



4TH GRADE PROGRAM OF STUDIES

	Recipe for a Fire	Stopping the Flames	Fire & Man –	Hot Habitats	Plot Monitoring	Acre by Acre	Fire & Weather	Weather in you pocket	Firefighting costs Money
GRADE 4 ENGLISH/LANGUAGE ARTS									
Reading									
Students will									
<input type="checkbox"/> understand and respond to a variety of reading materials, making connections to students' lives, to real world issues, and/or to current events (additional supporting Academic Expectation 6.1).			X	X			X		X
<input type="checkbox"/> recognize characteristics and elements of different kinds of works.									X
<input type="checkbox"/> utilize text features and organizational patterns to interpret transactive reading materials (informational, practical/workplace, and persuasive).				X			X		X
<input type="checkbox"/> respond to authors' opinions and details used to support those opinions.			X						
<input type="checkbox"/> employ reading strategies (e.g., word analysis, re-reading, context clues, pre-reading, raising questions, predicting, drawing conclusions).			X						
<input type="checkbox"/> use contextual vocabulary and comprehensive strategies to understand text.			X	X					X
Writing									
Students will									
<input type="checkbox"/> respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as journals and graphic organizers and writing-to-demonstrate learning strategies in situations such as open-response questions and graphic organizers (additional supporting Academic Expectations 1.10, 5.1, 6.3).			X	X					
<input type="checkbox"/> use information from technology and other resources to produce writing that develops and supports independent ideas (additional supporting Academic Expectation 5.1).			X						X
<input type="checkbox"/> write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning) based on personal experiences, reading, listening, observing, and/or inquiry (additional supporting Academic Expectation 6.3).				X					
<input type="checkbox"/> write personal pieces to communicate ideas.				X					
<input type="checkbox"/> identify and apply characteristics of effective writing in producing and discussing their own work, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).				X					
Speaking/Listening/Observing									
Students will									
<input type="checkbox"/> prepare and deliver formal presentations individually and/or collaboratively for specific audiences, purposes, and situations (additional supporting Academic Expectation 5.3).									X
<input type="checkbox"/> apply listening, speaking, and observing skills to conduct authentic inquiry tasks (additional supporting Academic Expectation 5.1).		X			X	X	X	X	X
Inquiry									
Students will									
<input type="checkbox"/> identify information and resources needed to address student-development questions.			X			X			
<input type="checkbox"/> take notes from research.			X		X			X	X
<input type="checkbox"/> use technology as a research tool to explore and gather ideas and information for authentic tasks.			X		X	X		X	X
Technology as Communication									
Students will									
<input type="checkbox"/> use technology to access ideas and information.			X			X		X	X

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GRADE 4 MATHEMATICS									
Numbers, Integers & Place Value									
<i>Students will</i>									
<input type="checkbox"/> read, write, and model whole numbers from 0 to 1,000,000, developing place value for hundred thousands and millions.									X
Fractions & Decimals									
<i>Students will</i>									
<input type="checkbox"/> explore appropriate estimation procedures.						X			X
Number Computation									
<i>Students will</i>									
<input type="checkbox"/> understand and apply computational procedures for adding, subtracting, multiplying, and dividing whole numbers using memorized basic facts.	X								X
<input type="checkbox"/> add, subtract, multiply, and divide whole numbers.	X					X			X
Geometry									
<i>Students will</i>									
<input type="checkbox"/> analyze structures of geometric figures (e.g., points, rays, lines, segments, perpendicular lines, parallel lines, angles).	X				X	X			
<input type="checkbox"/> investigate geometric relationship (e.g., similarity, congruence) through manipulatives and drawings.	X					X			
Measurement									
<i>Students will</i>									
<input type="checkbox"/> read and record temperatures to the nearest degree.								X	
<input type="checkbox"/> measure and find area and perimeter of a rectangle.						X			
<input type="checkbox"/> exchange units (e.g., linear, volume, mass) within a measurement system (e.g., 2 feet = 24 inches).						X			
Algebraic Ideas									
<i>Students will</i>									
<input type="checkbox"/> graph points on a number line.					X				
<input type="checkbox"/> represent and describe relationships through the use of variables, ordered pairs, lists in tables, plots on graphs, and patterns.					X				
Probability & Statistics									
<i>Students will</i>									
<input type="checkbox"/> choose appropriate means to collect and represent data.	X				X	X		X	
<input type="checkbox"/> pose questions, collect, organize, and display data.					X	X		X	
<input type="checkbox"/> draw conclusions based on data.	X				X	X		X	
<input type="checkbox"/> use counting techniques and/or tables to explore probability experiments.					X				
GRADE 4 SCIENCE									
Scientific Inquiry									
<i>Students will</i>									
<input type="checkbox"/> ask simple scientific questions that can be answered through observations combined with scientific information.	X				X	X		X	
<input type="checkbox"/> use simple equipment (e.g., plant lights), tools (e.g., rulers, thermometers), skills (e.g., describing), technology (e.g., electronic media), and mathematics in scientific investigations.					X	X		X	
<input type="checkbox"/> use evidence (e.g., descriptions) from simple scientific investigations and scientific knowledge to develop reasonable explanations.	X				X	X	X	X	
<input type="checkbox"/> communicate (e.g., graph, write) designs, procedures, and results of scientific investigations.					X	X			
<input type="checkbox"/> review and ask questions about scientific investigations and explanations of other students.					X			X	

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Physical Science									
<i>Students will</i>									
<input type="checkbox"/> properties (e.g., size, shape) of materials can be measured and used to describe, separate, or sort objects.	X				X	X	X	X	
<input type="checkbox"/> the position and motion of an object can be described (e.g., measured, observed) by comparing it to another object or background.		X							
<input type="checkbox"/> heat can be produced in many ways and can move from one object to another by conduction.	X	X							
<input type="checkbox"/> light travels in a straight line until it strikes an object. Light can be reflected, refracted, or absorbed by objects.					X				
Earth/Space Science									
<i>Students will</i>									
<input type="checkbox"/> Earth's materials have different physical (e.g., capacity to retain water) and chemical (e.g., ability to support plants) properties and provide resources that humans use.									
<input type="checkbox"/> the Sun provides the light and heat necessary to maintain the temperature of the Earth.					X			X	
<input type="checkbox"/> weather changes from day to day and over the seasons. Weather can be described by observing and measuring temperature, wind direction and speed, and precipitation.							X	X	
Life Science									
<i>Students will</i>									
<input type="checkbox"/> organisms have basic needs (e.g., air, water, nutrients, light) and can only survive when these needs are met.				X					
<input type="checkbox"/> organisms' patterns of behavior are related to the nature of organisms' environments. There are many different environments (e.g., deserts, rain forests) on Earth that support different types of organisms.			X	X					
<input type="checkbox"/> all animals depend on plants for food.				X					
<input type="checkbox"/> organisms change environment. These changes may be detrimental or beneficial.			X						
Applications/Connections									
<i>Students will</i>									
<input type="checkbox"/> describe the role of science and technology in dealing with local issues (e.g., landfill location).	X				X		X	X	X
<input type="checkbox"/> examine the role science plays in everyday life.	X		X	X	X		X	X	X
GRADE 4 SOCIAL STUDIES									
Historical Perspective									
<i>Students will</i>									
<input type="checkbox"/> explore different perspectives and interpretations of Kentucky history by using primary and secondary sources, artifacts, and time lines.			X						
<input type="checkbox"/> understand different groups throughout Kentucky's history and their reasons for exploring and/or settling in Kentucky.			X						
<input type="checkbox"/> recognize how lifestyles and conditions have changed over time in Kentucky.			X						
Geography									
<i>Students will</i>									
<input type="checkbox"/> understand that all places on Earth have an absolute and relative location.								X	
<input type="checkbox"/> recognize the five themes of geography (location, place, regions, movement, and relationships within places) and use them to analyze geographic issues and problems in Kentucky and regions of the United States.			X				X		
<input type="checkbox"/> use various representations of the Earth (e.g., maps, globes, mental maps) to find and explain human and physical geographic features in Kentucky and regions of the United States.							X		
<input type="checkbox"/> understand how humans have interacted with the physical environment to meet their needs in Kentucky and regions in the United States.		X	X				X	X	X

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<input type="checkbox"/>									
<input type="checkbox"/> recognize how the physical environment, especially in the past, limited and promoted human settlement and activities in Kentucky.		X	X						
<input type="checkbox"/> develop mental maps of the United States and its regions.			X				X		
<input type="checkbox"/> recognize unique places in regions of the United States.			X				X		
Economics									
<i>Students will</i>									
<input type="checkbox"/> understand that producers create goods and services and consumers make economic decisions and choices.									X
Government and Civics									
<i>Students will</i>									
<input type="checkbox"/> understand that individuals have rights and responsibilities that change when people assume different roles in different groups.									X
Culture and Society									
<i>Students will</i>									
<input type="checkbox"/> understand similarities and differences in the ways groups and cultures within Kentucky and regions of the United States address similar needs and concerns.			X						
<input type="checkbox"/> recognize the elements of culture using different groups from Kentucky’s past and regions of the United States as examples.			X						
<input type="checkbox"/> understand how social institutions in Kentucky’s past and regions of the United States respond to human needs, structure society, and influence behavior.		X							
<input type="checkbox"/> recognize how tensions and conflicts can develop between and among individuals, groups, and institutions.			X						
GRADE 4 HEALTH EDUCATION									
Individual Well-Being									
<i>Students will</i>									
<input type="checkbox"/> explain and exhibit responsibility to oneself (e.g., do your best, be the best you can be).	X	X			X	X	X	X	X
<input type="checkbox"/> describe and practice responsibility to others.		X					X		
<input type="checkbox"/> demonstrate respect for others.	X	X					X		
<input type="checkbox"/> examine the role of rules for the effective functioning of groups.	X	X			X		X		
<input type="checkbox"/> distinguish between goal setting and achievement.					X				
<input type="checkbox"/> explain how individuals and groups are interdependent.		X			X		X		X
<input type="checkbox"/> explore strategies for dealing with conflict and anger.		X							
Consumer Decisions									
<i>Students will</i>									
<input type="checkbox"/> evaluate media and advertising techniques.				X					
<input type="checkbox"/> describe the differences between needs and wants.				X					X
<input type="checkbox"/> determine ways in which goods and services used by families impact the environment.			X						
Personal Wellness									
<i>Students will</i>									
<input type="checkbox"/> follow school safety rules (e.g., playground, bus, classroom).	X							X	
<input type="checkbox"/> use personal safety strategies (e.g., when to say no).									X
Mental Wellness									
<i>Students will</i>									
<input type="checkbox"/> examine positive and negative consequences of choices.		X	X				X	X	
<input type="checkbox"/> develop an awareness of personal rights and responsibilities.		X							
<input type="checkbox"/> develop decision-making strategies.		X				X		X	