



# GRADE FOUR



# ENGLISH LANGUAGE ARTS/READING

## GRADE FOUR

### STANDARDS

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#### ***Nevada Grades K-12 Content Standards***

- 1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.
- 2.0 Students use reading process skills and strategies to build comprehension.
- 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.
- 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.
- 5.0 Students write a variety of texts using the writing process.
- 6.0 Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and that are appropriate to audience and purpose.
- 7.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.
- 8.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

### ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

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#### **WORD ANALYSIS: CONTENT STANDARD 1.0**

Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

*All indicators include both literary and expository text.*

*All indicators are based on grade-appropriate text and skills.*

*All indicators are used to aid comprehension.*

*At a minimum, students will maintain previously-learned skills and attain the following:*

#### **PHONICS AND STRUCTURAL ANALYSIS (SEE CHART IN RESOURCE SECTION)**

*It is expected that students will:*

- (4) 1.3 A. decode words in text using phonics and structural analysis through
  1. base words [PS/NS 1.4.3]
  2. suffixes [PS/NS 1.4.3]
  3. prefixes [PS/NS 1.4.3]
  4. compound words [PS/NS 1.4.3]
  5. short/long vowels [NS 1.4.3]
  6. digraphs (e.g., vowel, consonant) [NS 1.4.3]

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7. diphthongs [NS 1.4.3]
  8. blends [NS 1.4.3]
  9. word families [NS 1.4.3]
  10. spelling patterns [NS 1.4.3]
  11. syllables [NS 1.4.3]
  12. r-controlled vowels
- B. decode multisyllabic words using syllabication rules and patterns
- C. self-correct decoding errors

### VOCABULARY DEVELOPMENT

*It is expected that students will:*

- (4) 1.4
- A. comprehend, build, and extend vocabulary using
1. homophones [PS/NS 1.4.4]
  2. synonyms [PS/NS 1.4.4]
  3. antonyms [PS/NS 1.4.4]
  4. context clues (e.g., definitions, examples) [PS/NS 1.4.4]
  5. structural analysis (e.g., regular/irregular plurals, singular/plural possessives, comparatives/superlatives, contractions) [PS/NS 1.4.4]
  6. syntax [NS 1.4.4]
  7. parts of speech [NS 1.4.4]
  8. homographs [PS/NS 1.4.4]
  9. homonyms
  10. content area words
  11. compound words
  12. prefixes and suffixes
- B. apply alphabetic order to locate words in resources [NS 1.4.4]
- C. identify connotative and denotative meaning in text [NS 1.4.4]
- D. use resources to find and/or confirm meaning of unknown words encountered in text (e.g., glossary, dictionary, thesaurus) [NS 1.4.4]
- E. use resources to confirm word origins with assistance (e.g., Greek and Latin derived roots, affixes) [NS 1.4.4]
- F. build vocabulary using
1. pictures [NS 1.4.4]
  2. symbols [NS 1.4.4]
  3. classification and categorizing
- G. develop vocabulary through meaningful experiences (e.g., listen to and discuss selections read aloud, wide reading, discussion of word meaning, interactive activities, examples and non-examples)

### FLUENCY AND COMPREHENSION

*It is expected that students will:*

- (4) 1.5
- A. apply knowledge of high frequency words in text to build fluency and comprehension [PS/NS 1.4.5]
- B. read silently and/or aloud fluently with a focus on

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1. prosody [PS/NS 1.4.5]
  2. accuracy [PS/NS 1.4.5]
  3. automaticity [PS/NS 1.4.5]
  4. reading rate (see fluency chart in Resource Section) [PS/NS 1.4.5]
- C. identify content-specific vocabulary in text [NS 1.4.5]
- D. participate actively in reading from a variety of literary genres and expository selections (e.g., stories, plays, poetry, biographies, myths, articles, manuals, encyclopedia, realistic fiction, electronic resources)
1. read silently daily
  2. read assigned and self-select books appropriate to purpose and reading ability
  3. read to locate information and solve problems
- E. read and understand a variety of literary and expository text
- F. participate in differentiated, small-group instruction regularly

### **READING STRATEGIES: CONTENT STANDARD 2.0**

Students use reading process skills and strategies to build comprehension.

*All indicators include both literary and expository text.*

*All indicators are based on grade-appropriate text and skills.*

*All indicators are used to aid comprehension.*

*At a minimum, students will maintain previously-learned skills and attain the following:*

### **BEFORE-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)**

*It is expected that students will:*

- (4) 2.1 A. select before-reading strategies appropriate to text and purpose to
1. preview text (e.g., author/illustration, key vocabulary, text features) [PS/NS 2.4.1]
  2. access prior knowledge [PS/NS 2.4.1]
  3. build background knowledge [PS/NS 2.4.1]
  4. set purpose for reading (e.g., entertain, skim for content, answer questions) [PS/NS 2.4.1]
  5. make predictions [PS/NS 2.4.1]
  6. determine reading rate [PS/NS 2.4.1]
  7. determine text type (e.g., literary, informational, persuasive, functional) [PS/NS 2.4.1]
  8. choose appropriate graphic organizer

### **DURING-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)**

*It is expected that students will:*

- (4) 2.2 A. select during-reading strategies appropriate to text and purpose to
1. use self-correcting strategies (e.g., self-question, reread, use context clues) [PS/NS 2.4.2]
  2. make, confirm, and revise predictions [PS/NS 2.4.2]

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3. understand and use key vocabulary [PS/NS 2.4.2]
4. identify main idea and supporting details [PS/NS 2.4.2]
5. make inferences [PS/NS 2.4.2]
6. know when meaning is lost
7. adjust reading rate [PS/NS 2.4.2]
8. apply knowledge of text type [PS/NS 2.4.2]
9. clarify understanding of text (e.g., take notes, generate questions, discuss, check other sources)
10. make connections to personal experiences and knowledge
11. visualize/create mental images
12. use appropriate graphic organizer

### **AFTER-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)**

*It is expected that students will:*

- (4) 2.3 A. select after-reading strategies appropriate to text and purpose to
1. recall details/facts [PS/NS 2.4.3]
  2. restate main ideas [PS/NS 2.4.3]
  3. organize information (e.g., graphic organizer, outline) [PS/NS 2.4.3]
  4. record information [PS/NS 2.4.3]
  5. synthesize text [PS/NS 2.4.3]
  6. evaluate text (e.g., draw conclusions, make inferences) [PS/NS 2.4.3]
  7. evaluate the effectiveness of reading strategies [PS/NS 2.4.3]
  8. connect, compare, and contrast story elements

### **LITERARY TEXT: CONTENT STANDARD 3.0**

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

*All indicators include literary text.*

*All indicators are based on grade-appropriate text and skills.*

*All indicators are used to aid comprehension.*

*At a minimum, students will maintain previously-learned skills and attain the following:*

### **SETTING AND PLOT**

*It is expected that students will:*

- (4) 3.1 A. explain
1. setting [PS/NS 3.4.1]
  2. sequence of events [PS/NS 3.4.1]
  3. conflict [PS/NS 3.4.1]
  4. climax [PS/NS 3.4.1]
  5. resolution [PS/NS 3.4.1]
  6. turning point [PS/NS 3.4.1]
- B. identify how one event may cause another event [PS/NS 3.4.1]
- C. make inferences and draw conclusions about setting and plot based on evidence [PS/NS 3.4.1]
- D. describe internal and external conflict with assistance [NS 3.4.1]
- E. identify and discuss main plot and subplots with assistance [NS 3.4.1]

## ENGLISH LANGUAGE ARTS/READING GRADE FOUR (continued)

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### CHARACTERIZATION

*It is expected that students will:*

- (4) 3.2 A. describe physical and personality traits [PS/NS 3.4.2]
- B. describe the motivation for a character's actions [PS/NS 3.4.2]
- C. make inferences and draw conclusions about a character(s) based on evidence [PS/NS 3.4.2]
- D. identify the protagonist and antagonist with assistance [NS 3.4.2]

### THEME

*It is expected that students will:*

- (4) 3.3 A. explain the main idea supported by evidence [PS/NS 3.4.3]
- B. identify theme [PS/NS 3.4.3]
- C. identify a lesson learned based on events and/or a character's actions [PS/NS 3.4.3]

### POINT OF VIEW

*It is expected that students will:*

- (4) 3.4 A. identify first-person point of view [NS 3.4.4]
- B. identify third-person limited point of view [NS 3.4.4]
- C. identify third-person omniscient point of view with assistance [NS 3.4.4]

### LANGUAGE

*It is expected that students will:*

- (4) 3.5 A. explain how the author uses
  1. imagery [PS/NS 3.4.5]
  2. similes [PS/NS 3.4.5]
  3. metaphors [PS/NS 3.4.5]
  4. personification [PS/NS 3.4.5]
  5. alliteration [PS/NS 3.4.5]
  6. onomatopoeia
  7. idioms [NS 3.4.5]
  8. sensory words [NS 3.4.5]
  9. hyperbole [NS 3.4.5]
  10. dialect [NS 3.4.5]
  11. slang [NS 3.4.5]
  12. formal language [NS 3.4.5]
  13. informal language [NS 3.4.5]
- B. identify the effects of rhythm and rhyme on text [NS 3.4.5]

### TONE, MOOD, AND IRONY

*It is expected that students will:*

- (4) 3.6 A. identify words and phrases that reveal tone [PS/NS 3.4.6]
- B. explain how words and phrases create mood with assistance [NS 3.4.5]
- C. identify examples of irony with assistance [NS 3.4.5]

## ENGLISH LANGUAGE ARTS/READING GRADE FOUR (continued)

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### CULTURES AND TIME PERIODS

*It is expected that students will:*

- (4) 3.7 A. compare text from different
  - 1. cultures [PS/NS 3.4.7]
  - 2. time periods [PS/NS 3.4.7]
- B. explain the influence of historical events with assistance [NS 3.4.7]
- C. explain the influence of cultures with assistance [NS 3.4.7]
- D. explain the influence of time periods with assistance [NS 3.4.7]
- E. compare language, oral traditions, and literature that reflect customs and cultures

### PREDICTIONS

*It is expected that students will:*

- (4) 3.8 A. make and revise predictions based on evidence [PS/NS 3.4.8]
- B. confirm/negate predictions

### RESPONDING TO TEXT

*It is expected that students will:*

- (4) 3.9 A. use information to answer and generate specific questions (e.g., literal and inferential questions) [PS/NS 3.4.9]
- B. make connections to self, other text, and/or the world [NS 3.4.9]
- C. summarize information [NS 3.4.9]
- D. describe how author's purpose and writing style influence reader's response
- E. evaluate text (e.g., draw conclusions and make inferences) [PS/NS 2.4.3]
- F. recall details [PS/NS 2.4.3]
- G. restate main ideas [PS/NS 2.4.3]
- H. organize information (e.g., graphic organizer, outline) [PS/NS 2.4.3]
- I. synthesize text [PS/NS 2.4.3]
- J. connect, compare, and contrast story elements

### EXPOSITORY TEXT: CONTENT STANDARD 4.0

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

*All indicators include expository text.*

*All indicators are based on grade-appropriate text and skills.*

*All indicators are used to aid comprehension.*

*At a minimum, students will maintain previously-learned skills and attain the following:*

### TEXT FEATURES

*It is expected that students will:*

- (4) 4.1 A. identify the purpose of and gain information from text features
  - 1. titles [PS/NS 4.4.1]
  - 2. text boxes (e.g., captions, labels) [PS/NS 4.4.1]

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3. illustrations [PS/NS 4.4.1]
  4. diagrams [PS/NS 4.4.1]
  5. graphs [PS/NS 4.4.1]
  6. charts [PS/NS 4.4.1]
  7. maps [PS/NS 4.4.1]
  8. headings [PS/NS 4.4.1]
  9. tables of contents [NS 4.4.1]
  10. glossaries [NS 4.4.1]
  11. indices [NS 4.4.1]
  12. appendices
  13. chapter headings
  14. timelines
- B. identify and explain the use of text features
1. bold-faced words [PS/NS 4.4.1]
  2. underlined words [PS/NS 4.4.1]
  3. italicized words [PS/NS 4.4.1]
  4. highlighted words [PS/NS 4.4.1]
  5. abbreviations [NS 4.4.1]
  6. acronyms [NS 4.4.1]
- C. identify the purpose of and gain information from multi-media sources (e.g., text, Internet, video streaming, podcasts)

### LANGUAGE

*It is expected that students will:*

- (4) 4.2
- A. explain
1. similes [PS/NS 4.4.2]
  2. metaphors [PS/NS 4.4.2]
  3. personification [PS/NS 4.4.2]
- B. identify words and phrases that reveal tone [PS/NS 4.4.2]
- C. identify
1. dialect [NS 4.4.2]
  2. slang [NS 4.4.2]
  3. alliteration [NS 4.4.2]
  4. informal and formal language [NS 4.4.2]
  5. idioms [NS 4.4.2]
- D. explain how analogies are used with assistance [NS 4.4.2]
- E. explain how language clarifies ideas and concepts [NS 4.4.2]
- F. identify persuasive and propaganda techniques [NS 4.4.2]
- G. identify, with assistance, how language creates
1. persuasion [NS 4.4.2]
  2. propaganda [NS 4.4.2]
- H. explain how an author uses concrete examples to explain abstract ideas with assistance [NS 4.4.2]

### ORGANIZATIONAL AND STRUCTURAL PATTERNS

*It is expected that students will:*

- (4) 4.3 A. describe a main idea based on evidence [PS/NS 4.4.3]

## ENGLISH LANGUAGE ARTS/READING GRADE FOUR (continued)

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- B. identify theme [PS/NS 4.4.3]
- C. describe sequential and/or chronological order [PS/NS 4.4.3]
- D. explain a cause and its effect on events and/or relationships [PS/NS 4.4.3]
- E. explain a problem and its solution [PS/NS 4.4.3]
- F. distinguish theme from topic [NS 4.4.3]
- G. describe the importance of sequential and/or chronological order with assistance [NS 4.4.3]
- H. analyze a cause and its effect on events and/or relationships in a text with assistance [NS 4.4.3]
- I. compare events with assistance [NS 4.4.3]
- J. trace the development of an author's argument, viewpoint, or perspective with assistance [NS 4.4.3]

### **CULTURES AND TIMES**

*It is expected that students will:*

- (4) 4.4 A. compare text from different
  - 1. cultures [PS/NS 4.4.4]
  - 2. time periods [PS/NS 4.4.4]
- B. explain the influence of historical events and cultures with assistance [NS 4.4.4]
- C. compare language, oral traditions, and literature that reflect customs and cultures

### **RESPONDING TO TEXT**

*It is expected that students will:*

- (4) 4.5 A. use information to answer and generate specific questions [PS/NS 4.4.5]
- B. make connections to self, other text, and/or the world [PS/NS 4.4.5]
- C. summarize information [NS 4.4.5]
- D. develop hypotheses based on information with assistance [NS 4.4.5]
- E. identify author's purpose for writing
- F. recall details/facts [PS/NS 2.4.3]
- G. restate main ideas [PS/NS 2.4.3]
- H. organize information (e.g., graphic organizer, outline) [PS/NS 2.4.3]
- I. record information [PS/NS 2.4.3]
- J. synthesize text [PS/NS 2.4.3]
- K. evaluate text (e.g., draw conclusions and make inferences) [PS/NS 2.4.3]

### **PREDICTIONS, INFERENCES, AND CONCLUSIONS**

*It is expected that students will:*

- (4) 4.6 A. make and revise predictions based on evidence [PS/NS 4.4.6]
- B. make inferences and draw conclusions based on evidence [PS/NS 4.4.6]
- C. distinguish between fact and opinion [PS/NS 4.4.6]
- D. analyze the accuracy of facts with assistance [NS 4.4.6]

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- E. read and organize information from multiple sources for a variety of purposes
- F. confirm/negate predictions

### **DIRECTIONS**

*It is expected that students will:*

- (4) 4.7 A. read and follow directions to complete tasks or procedures [NS 4.4.7]

### **EFFECTIVE WRITING: CONTENT STANDARD 5.0**

Students write a variety of texts using the writing process.

*All indicators are based on grade-appropriate text and skills.*

*At a minimum, students will maintain previously-learned skills and attain the following:*

### **PREWRITING**

It is expected that students will:

- (4) 5.1 A. use prewriting strategies, both independently and collaboratively with peers, to plan written work (e.g., graphic organizers, brainstorming) [PS/NS 5.4.1]
- B. consider audience and purpose
- C. consider format
- D. explore a topic to plan written work [PS/NS 5.4.1]
- E. choose and narrow a topic to organize ideas (e.g., lists, graphic organizers, outlines, note taking) [PS/NS 5.4.1]
- F. ask questions to expand knowledge

### **DRAFTING**

*It is expected that students will:*

- (4) 5.2 A. draft multiple-paragraph papers, both independently and collaboratively with peers, about a single topic that address
  - 1. audience and purpose [PS/NS 5.4.2]
  - 2. an introduction [PS/NS 5.4.2]
  - 3. supporting details [PS/NS 5.4.2]
  - 4. transitions [PS/NS 5.4.2]
  - 5. a conclusion [PS/NS 5.4.2]
- B. participate in daily writing activity (e.g., journals, learning logs, summaries, lists, computer generated documents)
- C. use pattern and structure rules to correctly spell (e.g., plurals: ~s, ~es, ~ies, ~ves; inflectional suffixes: ~ed, ~ing, ~er, ~est)

### **REVISING (EVALUATING AND REFINING)**

*It is expected that students will:*

- (4) 5.3 A. revise drafts, both independently and collaboratively with peers, for
  - 1. audience and purpose [PS/NS 5.4.3]

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2. focused ideas [PS/NS 5.4.3]
  3. coherence, unity, consistency, and logical progression of ideas
  4. organization [PS/NS 5.4.3]
  5. relevant details [PS/NS 5.4.3]
  6. voice [PS/NS 5.4.3]
  7. word choice (e.g., exact/precise words, vivid words) [PS/NS 5.4.3]
  8. sentence fluency [PS/NS 5.4.3]
- B. create and revise drafts using word processing skills
  - C. add, delete, consolidate, clarify, and rearrange text
  - D. share writing with others and consider making revisions based upon feedback (e.g., peer review, teacher conference)
  - E. revise using a writing rubric

### EDITING FOR MECHANICS

*It is expected that students will:*

- (4) 5.4
- A. edit punctuation, both independently and collaboratively with peers, for
    1. end punctuation [NS 5.4.4]
    2. commas (e.g., cities and states, salutations, closings, items in a series, dates, “yes” and “no” as an answer to a question, quotations, compound sentences) [PS/NS 5.4.4]
    3. quotation marks (e.g., dialogue of a speaker) [PS/NS 5.4.4]
    4. apostrophes (e.g., contractions, singular/plural possessives) [PS/NS 5.4.4]
    5. colons (e.g., between hours and minutes) [PS/NS 5.4.4]
    6. abbreviations and initials [NS 5.4.4]
  - B. edit capitalization, both independently and collaboratively with peers, for
    1. beginnings of sentences [NS 5.4.4]
    2. months [NS 5.4.4]
    3. days of the week [NS 5.4.4]
    4. proper nouns [NS 5.4.4]
    5. initials [PS/NS 5.4.4]
    6. titles [NS 5.4.4]
    7. abbreviations [PS/NS 5.4.4]
    8. cities and states [PS/NS 5.4.4]
    9. salutations/closings [PS/NS 5.4.4]
    10. main and subtopics in an outline
  - C. edit paragraphs and compositions, both independently and collaboratively with peers, to ensure correct spelling
    1. high frequency words [PS/NS 5.4.4]
    2. content words [PS/NS 5.4.4]
    3. patterned words (e.g., less common blends, digraphs, double consonants, silent consonants, variations of long and short vowels, difficult consonant spellings) [NS 5.4.4]

### EDITING FOR USAGE OF WORDS

*It is expected that students will:*

- (4) 5.5
- A. edit, both independently and collaboratively with peers, for correct use of

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1. nouns [PS/NS 5.4.5]
2. pronouns [PS/NS 5.4.5]
3. verbs [PS/NS 5.4.5]
4. adjectives (e.g., comparative/superlative) [PS/NS 5.4.5]
5. adverbs [PS/NS 5.4.5]
6. subject/verb agreement [PS/NS 5.4.5]
7. verb tenses (e.g., past, present, future) [PS/NS 5.4.5]
8. pronoun/antecedent agreement [PS/NS 5.4.5]
9. clauses [PS/NS 5.4.5]
10. phrases [PS/NS 5.4.5]
11. possessives (singular/plural and proper nouns and pronouns)
12. conjunctions
13. prepositions; prepositional phrases

### EDITING FOR SENTENCE STRUCTURE

*It is expected that students will:*

- (4) 5.6
- A. edit sentences, both independently and collaboratively with peers, for
    1. complete sentences (e.g., declarative, interrogative, imperative, exclamatory) [PS/NS 5.4.6]
    2. combining sentences [PS/NS 5.4.6]
    3. compound sentences [PS/NS 5.4.6]
    4. complex sentences [PS/NS 5.4.6]
    5. transitions
  - B. edit sentences, both independently and collaboratively with peers, for elimination of
    1. fragments [PS/NS 5.4.6]
    2. run-ons [PS/NS 5.4.6]

### PUBLISHING

*It is expected that students will:*

- (4) 5.7
- A. prepare a legible final draft to display or share [PS/NS 5.4.7]
    1. form cursive letters correctly
    2. adhere to margins and indentations
    3. use basic word processing skills
  - B. select a publishing format appropriate to the audience and purpose with assistance [NS 5.4.7]

### TYPES OF WRITING: CONTENT STANDARD 6.0

Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and that are appropriate to audience and purpose.

*All indicators are based on grade-appropriate skills.*

*At a minimum, students will maintain previously-learned skills and attain the following:*

### EXPOSITORY

*It is expected that students will:*

- (4) 6.1
- A. write multiple-paragraph, expository papers that include

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1. a beginning, a middle, and an end [PS/NS 6.4.1]
  2. a thesis statement [PS/NS 6.4.1]
  3. appropriate topic sentences [PS/NS 6.4.1]
  4. supporting details from a variety of sources [PS/NS 6.4.1]
  5. transitions [PS/NS 6.4.1]
  6. a concluding statement [PS/NS 6.4.1]
- B. write to a given prompt (e.g., to inform, to explain, to describe, to persuade)

### **NARRATIVE/DESCRIPTIVE**

*It is expected that students will:*

- (4) 6.2 A. write multiple-paragraph narrative/descriptive papers about experiences and/or events appropriate to audience and purpose that include
1. logical sequence [PS/NS 6.4.2]
  2. characters [PS/NS 6.4.2]
  3. setting [PS/NS 6.4.2]
  4. plot [PS/NS 6.4.2]
  5. dialogue [PS/NS 6.4.2]
  6. figurative language [NS 6.4.2]
  7. concrete sensory details [NS 6.4.2]
- B. write to a given prompt (e.g., to entertain, to describe, to tell a story)

### **POETRY**

*It is expected that students will:*

- (4) 6.3 A. write poetry (e.g., acrostic, couplet, haiku, cinquain, free verse) [NS 6.4.3]
- B. become familiar with vocabulary related to poetry (e.g., line, stanza, verse, rhythm, rhyme)
- C. distinguish between poetry and prose

### **RESPONSES TO LITERATURE**

*It is expected that students will:*

- (4) 6.4 A. write responses to literary text that demonstrate an understanding of
1. setting [PS/NS 6.4.4]
  2. character development [PS/NS 6.4.4]
  3. motivation [PS/NS 6.4.4]
- B. summarize information from literary text [NS 6.4.4]

### **RESPONSES TO EXPOSITORY TEXT**

*It is expected that students will:*

- (4) 6.5 A. write responses to expository text that use specific details from text [PS/NS 6.4.5]
- B. write responses to expository text that analyze the elements of exposition and their effects on text with assistance (e.g., cause and effect, compare and contrast) [NS 6.4.5]
- C. summarize information from literary text

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### PERSUASIVE

*It is expected that students will:*

- (4) 6.6 A. write persuasive essays and compositions, with assistance, that include
  1. a thesis statement [PS/NS 6.4.6]
  2. supporting evidence [PS/NS 6.4.6]
  3. relevant evidence [PS/NS 6.4.6]
- B. write persuasive paragraphs that include supporting evidence [NS 6.4.6]

### PERSONAL AND PROFESSIONAL COMMUNICATION

*It is expected that students will:*

- (4) 6.7 A. write friendly letters following an established format [PS/NS 6.4.7]
- B. write business/professional (formal) letters using an established format [PS/NS 6.4.7]
- C. write a variety of communications in appropriate formats with assistance (e.g., emails, reports) [NS 6.4.7]
- D. address envelopes

### DIRECTIONS

*It is expected that students will:*

- (4) 6.8 A. write directions to complete tasks or procedures [NS 6.4.8]

### RESEARCH

*It is expected that students will:*

- (4) 6.9 A. write research papers by
  1. formulating and recording questions based on areas of interest [NS 6.4.9]
  2. identifying and collecting information [NS 6.4.9]
  3. recording information from sources (e.g., library resources, media, technology) [PS/NS 6.4.9]
  4. paraphrasing and summarizing information [NS 6.4.9]
  5. organizing collected information (e.g., note-taking, using graphic organizers, outlining, paraphrasing) [NS 6.4.9]
  6. documenting sources [PS/NS 6.4.9]
- B. demonstrate an understanding of the difference between original works and plagiarized works with assistance [NS 6.4.9]

### LISTENING: CONTENT STANDARD 7.0

Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

*All indicators are based on grade-appropriate skills.*

*All indicators are used to aid comprehension.*

*At a minimum, students will maintain previously-learned skills and attain the following:*

## ENGLISH LANGUAGE ARTS/READING GRADE FOUR (continued)

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### MESSAGE

*It is expected that students will:*

- (4) 7.1
- A. listen for a variety of purposes including
    - 1. gaining information [PS/NS 7.4.1]
    - 2. being entertained [PS/NS 7.4.1]
    - 3. understanding and following multi-step directions [PS/NS 7.4.1]
    - 4. solving problems
  - B. listen for and identify
    - 1. main idea [NS 7.4.1]
    - 2. purpose [NS 7.4.1]
    - 3. messages [NS 7.4.1]
    - 4. mood [NS 7.4.1]
    - 5. tone [NS 7.4.1]
  - C. listen to and summarize ideas and supporting details [NS 7.4.1]
  - D. listen to and distinguish fact from opinion [NS 7.4.1]
  - E. listen for and identify persuasive techniques with assistance [NS 7.4.1]
  - F. paraphrase and/or explain what has been said by a speaker

### CONTENT AND DELIVERY

*It is expected that students will:*

- (4) 7.2
- A. listen to and evaluate content of oral communications (e.g., verbal, non-verbal) [PS/NS 7.4.2]
  - B. listen to and evaluate oral communication with assistance for
    - 1. delivery [NS 7.4.2]
    - 2. point of view [NS 7.4.2]
    - 3. ideas [NS 7.4.2]
  - C. listen to a variety of oral presentations (e.g., informational accounts)

### VOCABULARY DEVELOPMENT

*It is expected that students will:*

- (4) 7.3
- A. expand vocabulary through listening [NS 7.4.3]

### LANGUAGE

*It is expected that students will:*

- (4) 7.4
- A. listen for and identify dialect and slang [NS 7.4.4]
  - B. listen for and identify the use of formal and informal language [NS 7.4.4]
  - C. listen for and identify social and academic language [NS 7.4.4]

### CONVERSATION AND GROUP DISCUSSIONS

*It is expected that students will:*

- (4) 7.5
- A. listen to and evaluate constructive feedback [PS/NS 7.4.5]

## ENGLISH LANGUAGE ARTS/READING GRADE FOUR (continued)

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- B. provide constructive feedback [PS/NS 7.4.5]
- C. actively listen to a speaker [NS 7.4.5]
- D. listen to and participate in conversations [NS 7.4.5]
- E. focus attention to solve problems by indentifying, synthesizing, and evaluating data with assistance [NS 7.4.5]

### **SPEAKING: CONTENT STANDARD 8.0**

Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

*All indicators are based on grade-appropriate skills.*

*At a minimum, students will maintain previously-learned skills and attain the following:*

### **GIVING DIRECTIONS**

*It is expected that students will:*

- (4) 8.1 A. give multi-step directions to complete tasks [NS 8.4.1]
- B. ask questions to clarify directions [NS 8.4.1]

### **LANGUAGE**

*It is expected that students will:*

- (4) 8.2 A. use precise language to describe
  - 1. feelings [NS 8.4.2]
  - 2. experiences [NS 8.4.2]
  - 3. observations [NS 8.4.2]
  - 4. ideas [NS 8.4.2]
- B. use specific vocabulary and apply Standard English to communicate ideas [NS 8.4.2]

### **PRESENTATIONS**

*It is expected that students will:*

- (4) 8.3 A. use public speaking techniques to deliver presentations with appropriate
  - 1. prosody [PS/NS 8.4.3]
  - 2. volume [PS/NS 8.4.3]
  - 3. eye contact [PS/NS 8.4.3]
  - 4. enunciation [PS/NS 8.4.1]
  - 5. posture [PS/NS 8.4.3]
  - 6. expressions (e.g., verbal and non-verbal) [PS/NS 8.4.3]
  - 7. audience [PS/NS 8.4.3]
  - 8. purpose [PS/NS 8.4.3]
- B. communicate information by
  - 1. maintaining a clear focus [PS/NS 8.4.3]
  - 2. following a logical sequence [PS/NS 8.4.3]
  - 3. illustrating information with media aids [PS/NS 8.4.3]

## ENGLISH LANGUAGE ARTS/READING GRADE FOUR (continued)

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- C. communicate statements that express an opinion [NS 8.4.3]
- D. defend a position using evidence [NS 8.4.3]
- E. read aloud and/or recite (e.g., literary, expository, and original works)

### **GROUP DISCUSSIONS**

*It is expected that students will:*

- (4) 8.4
  - A. contribute to conversations and discussions about a given topic (e.g., share ideas and opinions) [NS 8.4.4]
  - B. respond to questions to clarify and extend ideas [NS 8.4.4]
  - C. ask relevant questions to clarify information [NS 8.4.4]
  - D. take a leadership role in conversations and discussions with assistance [NS 8.4.4]
  - E. distinguish between relevant and irrelevant information with assistance [NS 8.4.4]

# FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOLS (FLES)

## “ESPAÑOL PARA TI” VIDEO/DVD PROGRAM

### GRADE FOUR

#### GOALS

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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

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##### 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)

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- 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

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#### ***Nevada Grades K-12 Content Standards***

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

### ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

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#### **PERSONAL HEALTH**

*It is expected that students will:*

- (4) 1.1 describe the components of physical fitness and benefits to personal health
  - cardiovascular endurance
  - muscular strength
  - muscular endurance
  - flexibility
  - body composition
- (4) 1.2 define conflict; design a plan for healthy conflict resolution using various role playing scenarios
- (4) 1.3 demonstrate and analyze the need for acceptable social skills with others
  - following instructions
  - accepting criticism
  - accepting “no” for an answer
  - asking for help
  - asking permission
  - getting along with others
  - apologizing
  - introducing yourself

## HEALTH GRADE FOUR (continued)

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- being honest
  - listening to others
- (4) 1.4 apply decision-making processes to resolve identified health issues and problems
- (4) 1.5 set an individual health goal and identify the steps necessary to achieve it

### 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]

### GROWTH AND DEVELOPMENT

*It is expected that students will:*

- (4) 2.1 identify and describe body systems which work closely together
- digestive and excretory

### NUTRITION

*It is expected that students will:*

- (4) 3.1 locate basic nutritional information found on food labels as part of a balanced diet
- (4) 3.2 plan healthy meals and snacks, including the importance of serving size by using the food pyramid and nutritional information as a guide
- (4) 3.3 plan a healthy menu emphasizing ethnic foods
- (4) 3.4 create an exercise plan based on the components of a healthy lifestyle
- staying flexible
  - staying hydrated
  - having fun
  - getting enough sleep
  - getting 30 minutes of physical activity a day

### SUBSTANCE ABUSE PREVENTION

*It is expected that students will:*

- (4) 4.1 identify the general effects of drugs on various body systems
- respiratory system
  - nervous system
  - cardiovascular system
- (4) 4.2 predict how decisions regarding substance use and abuse have consequences for self and others
- (4) 4.3 demonstrate persuasive techniques used in advertising and discuss the impact on the consumer
- role play scenarios
  - create own “infomercials”
  - write reflective pieces how the consumer felt
- (4) 4.4 describe and practice drug refusal skills by role playing situations

## HEALTH GRADE FOUR (continued)

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### SAFETY

*It is expected that students will:*

- (4) 5.1 identify procedures for obtaining help in an emergency situation; develop a step by step emergency plan
- (4) 5.2 recognize hazards found in the home, school, and community, and identify safety strategies when hazards are nearby
  - automobiles
  - guns/knives
  - weapons
  - flood channels
  - old buildings/vacant homes
  - mine shafts
  - read safety signs
  - look for potential hazards
  - do not answer the door when home alone
  - be aware of poisonous plants and animals
- (4) 5.3 describe and practice refusal skills when confronted with a dangerous situation
- (4) 5.4 describe basic first aid procedures and responses to common emergencies

### DISEASE PREVENTION

*It is expected that students will:*

- (4) 6.1 discuss preventive health care strategies and disease prevention; apply a decision making process for disease prevention
  - do not touch blood or blood products
  - do not share makeup, drinks, or hair brushes
- (4) 6.2 describe how decisions regarding health behaviors can prevent disease and promote good health
- (4) 6.3 describe positive and negative effects of stress and demonstrate relaxation strategies
- (4) 6.4 identify variety of school and community health care programs and services to enhance health
  - school nurse
  - school counselor
  - Southern Nevada Health District
- (4) 6.4.A describe ways technology can influence health care

### ENVIRONMENT/CONSUMER HEALTH

*It is expected that students will:*

- (4) 7.1 discuss how various community resources work cooperatively and productively together to enhance the environment
- (4) 7.2 examine how individuals accept responsibility for taking care of the school and community environment

## HEALTH GRADE FOUR (continued)

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- (4) 7.3 describe various persuasive techniques used in advertising to sell products
- (4) 7.4 practice strategies to protect oneself against the environmental elements

# LIBRARY

## GRADE FOUR

### STATE OF NEVADA INFORMATION LITERACY STANDARDS

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- 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

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#### 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 4.4.1, 4.4.5]
  - 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, 4.4.6]

## LIBRARY GRADE FOUR (continued)

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- (4)1.3 add and delete both broad and specific questions as information needs change [NS 1.C.1]; [ELA/PS 4.4.5, 4.4.6]
- (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 4.4.4, 4.4.5, 4.4.6]
- (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 4.4.5, 4.4.6]

### 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 4.4.1, 4.4.3, 4.4.6]
- (4)2.2 identify fact, point-of-view, and opinion in an information source [NS 2.B.1]; [ELA/PS 2.4.3, 4.4.6]
- (4)2.3 judge the degree of inaccuracy, bias, or misleading information in information products [NS 2.C.3]; [ELA/PS 4.4.3, 4.4.6]
- (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 2.4.3]
  - 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 5.4.1, 6.4.9]
- (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 4.4.6]
- (4)3.3 apply a variety of approaches to use information to resolve an information problem or question [NS 3.C.2]; [ELA/PS 3.4.9, 4.4.5]
- (4)3.4 choose the most appropriate format for presenting information [NS 3.D.2]; [ELA/PS 6.4.4, 6.4.5, 4.4.3, 8.4.3]
  - 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 4.4.5]
- (4)4.2 discuss and evaluate information products and solutions relating to topics of personal interest [NS 4.B.2]; [ELA/PS 3.4.9, 4.4.5, 6.4.4, 6.4.5, 6.4.9]

## LIBRARY GRADE FOUR (continued)

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### 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 3.4.7, 4.4.4]
  - 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 4.4.1, 7.4.2, 8.4.3]
- (4)5.3 express information and ideas creatively in unique products that combine several formats [NS 5.C.3]; [ELA/PS 6.4.4, 6.4.5, 6.4.9, 8.4.3]

### 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 4.4.5, 4.4.6, 6.4.9]
- (4)6.2 with teacher's assistance, select and apply appropriate strategies for revising, improving, and updating work [NS 6.B.2]; [ELA/PS 5.4.3, 6.4.9]

### 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 3.4.7, 4.4.4]
  - 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 8.4.3]

### 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 6.4.6, 8.4.3]
- (4)8.2 avoid plagiarism and, given a format, cite sources properly [NS 8.B.3]; [ELA/PS 6.4.9]
  - 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 6.4.9]

## LIBRARY GRADE FOUR (continued)

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### 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 4.4.1, 7.4.2, 8.4.3]
- (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 7.4.1, 7.4.2, 7.4.5]
- (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 7.4.1, 7.4.2, 7.5.5]
- (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 2.4.3 6.4.4, 6.4.5, 6.4.6, 7.4.2, 8.4.3]

# MATHEMATICS

## GRADE FOUR

### STANDARDS

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#### ***Nevada Grades K-12 Content Standards***

- 1.0 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 to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.
- 2.0 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 to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.
- 3.0 Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.
- 4.0 Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics.
- 5.0 Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

#### ***Nevada Grades K-12 Process Standards***

- A Students will develop their ability to **solve problems** by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.
- B Students will develop their ability to **communicate mathematically** by solving problems where there is a need to obtain information from the real world through reading, listening, and observing.
- C Students will develop their ability to **reason mathematically** by solving problems where there is a need to investigate mathematical ideas and construct their own learning in all content areas.
- D Students will develop the ability to make **mathematical connections** by solving problems where there is a need to view mathematics as an integrated whole.

## ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

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### NUMBERS, NUMBER SENSE, AND COMPUTATION

*It is expected that students will:*

- (4)1.1 identify and use place value positions of whole numbers up to one million [NS/PS 1.4.1]
- (4)1.2 read and write decimals, extending to the thousandths place
- (4)1.3 read and write proper and improper fractions and mixed numbers
- (4)1.4 compare and describe fractions and/or decimals, as nearer one whole number than another
- (4)1.5 describe the need for fractions and their relationship to whole numbers and decimals
- (4)1.6 identify and compare fractions with like denominators using models, numbers, and drawings [NS/PS 1.4.2]
- (4)1.7 identify fractions in their simplest form
- (4)1.8 rename benchmark fractions as decimals and vice versa (e.g.,  $1/4 = .25$ ,  $1/2 = .50$ )
- (4)1.9 add and subtract fractions and mixed numbers with like denominators
- (4)1.10 read, write, compare, and order whole numbers [NS/PS 1.4.3]
- (4)1.11 read and write number words [NS 1.4.3]
- (4)1.12 explain relative size (magnitude) of numbers using powers of ten (hundreds and thousands) as benchmarks
- (4)1.13 count by multiples of a given number [NS 1.4.4]
- (4)1.14 explain relationships between skip counting, repeated addition, and multiples [NS 1.4.4]
- (4)1.15 immediately recall and use multiplication and corresponding division facts (products to 144) [NS/PS 1.4.5]
- (4)1.16 estimate to determine reasonableness of an answer in mathematical and practical situations [NS 1.4.6]
- (4)1.17 use estimation and mental computation in appropriate situations to solve problems
- (4)1.18 add and subtract multi-digit numbers [NS 1.4.7]
- (4)1.19 multiply and divide multi-digit numbers by a one-digit number with regrouping, including monetary amounts as decimals [NS 1.4.7]
- (4)1.20 add and subtract decimals
- (4)1.21 use subtraction to model and explain division
- (4)1.22 describe the relationships of the operations of addition, subtraction, multiplication, and division
- (4)1.23 describe and use algorithms for addition, subtraction, multiplication, and division
- (4)1.24 generate and solve addition, subtraction, multiplication, and division problems using whole numbers in practical situations [NS/PS 1.4.8]

### PATTERNS, FUNCTIONS, AND ALGEBRA

*It is expected that students will:*

- (4)2.1 analyze, describe, create, and extend patterns using numbers, appropriate tables, and calculators

## MATHEMATICS GRADE FOUR (continued)

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- (4)2.2 identify, describe, represent, and explain patterns and relationships in the number system including arithmetic and geometric sequences [NS/PS 2.4.1]
- (4)2.3 select the solution to an equation from a given set of numbers [NS 2.4.2]
- (4)2.4 model, explain, and solve open number sentences involving addition, subtraction, multiplication, and division [NS 2.4.2]
- (4)2.5 complete number sentences with the appropriate words and symbols (+, −, ×, ÷, >, <, =) [NS/PS 2.4.3]

### MEASUREMENT

*It is expected that students will:*

- (4)3.1 estimate and convert units of measure for length, area, and weight within the same measurement system (customary and metric) [NS 3.4.1]
- (4)3.2 estimate temperature in practical situations [NS 3.4.1]
- (4)3.3 measure, compare, and convert length in inches, feet, yards, and miles to the nearest fractional part ( $\frac{1}{4}$ ,  $\frac{1}{2}$ )
- (4)3.4 measure, compare, and convert length in metric units (millimeter, centimeter, meter, kilometer)
- (4)3.5 measure length, area, temperature, and weight to a required degree of accuracy in customary and metric systems [NS 3.4.2]
- (4)3.6 define and determine the perimeter of polygons and the area of rectangles, including squares [NS/PS 3.4.3]
- (4)3.7 determine totals for monetary amounts in practical situations [NS/PS 3.4.4]
- (4)3.8 use money notation to add and subtract given monetary amounts [NS 3.4.4]
- (4)3.9 use elapsed time in quarter-hour increments, beginning on the quarter-hour, to determine start, end, and elapsed time [NS 3.4.6]
- (4)3.10 recognize the number of weeks in a year, days in a year, and days in a month [NS 3.4.6]
- (4)3.11 use A.M. and P.M. appropriately in describing time [NS 3.4.6]

### SPATIAL RELATIONSHIPS, GEOMETRY, AND LOGIC

*It is expected that students will:*

- (4)4.1 identify, draw, and classify angles, including straight, right, obtuse, and acute [NS/PS 4.4.1]
- (4)4.2 describe geometric patterns and relationships
- (4)4.3 identify shapes that are congruent, similar, and/or symmetrical using a variety of methods including transformational motions (flips, turns, slides) [NS 4.4.2]
- (4)4.4 determine lines of symmetry and recognize rotational symmetry
- (4)4.5 identify coordinates for a given point in the first quadrant [NS 4.4.3]
- (4)4.6 locate points of given coordinates on a grid in the first quadrant [NS 4.4.3]
- (4)4.7 identify, describe, and classify two- and three-dimensional figures by relevant properties including the number of vertices, edges, and faces using models [NS/PS 4.4.4]
- (4)4.8 identify, describe, compare, and draw intersecting and parallel lines
- (4)4.9 identify, draw, label, and describe points, line segments, rays, and angles [NS/PS 4.4.6]

## MATHEMATICS GRADE FOUR (continued)

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(4)4.10 use the connectors and, or, and not to describe the members of a set [NS 4.4.9]

### DATA ANALYSIS

*It is expected that students will:*

- (4)5.1 pose questions that can be used to guide the collection of categorical and numerical data. [NS 5.4.1]
- (4)5.2 organize and represent data using a variety of graphical representations including frequency tables and line plots. [NS 5.4.1]
- (4)5.3 model the measures of central tendency for mode and median [NS 5.4.2]
- (4)5.4 model and compute range [NS 5.4.2]
- (4)5.5 read, interpret, and discuss charts, tables, and graphs from books, newspapers, and magazines
- (4)5.6 interpret data and make predictions using frequency tables and line plots. [NS 5.4.3]
- (4)5.7 collect, organize, display, describe, and interpret simple data to solve problems
- (4)5.8 conduct simple probability experiments using concrete materials [NS/PS 5.4.5]
- (4)5.9 represent the results of simple probability experiments as fractions to make predictions about future events [NS 5.4.5.]

### PROBLEM SOLVING

*It is expected that students will:*

- (4)A.1 select, modify, develop, apply, and justify strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts [NS/PS A.3-5]
- (4)A.2 apply previous experience and knowledge to new problem solving situations [NS/PS A.3-5]
- (4)A.3 determine an efficient strategy, verify, interpret, and evaluate results with respect to the original problem [NS/PS A.3-5]
- (4)A.4 try more than one strategy when the first strategy proves to be unproductive [NS A.3-5]
- (4)A.5 apply multi-step, integrated, mathematical problem-solving strategies, persisting until a solution is found or until it is clear that no solution exists [NS/PS A.3-5]
- (4)A.6 generalize solutions and strategies to new problem situations [A.3-5]
- (4)A.7 interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, and ensuring the answer is reasonable [NS/PS A.3-5]
- (4)A.8 use technology, including calculators, to investigate and describe relationships such as patterns and functions, to develop mathematical concepts and solve problems [NS A.3-5]

### MATHEMATICAL COMMUNICATION

*It is expected that students will:*

- (4)B.1 discuss and exchange ideas about mathematics as a part of learning [NS B.3-5]

## MATHEMATICS GRADE FOUR (continued)

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- (4)B.2 use inquiry techniques (discussion, questioning, research, and data gathering) to solve mathematical problems [NS B.3-5]
- (4)B.3 identify and translate key words and phrases that imply mathematical operations [NS/PS B.3-5]
- (4)B.4 use a variety of methods (physical materials, diagrams, and tables) to represent and then communicate mathematical ideas through oral, verbal, and written formats [NS/PS B.3-5]
- (4)B.5 use everyday language to make conjectures, explain, and justify thinking about strategies and solutions to mathematical problems [NS B.3-5]
- (4)B.6 express mathematical ideas and use them to define, compare, and solve problems orally and in writing [NS B.3-5]
- (4)B.7 use mathematical words, phrases, and symbols to communicate and explain mathematical situations [NS B.3-5]
- (4)B.8 read a variety of fiction and nonfiction texts to learn about mathematics [NS B.3-5]

### **MATHEMATICAL REASONING**

*It is expected that students will:*

- (4)C.1 justify and explain the solutions to problems using manipulatives and physical models [NS C.3-5]
- (4)C.2 use patterns and relationships to analyze mathematical situations and draw logical conclusions about mathematical problems [NS/PS C.3-5]
- (4)C.3 follow a logical argument and judge its validity [NS C.3-5]
- (4)C.4 ask questions to reflect on, clarify, and extend thinking [NS C.3-5]
- (4)C.5 review and refine the assumptions and steps used to derive conclusions in mathematical arguments [NS C.3-5]
- (4)C.6 determine relevant, irrelevant, and/or sufficient information to solve mathematical problems [NS/PS C.3-5]

### **MATHEMATICAL CONNECTIONS**

*It is expected that students will:*

- (4)D.1 link new concepts to prior knowledge [NS D.3-5]
- (4)D.2 use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics [NS D.3-5]
- (4)D.3 use physical models to explain the relationship of concepts to procedures [NS/PS D.3-5]
- (4)D.4 apply mathematical thinking and modeling to solve problems that arise in other disciplines such as rhythm in music and motion in science [NS D.3 5]
- (4)D.5 approach problems with flexibility in a variety of ways within and beyond the field of mathematics [NS D.3-5]
- (4)D.6 identify, explain, and use mathematics in everyday life [NS D.3-5]

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# MUSIC

## GRADE FOUR

### STANDARDS

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#### ***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

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#### **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 ( h., q., w, **W**, qttt, eqe, qsr) [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)

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- (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]

## MUSIC GRADE FOUR (continued)

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- (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]

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# PHYSICAL EDUCATION

## GRADE FOUR

### STANDARDS

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#### ***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

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#### **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
  - g. strike a moving ball into a designated area using both underhand and overhand techniques
  - h. strike a moving object with an implement (e.g., paddle, racquet, bat)
  - j. kick and pass a ball with appropriate force and accuracy
  - k. dribble a ball with the feet around various obstacles
  - l. continuously jump a rope turned by others
  - m. 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]

## PHYSICAL EDUCATION GRADE FOUR (continued)

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### 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)

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### 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]

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# SCIENCE

## GRADE FOUR

### STANDARDS

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#### ***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.

## SCIENCE GRADE FOUR (continued)

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- 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 multi-cellular organisms to perform a variety of life functions.

## SCIENCE GRADE FOUR (continued)

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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

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### **NATURE 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]

## SCIENCE GRADE FOUR (continued)

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- (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]

## SCIENCE GRADE FOUR (continued)

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- (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]

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# SOCIAL STUDIES

## GRADE FOUR

### STANDARDS

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#### *Nevada Grades K-12 Content Standards*

- HISTORY 1.0**      **People, Cultures, and Civilizations** – Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas.
- HISTORY 2.0**      **Nation Building and Development** – Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas.
- HISTORY 3.0**      **Social Responsibility & Change** – Students understand how social ideas and individual action lead to social, political, economic, and technological change.
- GEOGRAPHY 5.0**    **The World in Spatial Terms** – Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments.
- GEOGRAPHY 6.0**    **Places & Regions** – Students understand the physical and human features of places and use this information to define and study regions and their patterns of change.
- GEOGRAPHY 7.0**    **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.
- GEOGRAPHY 8.0**    **Environment and Society** – Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.
- ECONOMICS 9.0**    **The Market Economy** – Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade.
- ECONOMICS 10.0**   **The U.S. Economy As A Whole** – Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy.
- ECONOMICS 11.0**   **The Dynamic Economy** – Students will identify the causes of economic change, explain how the U.S. economic system responds to those changes; and explain how other economic systems respond to change.
- ECONOMICS 12.0**   **The International Economy** – Students will explore trends in international trade, the impact of trade on the U.S. economy, and the role of exchange rates.
- CIVICS 13.0**        **Citizenship and the Law** – Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens.

## SOCIAL STUDIES GRADE FOUR (continued)

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- CIVICS 14.0**      **The Federal System: U.S., State, and Local Governments** – Students understand the U.S. Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments.
- CIVICS 15.0**      **The Political Process** – Students describe the roles of political parties, elections, interest groups, media, and public opinion in the democratic process.
- CIVICS 16.0**      **Global Relations** – Students explain the different political systems in the world and how those systems relate to the United States and its citizens.

## ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

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### HISTORY

#### People, Cultures, and Civilizations

*It is expected that students will:*

- H1.4.1 Describe the lifestyles of Nevada’s **Desert Archaic people**.
- H1.4.2 Define hunter-gatherer.
- H1.4.3 Describe the lifestyles of Nevada’s Native American **cultures**.
- H1.4.4 Discuss the interactions of pioneers with the **Great Basin** Indians.
- H1.4.5 Identify contributions of immigrants in Nevada.

#### Nation Building & Development

*It is expected that students will:*

- H2.4.1 Discuss examples of compromise and conflict within Nevada, i.e., Pyramid Lake Wars, water allocation, Sagebrush Rebellion.
- H2.4.2 Describe the experiences of pioneers moving west.
- H2.4.3 Identify explorers and settlers in pre-territorial Nevada.
- H2.4.4 Identify the diverse population of Nevada’s early settlers and discuss their unique experiences.
- H2.4.4A Identify the diversity of Nevada’s early settlers and discuss their unique experiences.
- H2.4.5 Explain the symbols, mottos, and slogans related to Nevada, i.e., “Battle Born,” the state seal, and “Silver State.”
- H2.4.6 Explain how United States conflicts affected life and society in Nevada.
- H2.4.6A Explain how current and past United States conflicts have affected life and society in Nevada.

#### Social Responsibility & Change

*It is expected that students will:*

- H3.4.1 Compare and/or contrast their daily lives with children in Nevada’s past.
- H3.4.2 Recognize that communities include people who have diverse **ethnic** origins, customs, and traditions, and who make contributions to Nevada.

## SOCIAL STUDIES GRADE FOUR (continued)

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- H3.4.2A Recognize that communities include people who have diverse **ethnic** origins, customs, and traditions, and how they make contributions to Nevada.
- H3.4.3 Define **social responsibility**.
- H3.4.4 Explain how advances in **technologies** have impacted Nevada, i.e., railroads, mining, and gaming.
- H3.4.5 Discuss major news events on the local and state levels.

### International Relationships & Power

*It is expected that students will:*

- H4.4.1 Describe the economic and cultural influence other nations have on the state of Nevada.

## GEOGRAPHY

### The World in Spatial Terms

*It is expected that students will:*

- G5.4.1 Identify and use intermediate directions on a compass rose to locate places on a map of Nevada.
- G5.4.2 Identify spatial patterns on a map of Nevada, i.e., deserts, mountains, population.
- G5.4.3 Construct a map of Nevada displaying human and physical features.
- G5.4.4 Utilize different types of Nevada maps, i.e., population and physical maps, to understand spatial distribution.

### Places & Regions

*It is expected that students will:*

- G6.4.1 Describe the distinguishing features of historical **regions** in Nevada, i.e., Native American tribal territories, pioneer trails, and settlement areas.
- G6.4.2 Identify regional changes in Nevada over time.
- G6.4.3 Identify and describe the diversity and cultural traditions of Nevada's people, i.e., Native Americans, Basque **communities**.
- G6.4.4 Show how **regional** change in Nevada from decade to decade has affected characteristics of place, i.e., plows allow farmers to prepare the land for planting, pick axes assist in mining operations.
- G6.4.4A Compare and contrast how the **regional** change in technology in Nevada from decade to decade has affected characteristics of a **place**, i.e., plows allow farmers to prepare the land for planting, pick axes assist in mining operations.
- G6.4.5 Locate the counties and county seats of Nevada.
- G6.4.6 Identify the equator, **Prime Meridian**, and the International Date Line.

### Human Systems

*It is expected that students will:*

- G7.4.1 Describe differences in population distribution within Nevada **regions**.
- G7.4.1A Describe differences in population distribution due to **physical environments** within Nevada **regions** using historical and contemporary examples.
- G7.4.2 List examples of movements of people, **goods**, and ideas into and across Nevada.

## SOCIAL STUDIES GRADE FOUR (continued)

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- G7.4.3 Describe differences among **rural**, **suburban**, and **urban** settlement in Nevada.
- G7.4.3A Compare and contrast **rural**, **suburban**, and **urban** settlement in Nevada.
- G7.4.4 Describe historical and current economic issues in Nevada using geographic resources, i.e., illustrate demographic changes due to mining and gaming.
- G7.4.4A Using geographic resources, analyze historical and current economic issues in Nevada using geographic resources, i.e., illustrate demographic changes due to mining and gaming.
- G7.4.5 Describe why types of organizations may differ by geographic region in Nevada.

### Environment & Society

*It is expected that students will:*

- G8.4.1 Describe ways **physical environments** affect human activity in Nevada using historical and contemporary examples.
- G8.4.2 Describe how technologies altered the **physical environment** in Nevada, and the effects of those changes on its people.
- G8.4.2A Explain how advances in technologies have altered the **physical environment**, both positively and negatively, and the effects on people, railroads, mining, gaming, and the **physical environment**.
- G8.4.3 Explore the impact of human modification of Nevada's **physical environment** on the people who live there.
- G8.4.4 Identify **natural hazards** in Nevada and their impact on the population.
- G8.4.4A Identify **natural hazards** in Nevada and their impact on the population, i.e., heat, wind, water.
- G8.4.5 Describe the B patterns of **natural resources** in Nevada.
- G8.4.5A Describe the **distribution** patterns of where **natural resources** are in Nevada and how they are moved.

## ECONOMICS

### The Market Economy

*It is expected that students will:*

- E9.4.1 Give examples of incentives and determine whether they are positive or negative.
- E9.4.1A Give examples of any incentive and determine whether they are positive or negative.
- E9.4.2 Give reasons why **consumers** choose to buy more of a good or service, i.e., when prices are low, and when they choose to buy less, and when prices are high.
- E9.4.2A Identify reasons why **consumers** choose to buy more or less of a good or service, based on prices or current economic situations.
- E9.4.3 Give reasons why **producers** choose to sell more of a **good** or **service**, i.e., when a price is high, and when they choose to sell less, and when its price is low.
- E9.4.3A Give reasons why **producers** choose to sell more or less of a **good** or **service**, i.e., based on prices or current economic situations.
- E9.4.4 Identify factors within an individual's control that can affect the likelihood of **employment**.

## SOCIAL STUDIES GRADE FOUR (continued)

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E9.4.5 Explain why all those who **trade** must benefit from the **trade**, using an example such as trading baseball cards.

E9.4.5A Identify why people trade, i.e., intrinsic reasons. [NS 5.4.6]

### The U.S. Economy as a Whole

*It is expected that students will:*

E10.4.1 Discuss how the discovery of silver in Nevada affected the forms of **money** in circulation.

E10.4.1A Discuss how the discovery of silver in Nevada affected the forms of **money** in Nevada.

E10.4.2 Identify instances in which people might pay **interest** or receive **interest**.

E10.4.3 Discuss reasons people use **banks**.

E10.4.4 Define **productive resources**.

E10.4.4A Define **productive resources** and their impact on Nevada.

E10.4.5 Define **per capita**.

### The Dynamic Economy

*It is expected that students will:*

E11.4.1 Identify a for-profit and a not-for-profit organization in the **community** and a service each provides.

E11.4.2 Define **entrepreneur** and identify those individuals in Nevada.

E11.4.3 Describe **resources** that are limited in Nevada and ways in which **resources** are shared.

### The International Economy

*It is expected that students will:*

E12.4.1 Define **imports** and **exports**.

E12.4.2 Identify **goods** that would not be readily available in Nevada without international trade.

## CIVICS

### Citizenship and the Law

*It is expected that students will:*

C13.4.1 Identify and discuss examples of rules, laws, and authorities that keep people safe and property secure in the state of Nevada.

C13.4.2 Explain that **democracy** involves voting, majority rule, and setting rules.

C13.4.3 Describe the criteria for Nevada citizenship.

C13.4.4 Discuss the symbolic importance of the Pledge of Allegiance.

C13.4.5 Explain why we celebrate Nevada Day.

### The Federal System

*It is expected that students will:*

C14.4.1 Describe the relationship between classroom and school rules.

C14.4.2 Name the current President of the United States.

C14.4.3 Name the current governor of Nevada.

C14.4.4 Explain why **local governments** are created.

## SOCIAL STUDIES GRADE FOUR (continued)

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C14.4.5 Name the three branches of state government.

C14.4.6 Understand the role of courts.

### **The Political Process**

*It is expected that students will:*

C15.4.1 Describe the qualities of a leader.

C15.4.2 Define and give examples of state and local **interest groups**.

C15.4.3 Identify sources of information people use to form an opinion.

### **Global Relations**

*It is expected that students will:*

C16.4.1 Identify their county, city, state, and country.

# TECHNOLOGY

## GRADE FOUR

### STANDARDS

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- 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

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#### 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)

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- (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)

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- 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)

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- (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]

## TECHNOLOGY GRADE FOUR (continued)

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### 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]

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# VISUAL ARTS

## GRADE FOUR

### STANDARDS

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#### ***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

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#### **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]

## VISUAL ARTS GRADE FOUR (continued)

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- (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)

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- (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]

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