

Fourth grade instructional programs in USD 379 are committed to helping each child meet the academic and intellectual competencies expected at this grade level and become active, engaged learners in a classroom setting. The following summary of the instructional program provides an overview of the fourth grade year. The fourth grade program builds on skills and knowledge children have learned in third grade and at home. It encourages critical thinking, creativity, and respect for self and others. Expectations are modified or expanded to meet a child's needs and abilities.

Curriculum standards are what all grade-level students are expected to know and be able to do by the end of a school year. Key concepts and standards of fourth grade education are included. If you would like a complete description of fourth grade standards, they can be downloaded from the [Kansas State Department of Education](#) website.

If you have questions about curriculum, please contact your child's teacher.

### English Language Arts

#### READING – *Foundations, Literature, and Informational Text*

- Use details and examples in a text when explaining what the text says.
- Determine the main idea of a text; explain how it is supported by details. Summarize the text.
- Figure out the meaning of unfamiliar words using knowledge of syllables, letter-sound relationships, and Greek and Latin root words (e.g., spect, dict, auto, bio, tele), prefixes, and suffixes (e.g., mid-, mis-, pre-, -less, -ment, -y).

#### WRITING

- Write informative texts to examine a topic; present ideas and information clearly.

- Write opinion pieces on topics or texts. Support a point of view and include reasons or information for that point-of-view.
- Use resources to build knowledge; investigate different aspects of a topic for a research project.

#### LANGUAGE

- Use correct capitalization, punctuation, and spelling when writing.
- Choose words and phrases to communicate precise meaning.
- Recognize and explain the meaning of simple similes and metaphors.

### Science Topics:

- Energy
- Waves
- Structure, Function, and Information Processing
- Earth's Systems: Processes that Shape the Earth
- Engineering Design

## Mathematics

### OPERATIONS AND ALGEBRAIC THINKING

- Use the four operations (+, -, ×, ÷) to solve problems.
- Gain familiarity with factors (e.g., 1, 2, 3, and 6 are all factors of 6) and multiples (e.g., the multiples of 4 are 4, 8, 12, 16...) in the range 1–100.
- Generate patterns (e.g., start at 1 and repeatedly add 3), and analyze the generated pattern (e.g., the resulting numbers appear to alternate between odd and even numbers).

### THE NUMBER AND OPERATIONS IN BASE TEN

- Generalize place value understanding for multi-digit whole numbers (e.g., a digit in one place is ten times the place value to its right, meaning the seven in 700 is ten times the value of the seven in 70).
- Add and subtract multi-digit whole numbers using the standard algorithm.
- Solve division problems using the relationship between multiplication and division (e.g.,  $63 \div 7 = 9$  because  $9 \times 7 = 63$ ).

### THE NUMBER AND OPERATIONS- FRACTIONS

- Use visual models to explain why two fractions are equivalent.
- Compare two fractions with different denominators (e.g.,  $\frac{1}{3}$  and  $\frac{3}{5}$ ) by creating common denominators or by comparing to a baseline fraction such as  $\frac{1}{2}$ .
- Use and understand decimal notation for fractions (e.g., 0.62 as  $\frac{62}{100}$ ).

### MEASUREMENT AND DATA

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit (e.g., kg to g; ft to in; lb to oz; hr to min).
- Understand angles are geometric shapes formed when two rays share a common endpoint.
- Measure angles in whole-number degrees using a protractor.
- Represent and interpret data (e.g., interpret the difference in length between the longest and shortest specimens in an insect collection in a line plot).

### GEOMETRY

- Draw and identify lines (e.g., parallel and perpendicular) and angles (e.g., right, acute, obtuse), and classify shapes by properties of their lines and angles.

## Social Studies: Kansas & Regions

### HISTORY

Students will recognize and evaluate the significant people and events that shaped Kansas and the other regions. They will analyze how these people and events contributed to the way Kansas and other regions are perceived and function today. Students will understand the motivation and accomplishments of notable Kansans and notable people in other regions, particularly early explorers, entrepreneurs, and civic and cultural leaders. They will analyze the impact of the Oregon-California Trail, Santa Fe Trail, and Pony Express Route on continuity and change in the United States and compare these routes with transportation routes in other regions of the country.

### CIVICS/GOVERNMENT

Students will recognize and evaluate the rights and responsibilities of citizens. Students will examine the individual's role as a citizen of the community and state. They will determine how people can participate in government and analyze why choosing to participate is important. Students will investigate ways that responsible citizens can fulfill their civic duty, such as, engaging in one or more of the following opportunities: serving the common good, being law-abiding, showing respect for others, volunteering, serving the public in an elected or appointed office, and/or joining the military.

In this unit, students will examine the services provided by local and state governments. They will describe the types, characteristics, and services of political units, such as city, county, state, and country. Students will investigate the function of state governments. They will recognize that all states have constitutions, and all citizens have equal rights and responsibilities as set forth in both the state and U.S. Constitution. Students will define the rule of law as it applies to individuals, family, school, and local, state, and national governments. Students will recognize and evaluate the shared ideals in the United States, such as the right to vote and freedom of religion and speech.

### GEOGRAPHY

Students will investigate settlement patterns to draw conclusions about a sense of place, first in Kansas, and then in relation to five geographic regions in the United States. Students will compare and contrast the Kansas with one prominent tribe from each of five geographic

regions in the United States in the context of their geographic, cultural, political, and social characteristics. Then students will recognize and evaluate the importance of a prominent immigrant group to Kansas. They will examine the causes and consequences of the immigrant group's choice of settlement location, investigate its economic and cultural contributions to Kansas, and compare that Kansas settlement with immigrant settlements in other regions of the United States. Students will investigate the human characteristics of Kansas and regions of the United States, such as languages, customs, economic activities, and food.

In this unit students will learn how to use geographic tools and location to analyze the influence of physical features on decision-making. Students will use maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments. They will identify major landforms and bodies of water in Kansas, regions of the United States, and the world. Students will identify and compare the climate and ecosystems of eastern to western Kansas and to the regions of the United States. They will draw conclusions about the conditions that determine the location of human activities, such as population centers, resources, and transportation. Students will analyze natural resource challenges and draw conclusions about the solutions people have developed as they use renewable and non-renewable resources.

### ECONOMICS

Students will recognize and evaluate how limited resources require choices. They will analyze the concepts of opportunity cost and cost-benefit in the context of choices made in Kansas and another region and draw conclusions about these choices. Students will examine how natural, capital, and human resources are used in the production of goods and services. They will analyze the roles of consumer, producer, saver, investor, and entrepreneur. Students will examine the reasons for economic specialization and how that leads to trade between regions of the United States. They will trace the production, distribution, and consumption of a particular good in the state and regions. Students will describe how a market economy works in the United States and consider the role of the government in the market economy.

# SUPPORTING YOUR CHILD'S LEARNING AT HOME

## English Language Arts: At home, you and your child can:

- Read news and magazine articles; discuss the main idea and important details.
- Read aloud chapter books. Discuss the plot and characters. Ask questions such as, "What is the problem in the story?" "How is the main character changing and why?" Make connections to other books you have read together.
- Read/write poetry or watch plays together.
- Write about real-life experiences. For example, write a letter to a family member to share recent events.

- Practice typing on the computer. There are many free typing activities and games for kids on the Internet.
- Read stories and dramas together; discuss the characters and the motivations of their actions.
- Compare events or themes from two different stories.  
For additional online support, refer to [readkiddoread.com](http://readkiddoread.com) or [www.readingrockets.org/audience/parents](http://www.readingrockets.org/audience/parents).

**For Student Writing Samples, refer to [http://www.corestandards.org/assets/Appendix\\_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf)**

## Mathematics: At home, you and your child can:

- Solve real-life word problems (e.g., If each person at a party will eat  $\frac{3}{8}$  of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed?).
- Use drawings or models when solving problems. Ask questions that promote thinking: What is a good place to start? Does this problem remind you of another problem? Can you tell me what is happening in the story problem? What are you trying to figure out? Can you prove it? Can you solve it another way?

- Look for graphs in the newspaper, magazines, advertisements, and ask questions about the data.
- Look for angles, lines, and shapes all around. Determine and classify shapes by their properties (e.g., parallel lines, perpendicular lines, angles, lines of symmetry).  
For additional online support, refer to [illuminations.nctm.org/ActivitySearch.aspx](http://illuminations.nctm.org/ActivitySearch.aspx).