5.1]
(4)1.3 demonstrate organized dance vocabulary and perform simple organized dances [NS 10.5.1]

MELODY

It is expected that students will:

(4)2.1 sing a simple melody with accurate pitch and good vocal tone production [NS 1.5.1, NS 7.5.2]
(4)2.2 demonstrate melodic patterns with hand signals and syllables (Sol-Mi-La-Do-Re-Do'-Fa-Ti-Sol1-La1) [NS 1.5.1, NS 3.5.1, NS 5.5.2, NS 5.5.5, NS 6.5.1, NS 7.5.1]
(4)2.3 demonstrate a variety of repertoire songs in cultural/historical context including singing games, cumulative, patriotic, seasonal, multicultural, and folk songs [NS 1.5.4, NS 9.5.1]
(4)2.4 demonstrate the relationship between the size of the sound source/instrument and its pitch
(4)2.7 demonstrate melodic contour
MUSIC GRADE FOUR (continued)

(4)2.8 demonstrate skips/steps/repeats [NS 5.5.2, NS 5.5.5, NS 6.5.1]
(4)2.9 demonstrate scale patterns
(4)2.10 identify the musical alphabet and its placement on the treble clef [NS 5.5.2]
(4)2.11 demonstrate correct fingering and proper tone production of B-A-G-E-D-C'-D'-optional F on the soprano recorder including the hand staff and treble clef notation [NS 2.5.1, NS 3.5.1, NS 4.5.2, NS 5.5.2, NS 7.5.1]

HARMONY

It is expected that students will:

(4)3.1 demonstrate tonality differences including major/minor and chord changes [NS 6.5.1]
(4)3.2 demonstrate ostinati patterns [NS 1.5.3, NS 5.5.5, NS 6.5.1]
(4)3.3 demonstrate two- and three-part rounds [NS 1.5.3, NS 5.5.4]
(4)3.4 demonstrate a rhythmic score with multiple parts [NS 5.5.1]
(4)3.5 demonstrate correct mallet technique [NS 2.5.1]
(4)3.6 demonstrate the simple chord bordun [NS 2.5.4]
(4)3.7 demonstrate the broken bordun [NS 2.5.4]
(4)3.8 demonstrate the crossover bordun [NS 2.5.4]
(4)3.9 demonstrate the level bordun [NS 2.5.4]
(4)3.10 demonstrate the moving bordun [NS 2.5.4]
(4)3.11 demonstrate the tonic accompaniment [NS 2.5.4]

FORM

It is expected that students will:

(4)4.2 demonstrate AB and ABA form [NS 3.5.3, NS 6.5.1, NS 10.5.1]
(4)4.3 demonstrate introduction and coda [NS 3.5.3, NS 6.5.1]
(4)4.4 demonstrate rondo form [NS 3.5.3, NS 6.5.1]
(4)4.5 demonstrate the interlude [NS 6.5.1]
(4)4.6 demonstrate AABA form [NS 3.5.3, NS 6.5.1]

EXPRESSIVE QUALITIES

It is expected that students will:

(4)5.1 explore the space using creative movement [NS 7.5.2, NS 10.5.1]
(4)5.2 demonstrate contrasts in tempo [NS 5.5.3, NS 6.5.1, NS 10.5.4]
(4)5.3 demonstrate contrasts in dynamics [NS 5.5.3, NS 6.5.1, NS 7.5.2]
(4)5.4 demonstrate contrasts in timbre [NS 4.5.3, NS 6.5.1]
(4)5.5 explore the music of many cultures including style, instruments, and traditions [NS 1.5.4, NS 2.5.4, NS 4.5.3, NS 6.5.1, NS 7.5.2, NS 9.5.1, NS 10.5.1]
(4)5.6 demonstrate unpitched percussion technique [NS 4.5.3]
(4)5.7 demonstrate the following symbols: pianissimo, fortissimo, crescendo, decrescendo, tie, and first and second endings [NS 5.5.3]
(4)5.8 identify the orchestral percussion, recorder, and woodwind families [NS 6.5.1, NS 7.5.2, NS 9.5.1]
(4)5.9 create movement and music to interpret stories, rhymes, and poetry [NS 4.5.1, NS 7.5.2, NS 9.5.1, NS 10.5.1]
(4)5.10 describe uses of music and dance in daily life [NS 9.5.2, NS 10.5.1]
PHYSICAL EDUCATION
GRADE FOUR

STANDARDS

Nevada Grades K-12 Content Standards
1.0 Students understand and apply movement concepts and principles to the learning and development of motor skills.
2.0 Students demonstrate competency in many movement forms and proficiency in a few movement forms.
3.0 Students demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.
4.0 Students achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.
5.0 Students demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

OBJECT MOVEMENT SKILLS

It is expected that students will:

(4)1.1 identify and apply intermediate concepts/elements of manipulative skills [NS 1.5.2 A]
(4)1.2 perform combinations of manipulative skills in a dynamic environment (e.g. dribble and pass with a moving partner) [NS 2.5.2]
  a. throw a ball with two hands simultaneously with force and accuracy (e.g., chest pass)
  b. throw an object with one hand, underhand, with appropriate arc and accuracy
  c. throw an object with one hand, overhand, with appropriate arc and accuracy
  d. move to catch an object
  e. dribble a ball with either hand while moving through space
  f. strike a moving ball into a designated area using both underhand and overhand techniques
  g. strike a moving object with an implement (e.g., paddle, racquet, bat)
  h. kick and pass a ball with appropriate force and accuracy
  i. dribble a ball with the feet around various obstacles
  j. continuously jump a rope turned by others
  k. continuously turn and jump an individual rope
(4)1.3 create simple games using various object movement combinations (e.g. dribble and pass a soccer ball, catch and throw a Frisbee) [NS 2.3.2 A]
(4)1.4 participate in activities from diverse cultural and ethnic origins, identifying differences and similarities between activities and cultures [NS 5.5.4]
(4)1.5 utilize a language vocabulary for object movement activities [NS 1.5.1]
LOCOMOTOR AND NONLOCOMOTOR MOVEMENT SKILLS

It is expected that students will:

(4)2.1 identify and apply intermediate concepts/elements of locomotor and nonlocomotor skills [NS 1.5.2 A]
(4)2.2 identify and perform locomotor movements during physical activities [NS 2.5.1]
(4)2.3 identify and perform nonlocomotor movements during physical activities [NS 2.5.1]
(4)2.4 move safely and with control through the general space (e.g. offense/defense) [NS 1.5.2 B]
(4)2.6 demonstrate an understanding of directions through movement: right/left, clockwise/counterclockwise
(4)2.7 demonstrate partial support balances with a partner
(4)2.8 demonstrate transfer of weight movements with variations in speed, level, and force
(4)2.9 create sequences, alone or with a group, that combine weight transfer movements and balances [NS 2.5.3]
(4)2.10 utilize a language vocabulary for locomotor and nonlocomotor movement activities [NS 1.3.1]

EXPRESSIVE MOVEMENT AND DANCE

It is expected that students will:

(4)3.1 identify and apply intermediate concepts/elements of expressive movement skills [NS 1.5.2 A]
(4)3.2 explore space as an element of movement in relation to a group (e.g., copy, lead, follow, mirror) [NS 3.5.2 B]
(4)3.3 explore force as an element of movement with a group (e.g., percussive/sustained) [NS 3.5.1 B]
(4)3.4 explore time as an element of movement with a group
(4)3.5 identify and/or interpret relationships/emotions/themes expressed through movement [NS 3.5.3 B]
(4)3.6 create and perform movement sequences, with a beginning, middle, and end, with a group
   a. demonstrate shapes, levels, and pathways [NS 3.5.1 A]
   b. perform with and without rhythmic accompaniment [NS 3.5.2 A]
   c. vary the sequence with changes in time, space, and/or qualities of movement [NS 3.5.2 C]
   d. express an idea or concept [NS 3.5.3 A]
(4)3.7 perform various movement patterns to a steady beat, including changes in tempo [NS 3.5.4 B]
(4)3.8 move through space using a prop to a steady beat [NS 3.5.4 A]
(4)3.9 create movement sequences to a steady beat [NS 3.5.4 A]
(4)3.10 perform organized dances including folk dances from diverse cultural and ethnic origins, identifying the cultural and historical context [NS 3.5.5]
(4)3.11 utilize a language vocabulary for expressive movement
PHYSICAL EDUCATION GRADE FOUR (continued)

PHYSICAL FITNESS

It is expected that students will:

(4)4.1 utilize proper warm-up, conditioning, and cool-down techniques [NS 4.5.4]
(4)4.2 participate in a variety of activities that develop the physical fitness components: aerobic endurance (at target heart rate), flexibility, muscular endurance, muscular strength [NS 4.5.2]
(4)4.3 identify the components of physical fitness in various activities [NS 4.5.3]
(4)4.4 explain the physiological factors affecting individual differences in physical fitness levels, (e.g., nutrition) [NS 1.5.4]
(4)4.5 identify the health-related implications of each physical fitness component
(4)4.6 use technology and/or appropriate tools to measure, assess and record personal fitness levels for goal-setting purposes [NS 4.5.1]
(4)4.7 utilize a language vocabulary for physical fitness

RESPONSIBILITY AND COOPERATION

It is expected that students will:

(4)5.1 apply activity-specific rules, procedures, safety principles, and etiquette [NS 5.5.1]
(4)5.3 demonstrate respect, teamwork, and sportsmanship regardless of differences [NS 5.5.3]
(4)5.4 work independently and on task for extended periods of time
(4)5.5 work cooperatively and productively within a small group, demonstrating positive responses to challenges, successes, and failures [NS 5.5.2]
(4)5.6 assess performances of self and others in simple movement skills for the purpose of performance improvement [NS 1.3.3]
STANDARDS

Nevada Grades K-12 Content Standards

NATURE OF SCIENCE

Scientific Inquiry
N2A Students understand that science is an active process of systematically examining the natural world.
N5A Students understand that science involves asking and answering questions and comparing the answers to what scientists know about the world.
N8A Students understand that scientific knowledge requires critical consideration of verifiable evidence obtained from inquiry and appropriate investigations.
N12A Students understand that a variety of communication methods can be used to share scientific information.

Science, Technology, and Society
N2B Students understand that many people contribute to the field of science.
N5B Students understand that many people, from all cultures and levels of ability, contribute to the fields of science and technology.
N8B Students understand the interactions of science and society in an ever-changing world.
N12B Students understand the impacts of science and technology in terms of costs and benefits to society.

PHYSICAL SCIENCE

Matter
P2A Students understand that matter has observable properties.
P5A Students understand properties of objects and materials.
P8A Students understand the properties and changes of properties in matter.
P12A Students understand that atomic structure explains the properties and behavior of matter.

Forces and Motion
P2B Students understand that position and motion of objects can be described.
P5A Students understand that forces can change the position and motion of an object.
P8A Students understand that position and motion of an object result from the net effect of the different forces acting on it.
P12A Students understand the interactions between force and motion.

Energy
P2C Students know heat, light, and sound can be produced.
P5C  Students understand that energy exists in different forms.
P8C  Students understand transfer of energy.
P12C Students understand that there are some interactions between matter and energy.

EARTH AND SPACE SCIENCE

Atmospheric Processes and the Water Cycle
E2A  Students understand that changes in weather often involve water changing from one state to another.
E5A  Students understand the water cycle's relationship to weather.
E8A  Students understand the relationship between the Earth's atmosphere, topography, weather, and climate.
E12A Students understand heat and energy transfer in and out of the atmosphere and influence weather and climate.

Solar System and Universe
E2B  Students understand there are objects in the sky which display patterns.
E5B  Students understand that there are many components in the Solar System including Earth.
E8B  Students understand characteristics of our Solar System that are part of the Milky Way galaxy.
E12B Students know scientific theories of origins and evolution of the universe.

Earth’s Composition and Structure
E2C  Students understand that Earth materials include rocks, soils, and water.
E5C  Students understand that features on the Earth's surface are constantly changed by a combination of slow and rapid processes.
E8C  Students understand that landforms result from a combination of constructive and destructive processes.
E12C Students understand evidence for processes that take place on a geologic time scale.

LIFE SCIENCE

Heredity
L2A  Students understand that offspring resemble their parents.
L5A  Students understand that some characteristics are inherited; some are not.
L8A  Students understand the role of genetic information in the continuation of a species.
L12A Students understand how genetic information is passed from one generation to another.

Structure of Life
L2B  Students understand that living things have identifiable characteristics.
L5B  Students understand that living things have specialized structures that perform a variety of life functions.
L8B  Students understand that living things are composed of cells, which are specialized in multicellular organisms to perform a variety of life functions.
L12B Students understand that all life forms, at all levels of organization, use specialized structure and similar processes to meet life's needs.

Organisms and Their Environment
L2C Students understand that living things live in different places.
L5C Students understand that there are a variety of ecosystems on Earth and organisms interact within their ecosystems.
L8C Students understand how living and non-living components of ecosystems interact.
L12C Students understand that ecosystems display patterns of organization, change, and stability as a result of the interactions and interdependencies between the living and non-living components of the Earth.

Diversity of Life
L2D Students understand that there are many kinds of living things on Earth.
L5D Students understand that living things can be classified according to physical characteristics, behaviors, and habitats.
L8D Students understand that life forms change over time, contributing to the variety of organisms found on the Earth.
L12D Students understand biological evolution and diversity of life.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

NATURE AND HISTORY OF SCIENCE
(Nature and History of Science objectives should be embedded throughout the year in the contexts of life, earth, and physical science.)

It is expected that students will:
(4)1.1 generate investigable questions based on observations and interactions with objects, organisms, and phenomena [N5A5]
(4)1.2 use science notebook entries to develop, communicate, and justify descriptions, explanations, and predictions [N5A1; N5A3; N5A4; N5A7]
(4)1.3 create and use labeled illustrations, graphs (number lines, pictographs, bar graphs, frequency tables), and charts to convey ideas, record observations, and make predictions [N5A1; N5A4; N5A7]
(4)1.4 conduct safe investigations with a partner and with a small group [N5A5; N5B3]
(4)1.5 identify, gather, and safely use tools (magnet, thermometer, lens) and materials needed in investigations [N5A5]
(4)1.6 compare a model with what it represents (Solar System, electrical circuit, human body models) [N5A6]
(4)1.7 identify observable patterns to organize items and ideas and make predictions [N5A7]
(4)1.8 explain that many people have contributed to scientific knowledge and invention [N5B1]
(4)1.9 compare the advantages and disadvantages of using technology (electricity, microscope, telescope) [N5B2]
(4)1.10 cooperate and contribute ideas within a group [N5B3]

PHYSICAL SCIENCE

It is expected that students will:

(4)2.1 investigate and describe the way that magnets attract and repel each other and certain kinds of other materials [P5B3]
(4)2.2 investigate and describe that electrically charged particles can attract or repel other electrically-charged material (static electricity) [P5B4]
(4)2.3 describe light in terms of simple properties (color, brightness, reflection) [P5C1]
(4)2.4 investigate and explain that light is usually associated with heat, and that heat is often a byproduct of energy conversion [P5C3]
(4)2.5 describe how heat can move from one object to another by conduction, and some materials conduct heat better than others [P5A3; P5C4]
(4)2.6 investigate, construct, and describe simple electrical circuits [P5C5]

EARTH SCIENCE

It is expected that students will:

(4)3.1 investigate and describe the properties of water [E5A2; E5A4; P5A3]
(4)3.2 investigate and describe the water cycle, including the role of the sun [E5A2]
(4)3.3 investigate and describe the factors that affect the processes of evaporation and condensation [E5A2]
(4)3.4 investigate and explain that water can be a liquid, a gas, or a solid and can go back and forth from one form to another [E5A2; P5A1; P5A2]
(4)3.5 investigate and describe how the earth is nearly spherical and covered with more water than land [E5A3]
(4)3.6 investigate and describe how distance affects the brightness of a light source (stars) [E5B1; E5B3]
(4)3.7 identify the sun as a star, and as the main source of energy for planet Earth [E5A1; E5B3]
(4)3.8 describe how the stars in the sky are not scattered evenly, and they are not all the same in brightness or color [E5B1]
(4)3.9 describe how the components of our Solar System (planets, moons, sun), as well as constellations, appear to move through the sky [E5B2; E5B4; E5B5]
(4)3.10 explain that stars look small because they are extremely far away [E5B3]

LIFE SCIENCE

It is expected that students will:

(4)4.1 compare learned and inherited behaviors in animals [L5A1; L5A5]
(4)4.2 observe and describe variations among individuals within the human population [L5A3; L5A4]

(4)4.3 explain that the human body is composed of systems of structures that work together so the body can grow, and survive [L5B1]
SOCIAL STUDIES
GRADE FOUR

STANDARDS

Nevada Grades K-12 Content Standards

CIVICS

1.0 Rules, Law, and Government — Students know why society needs rules, laws, and governments.

2.0 The U.S. Government — Students know the United States Constitution and the government it creates.

3.0 National and State Government — Students can explain the relationship between the states and national government.

4.0 The Political Process — Students describe the roles of political parties, interest groups, and public opinion in the democratic process.

5.0 Citizenship — Students know the roles, rights, and responsibilities of United States citizens and the symbols of our country.

6.0 State and Local Government — Students know the structure and functions of state and local governments.

7.0 Political and Economic Systems — Students explain the different political and economic systems in the world.

8.0 International Relations — Students know the political and economic relationship of the United States and its citizens to other nations.

ECONOMICS

1.0 The Economic Way of Thinking — Students will use fundamental economic concepts, including scarcity, choice, cost incentives, and costs versus benefits to describe and analyze problems and opportunities, both individual and social.

2.0 Measuring U.S. Economic Performance — Students will demonstrate a knowledge of past and present U.S. economic performance, identify the economic indicators used to measure that performance, and use this knowledge to make individual decisions and discuss social issues.

3.0 Functioning of Markets — Students will demonstrate an understanding of how markets work, including an understanding of why markets form, how supply and demand interact to determine market prices and interest rates, and how changes in prices act as signals to coordinate trade.

4.0 Private U.S. Economic Institutions — Students will describe the roles played by various U.S. economic institutions, including financial institutions, labor unions, for-profit business organizations, and not-for-profit organizations.

5.0 Money — Students demonstrate an understanding of various forms of money; how
SOCIAL STUDIES GRADE FOUR (continued)

money makes it easier to trade, borrow, save, invest, and compare the value of goods and services; and how the Federal Reserve System and its policies affect the U.S. money supply.

6.0  **The U.S. Economy as a Whole** — Students will demonstrate an understanding of the U.S. economic system as a whole in terms of how it allocates resources; determines the nation’s production, income, unemployment, and price levels; and leads to variations in individual income levels.

7.0  **An Evolving Economy** — Students will demonstrate an understanding of how investment, entrepreneurship, competition, and specialization lead to changes in an economy’s structure and performance.

8.0  **The Role of Government in a Market Economy** — Students will explain the role of government in a market economy.

9.0  **The International Economy** — Students explore the characteristics of non-U.S. economic systems in order to demonstrate an understanding of how they are connected, through trade, to peoples and cultures throughout the world.

GEOGRAPHY

1.0  **The World in Spatial Terms** — Students use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments.

2.0  **Places and Regions** — Students understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of change.

3.0  **Physical Systems** — Students understand how physical processes shape Earth’s surface patterns and ecosystems.

4.0  **Human Systems** — Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.

5.0  **Environment and Society** — Students understand the effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.

6.0  **Geographic Applications** — Students apply geographic knowledge of people, places, and environments to interpret the past, understand the present, and plan for the future.

7.0  **Geographic Skills** — Students ask and answer geographic questions by acquiring, organizing, and analyzing geographic information.

HISTORY

1.0  **Chronology** — Students use chronology to organize and understand the sequence and relationship of events.

2.0  **History Skills** — Students will use social studies vocabulary and concepts to engage in inquiry, in research, in analysis, and in decision making.

3.0  **Prehistory to 400 CE** — Students understand the development of human societies, civilizations, and empires through 400 CE.
SOCIAL STUDIES GRADE FOUR (continued)

4.0 **1 CE to 1400** — Students understand the characteristics, ideas, and significance of civilizations and religions from 1 CE to 1400.

5.0 **1200 to 1750** — Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750.

6.0 **1700 to 1865** — Students understand the people, events, ideas, and conflicts that led to the creation of new nations and distinctive cultures.

7.0 **1860 to 1920** — Students understand the importance and impact of political, economic, and social ideas.

8.0 **The Twentieth Century, a Changing World: 1920 to 1945** — Students understand the importance and effect of political, economic, technological, and social changes in the world from 1920 to 1945.

9.0 **The Twentieth Century, a Changing World: 1945 to 1990** — Students understand the shift of international relationships and power as well as the significant developments in American culture.

10.0 **New Challenges: 1990 to the Present** — Students understand the political, economic, social, and technological issues challenging the world as it approaches and enters the new millennium.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

CIVICS

*It is expected that students will:*

(4)1.1 describe the effects on society of the presence and absence of law [NS 1.5.1]

(4)1.2 identify the Supreme Court as the highest court of the United States [NS 2.5.5]

(4)1.3 list the qualities of a leader [NS 4.5.1]

(4)1.4 identify ways conflicts can be resolved in a peaceful manner that respects individual rights [NS 5.5.6]

(4)1.5 explain why and how local governments are created within states [NS 6.5.1]

(4)1.6 name the three branches of state government [NS 6.5.3]

(4)1.7 describe the purposes of democratic government

(4)1.8 discuss components of the democratic election process (e.g., popular vote, ballots, right to vote, candidates)

(4)1.9 identify the *U.S. Constitution* as the fundamental law of the land

(4)1.10 identify the three levels of American government: federal, state, and local

(4)1.11 name the head of the federal, state, and local government (e.g., President, Governor, Mayor)

(4)1.12 complete tasks independently

(4)1.13 work cooperatively in groups

(4)1.14 recognize differences of opinion
SOCIAL STUDIES GRADE FOUR (continued)

(4)1.15 evaluate the causes of issues and problems
(4)1.16 recognize the role of mediation in problem resolution
(4)1.17 recognize the role/duties of various civil servants (e.g., police, lawyers, military personnel)
(4)1.18 identify the purpose of the court system

ECONOMICS

It is expected that students will:

(4)2.1 define employment and unemployment [NS 2.5.6]
(4)2.2 identify financial institutions [NS 4.5.1]
(4)2.3 identify the rewards and risks of saving money in financial institutions [NS 4.5.5]
(4)2.4 give examples of purchases made using credit [NS 5.5.5]
(4)2.5 identify factors within an individual’s control that can affect the likelihood of being employed [NS 6.5.5]
(4)2.6 provide an example of how purchasing a tool or acquiring education can be an investment [NS 7.5.1]
(4)2.7 describe the characteristics of an entrepreneur [NS 7.5.4]
(4)2.8 describe the steps an entrepreneur would take to start a business [NS 7.5.7]
(4)2.9 give examples of ways sellers compete [NS 7.5.5]
(4)2.10 describe how the exchange of goods and services around the world creates interdependence among people in different places (e.g., the production of a candy bar requires ingredients from different countries around the world) [NS 9.5.2]
(4)2.11 describe basic economic concepts: supply, demand, production
(4)2.12 describe employment as a source of income
(4)2.13 describe the economic activities of Nevada (e.g., mining, tourism)
(4)2.14 discuss types of industry in Nevada
(4)2.15 compare job opportunities available in rural, suburban, and urban areas of Nevada

GEOGRAPHY

It is expected that students will:

(4)3.1 identify and use intermediate directions on a compass rose to locate places on a map [NS 1.4.1]
(4)3.2 compare the information found on different maps of Nevada (e.g., physical, political, historical) [NS 1.4.2]
(4)3.3 gather geographic information from electronic sources [NS 7.4.2]
(4)3.4 use maps, photographs, and graphs of Nevada to collect geographic information [NS 1.4.3]
(4)3.5 construct a map of Nevada displaying its human and physical features [NS 1.4.4]
(4)3.6 identify the purpose and content of various Nevada maps [NS 1.4.5]
(4)3.7 identify and explain spatial patterns on a map of Nevada [NS 1.4.6]
(4)3.8 recognize that states are divided into counties or their equivalents and identify the county of residence in Nevada  [NS 1.4.7]

(4)3.9 locate and name the major mountains, rivers, and lakes on a map of the United States (e.g., Sierras, Rockies, Appalachians; the Columbia, Colorado, Missouri, Rio Grande, Mississippi, and Ohio rivers; and the Great Salt Lake and Great Lakes)  [NS 1.4.8]

(4)3.10 list examples of physical and human features from the community or region  [NS 2.4.1]

(4)3.11 recognize and illustrate elements of their own culture  [NS 2.4.2]

(4)3.12 describe the characteristics of another culture from their own point of view  [NS 2.4.3]

(4)3.13 compare how communities use different types of technology  [NS 2.4.4]

(4)3.14 choose an historical figure and locate the place and region on which they had an impact  [NS 2.4.5]

(4)3.15 give an example of how a place where they have lived has changed in their lifetime  [NS 2.4.6]

(4)3.16 recognize the difference between a physical and a cultural region  [NS 2.4.7]

(4)3.17 diagram and explain the water cycle  [NS 3.4.1]

(4)3.18 describe the effects of various natural hazards on the physical environment  [NS 3.4.2]

(4)3.19 generate examples of various ecosystems found in Nevada and the United States (e.g., mountains, deserts, forests)  [NS 3.4.3]

(4)3.20 explain the location and distribution of a specific ecosystem in Nevada and the United States  [NS 3.4.4]

(4)3.21 construct a model of an ecosystem  [NS 3.4.5]

(4)3.22 define and illustrate population density  [NS 4.4.1]

(4)3.23 list reasons why people move to or from a particular place  [NS 4.4.2]

(4)3.24 describe changes in how people move from one place to another  [NS 4.4.3]

(4)3.25 locate and list examples of rural, suburban, and urban communities  [NS 4.4.4]

(4)3.26 compile a list of where goods and services are produced  [NS 4.4.5]

(4)3.27 describe that the availability and price of an economic product is affected by geography  [NS 4.4.6]

(4)3.28 compare housing, health care, and education among regions in Nevada or the United States  [NS 4.4.7]

(4)3.29 classify organizations as cultural, political, or economic organizations, depending on their major function  [NS 4.4.8]

(4)3.30 describe how cooperation and conflict affect people in different communities  [NS 4.4.9]

(4)3.31 describe a change that has taken place in their local environment  [NS 5.4.1]

(4)3.32 describe places in Nevada where the physical environment has been altered by technology  [NS 5.4.3]

(4)3.33 use maps or photographs to document human modification of the physical environment  [NS 5.4.4]

(4)3.34 identify various natural resources found in Nevada and the western United States  [NS 5.4.6]
SOCIAL STUDIES GRADE FOUR (continued)

(4)3.35 list examples of how people use and manage natural resources within Nevada [NS 5.4.7]
(4)3.36 describe the physical setting of an historical event [NS 6.4.1]
(4)3.37 describe the physical setting of a current event [NS 6.4.2]
(4)3.38 describe a contemporary issue from a spatial or ecological perspective [NS 6.4.3]
(4)3.39 choose an environmental problem that affects Nevada and develop possible solutions [NS 6.4.4]
(4)3.40 develop questions that will aid in the identification of spatial patterns [NS 7.4.1]
(4)3.41 evaluate geographic information and select a method for display [NS 7.4.3]
(4)3.42 locate and summarize geographic information from a variety of geographic sources [NS 7.4.4]
(4)3.43 incorporate a visual display into a report about a geographic topic [NS 7.4.5]
(4)3.44 identify and describe geographic regions of the world by referencing lines of latitude and longitude
(4)3.45 use scales on maps to determine distances portrayed

HISTORY
It is expected that students will:

(4)4.1 record events on a graphic organizer, such as a calendar or time line [NS 1.5.2]
(4)4.2 locate Nevada’s earliest Native American inhabitants, known as the Desert Archaic people [NS 3.5.5]
(4)4.3 identify Nevada’s Native American cultures, including: Northern Paiute, Southern Paiute, Washoe, Western Shoshone [NS 5.5.5]
(4)4.4 describe experiences of pioneers moving west, including: Donner Party, Oregon/California Trails [NS 6.5.17]
(4)4.5 identify explorers and settlers in preterritorial Nevada, including: Kit Carson, John C. Fremont [NS 6.5.18]
(4)4.6 explain the symbols, mottoes, and slogans related to Nevada, including: “Battle Born,” state seal, Silver State, state flag [NS 6.5.22]
(4)4.7 recognize the ongoing nature of history (e.g., migration, human settlement, demographic)
(4)4.8 describe important historical people, events, and places in Nevada (e.g., Comstock Lode, Mormon Fort)
(4)4.9 create timelines that show people and events in sequence using months, years, decades, and centuries
(4)4.10 recognize famous people in Nevada’s history (e.g., Joseph Walker, Jedediah Strong Smith, Peter Skene Ogden, Dat-So-La-Li, Sara Winemucca)
(4)4.11 discuss how and why people from various cultures immigrated and migrated to the American West
(4)4.12 read historical passages and interpret details
(4)4.13 identify appropriate resources for historical information
STANDARDS

1.0 Problem Solving — Students utilize problem-solving processes through the use of resources to reach a desired outcome.

2.0 Productivity Tools — Students use appropriate productivity tools including, but not limited to, word processing spreadsheet, database, multimedia and telecommunications.

3.0 Research Tools — Students use various technology tools to research information and evaluate its accuracy and appropriateness in order to solve problems and make decisions.

4.0 Tools and Processes — Students identify, apply concepts, and manage various tools and resources to evaluate their accuracy and appropriateness in solving problems and making decisions.

5.0 Systems — Students recognize that systems are made up of individual components and that each component affects the operation of the system and its relationship with other systems.

6.0 Implications on Society — Students evaluate the impact and ethical implications on individuals, society and the environment.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

PROBLEM SOLVING

It is expected that students will:

(4)1.1 identify and discuss using appropriate terminology a design/problem-solving method
(4)1.2 utilize a design/problem-solving method
(4)1.3 explain a design/problem-solving method
(4)1.4 present a method of solving a problem
(4)1.5 evaluate appropriate designs

PRODUCTIVITY TOOLS

It is expected that students will:

(4)2.1 identify parts of the computer
(4)2.2 identify basic parts of a variety of technological learning tools
(4)2.3 demonstrate proper care and handling of equipment (computers, projection devices, scanners, copiers, cameras, video and audio)
(4)2.4 use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies
TECHNOLOGY GRADE FOUR (continued)

(4)2.5  use a variety of media and technology resources for directed and independent learning activities

(4)2.6  demonstrate proper keyboarding skills
   a. locate and use letters, numbers, and special keys on a keyboard using the left or right hand [NS 2.3.1]
   b. apply correct finger placement for basic keyboarding skills [NS 2.5.1]

(4)2.7  demonstrate proper navigation of the desktop, which includes:
   a. appropriate cursor movement
   b. opening and closing
   c. proper use of the task bar, other buttons, and functional icons
   d. appropriate use of command buttons, text boxes, list boxes, and check boxes

(4)2.8  follow proper sequence to run programs and accessories, which includes:
   a. starting and exiting programs and accessories
   b. switching between multiple programs

(4)2.9  create a document that demonstrates simple typing and editing skills [NS 2.3.2]

(4)2.10 create a document including a graphic using basic formatting techniques that demonstrate the ability to type, edit, and print [NS 2.5.2]:
   a. type simple sentences using a word processor
   b. use cut, copy, paste, save, open, format, and print to edit a document
   c. insert graphics into a document
   d. use a basic drawing program to include preprogrammed graphics (inserting, selecting, sizing, cropping, editing, and importing)
   e. demonstrate use and function of drawing tools
   f. understand and demonstrate use of word processing reference tools (spell check, grammar check, dictionary, thesaurus, etc.)
   g. use formatting tools to change or modify a document
   h. combine preprogrammed images into graphics
   i. use peripheral tools to create graphics

(4)2.11 demonstrate proper management of files and folders, which includes:
   a. viewing
   b. creating
   c. renaming
   d. deleting
   e. creating and saving files on various storage media [NS 2.3.6]
   f. moving and copying

(4)2.12 understand commands, procedures, and management of developmentally appropriate multimedia
   a. use developmentally appropriate multimedia software
   b. create a multimedia document or presentation with guided instruction, using text, graphics, and/or sound [NS 2.5.5]
   c. explain the purpose of a multimedia presentation using multimedia [NS 2.3.5]

(4)2.13 search a database to locate specific information (e.g. electronic sources, telephone book, encyclopedia, and library card catalog) [NS 2.3.3]
TECHNOLOGY GRADE FOUR (continued)

a. create a database with predefined fields, enter data for multiple records [NS 2.5.3]
b. print reports based on sort query using ascending and descending order [NS 2.5.3]

(4)2.14 use technological learning tools to enhance and extend learning and achievement through the development of effective communication skills

(4)2.15 demonstrate responsible use of communication network applications
a. identify electronic communication devices [NS 2.3.7.1]
b. identify devices that require connectivity [NS 2.3.7.2]
c. demonstrate use of communication capabilities such as electronic mail, conferencing, etc.
d. create messages which integrate written, audio, video, and text information
e. describe the process of accessing a LAN and demonstrate the process as available [NS 2.5.7.1]
f. explain how local and global networks function
g. define and explain the uses of an electronic communication device, telecommuting, and teleconferencing [NS 2.5.7.2]

(4)2.16 demonstrate sharing of data among a variety of programs through copying, linking, and/or embedding text and graphical objects
a. understand and demonstrate the exchange of data with the other applications
b. explain the differences between data files, program files, and describe and use the file management software of a computer [NS 2.5.6]

(4)2.17 properly manage, maintain, and care for technological learning tools

(4)2.18 utilize a pre-designed spreadsheet, demonstrate the ability to enter simple labels, values, and formulas by constructing a guided spreadsheet containing appropriate labels, values, formulas, and simple functions [NS 2.5.4]

RESEARCH TOOLS

It is expected that students will:

(4)3.1 select a research topic or define a problem and predict outcomes using technology tools [NS 3.3.1]

(4)3.2 generate keywords for a research topic or problem and conduct a search of electronic based sources [NS 3.5.2]

(4)3.3 select information from a variety of remote resources for a research topic or problem exploring hyperlinks [NS 3.5.3]

(4)3.4 identify and examine organizational formats using a technology tool to arrange information for presenting or decision-making [NS 3.5.4]

(4)3.5 use technology to organize data
a. calculate
b. collect data
c. analyze data

(4)3.6 demonstrate an understanding of intellectual property
a. describe personal consequences of inappropriate use
b. identify source and content of information collected [NS 3.5.5]
c. generate a list of sources [NS 3.5.6]
TECHNOLOGY GRADE FOUR (continued)

(4)3.7 summarize and share the research process and its outcome [NS 3.5.7]
(4)3.8 evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources

TOOLS AND PROCESSES

It is expected that students will:

(4)4.1 use technologies as an educational tool in all content areas
(4)4.2 use technologies independently and collaboratively
(4)4.3 recognize the importance of safety in computer and technology applications [NS 4.3.3]
(4)4.4 demonstrate the importance of safety and ease of use in selecting appropriate tools [NS 4.5.3]
(4)4.5 employ tools and materials to design or develop products or projects [NS 4.5.2]
(4)4.6 use technology information processing skills to enhance and extend learning in all areas
(4)4.7 identify the appropriateness and uses of resources and tools in technology based activities [NS 4.3.1]
  a. select and use applicable tools for tasks [NS 4.3.2]
  b. with teacher guidance, resolve difficulties using tools or devices including input devices, output devices, and devices requiring connectivity to successfully perform basic computer operations [NS 4.3.4]
  c. recognize that technological resources include people, information, materials, machines, energy, capital, and time [NS 4.5.1]
(4)4.8 solve difficulties with tools or devices to accomplish the desired result including computer operations and recognize basic operational problems, such as printer jams, and possible solutions [NS 4.5.4]

SYSTEMS

It is expected that students will:

(4)5.1 define a system [NS 5.3.1]
(4)5.2 identify the parts of a system and explain how the parts working together allow the system to do things the individual parts are unable to do alone (e.g., components of a computer system) [NS 5.3.2]
(4)5.3 identify and categorize systems that provide food, clothing, shelter, entertainment, communications, health care, security, and other necessities and comforts of life [NS 5.3.3]
(4)5.4 explain open, closed, simple, complex systems, micro and macro systems [NS 5.5.1]
(4)5.5 explain how systems depend on a variety of resources to produce a desirable outcome (e.g., computer information processing cycle) [NS 5.5.2]
(4)5.6 classify systems according to type and level (e.g., open loop system or closed loop system, simple or complex, and micro or macro) [NS 5.5.3]
IMPLICATIONS ON SOCIETY

*It is expected that students will:*

(4)6.1 describe how technology is used in daily activities to meet personal needs
   a. describe computer piracy [NS 6.3.1]
   b. describe personal consequences of inappropriate use [NS 6.3.1]

(4)6.2 practice etiquette using technology and describe changes in the local community because of technology [NS 6.3.2]

(4)6.3 describe the relationship between careers and technological developments

(4)6.4 describe common uses of technology in daily life and how environments are changed

(4)6.5 describe and use required district, school, and classroom procedures for use of technology

(4)6.6 examine products and communicate how that product solved a human need or want [NS 6.5.1]

(4)6.7 explain how physical environments are changed by technological developments [NS 6.5.2]

(4)6.8 describe the relationship between careers and technological developments [NS 6.5.3]

(4)6.9 explain society’s use of technology and discuss both the positive and negative impacts on the workplace, society, and the environment [NS 6.5.4]
VISUAL ARTS
GRADE FOUR

STANDARDS

Nevada Grades K-12 Content Standards
1.0 Students know and apply visual arts media, techniques, and processes.
2.0 Students use knowledge of visual characteristics, purposes, and functions.
3.0 Students choose, apply, and evaluate a range of subject matter, symbols, and ideas.
4.0 Students understand the visual arts in relation to history and cultures.
5.0 Students analyze and assess characteristics, merits, and meanings in their own artwork and the work of others.
6.0 Students demonstrate relationships among visual arts, the other arts, and disciplines outside the arts.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

ART CRITICISM
It is expected that students will:
(4)1.1 describe works of art, using appropriate vocabulary, e.g., identify subject matter, symbols and/or ideas; distinguish media, techniques or processes; examine visual characteristics [NS 1.5.1, NS 2.5.1]
(4)1.2 analyze works of art, e.g., distinguish the application of elements and principles of design, etc. [NS 5.5.1]
(4)1.3 interpret works of art, e.g., describe possible meanings [NS 5.5.3]
(4)1.4 judge works of art, based on observed merits
   a. share opinions [NS 5.5.4]
   b. support opinions, points of view by citing artwork [NS 5.5.1]
(4)1.5 evaluate/share own artwork [NS 3.5.3, NS 5.5.3]

ART HISTORY
It is expected that students will:
(4)2.1 examine historical/cultural context, e.g., categorize works of art according to culture, time or place [NS 4.5.2]
(4)2.2 discuss materials, processes, purposes, e.g., learn how artist’s choices are influenced by time and place [NS 4.5.2]
(4)2.3 discuss artistic styles, e.g., describe characteristics in works of art that identify individual artists, groups of artists, or cultures [NS 4.5.2]
(4)2.4 examine inventions and technology in art, e.g., observe how changes in tools and methods affect the appearance of art [NS 4.5.2]
(4)2.5 discuss social impact of art on culture, e.g., learn how art can influence people's ideas, feelings, or actions [NS 4.5.2]
(4)2.6 engage in art historical research/inquiry, e.g., find answers to questions about an art object's time, place or people by examining images, reading, listening, etc. [NS 4.5.2]

AESTHETICS
It is expected that students will:
(4)3.1 engage in aesthetic inquiry through various aesthetic issues/topics
  a. artist's intent and viewer's interpretation [NS 3.5.1]
  b. purposes for works of art [NS 2.5.2]
  c. beauty and ugliness [NS 2.5.3]
  d. defining art [NS 2.5.3]
  e. creativity, the creative process, originality [NS 1.5.2]
(4)3.2 discuss aesthetic positions/stances
  a. realism (art that is true to life) [NS 2.5.1]
  b. expressionism (art that shows feelings) [NS 2.5.2]
  c. functionalism (art with a practical purpose) [NS 2.5.2]
  d. hedonism (art that is beautiful and pleasant) [NS 2.5.3]
  e. formalism (art that emphasizes design) [NS 2.5.1]

ART PRODUCTION
It is expected that students will:
(4)4.1 demonstrate elements of art: line, shape, color, texture, value, form, space [NS 2.5.4]
(4)4.2 demonstrate design concepts and principles: repetition, pattern, symmetry, geometric shape, color theory (mix complementary colors and tones/hues), scale, contrast, overlapping, contours, emphasis, composition, organic shape, unity/harmony, negative shape/space, balance [NS 2.5.4]
(4)4.3 create works of art that communicate ideas through subject matter and symbols [NS 3.5.2]
(4)4.4 draw; using varied media, techniques, and processes [NS 1.5.3]
(4)4.5 paint; using varied media, techniques, and processes [NS 1.5.3]
(4)4.6 create a minimum of one three-dimensional art form using varied media, techniques, and processes
  a. sculpture (fully three-dimensional) [NS 1.5.3] or
  b. relief (raised elements on a background) [NS 1.5.3]
  (Media may be chosen from paper, papier maché, found objects, plaster, modeling clay, etc.)
(4)4.7 create a ceramic object using varied media, techniques, and processes
  a. clay modeling (manipulating in three-dimensions) e.g., forming human figures, animals, etc. [NS 1.5.3] or
  b. pottery (functional vessels) e.g., pinch pots, coiled cups, slab bowls or boxes, etc. [NS 1.5.3]
VISUAL ARTS GRADE FOUR (continued)

(4)4.8  make prints; using media, techniques, and processes for multiple edition print [NS 1.5.3]
(4)4.9  weave; using varied media such as using paper, yarn, other fibers, etc., and applying the techniques and processes of weaving [NS 1.5.3]
(4)4.10 represent architecture; using two-dimensional or three-dimensional media, techniques, and processes [NS 1.5.3]
(4)4.11 work in at least one mixed medium; using varied media, techniques, and processes, e.g., collage, wearable art (garments, head pieces, etc.), mask-making, puppetry, book-making, jewelry, animation, combined media, etc. [NS 1.5.3]
(4)4.12 create a work of art that shows the influence of a particular historical period or culture [NS 4.5.3]
(4)4.13 use technology to create works of art, e.g., computer art [NS 1.5.3]