

Learning Targets (4th nine weeks)

Fourth Grade

At the end of this grading period I will know the following



Math
I can measure within the customary system and metric system.
I can measure with the following units: km, m, dm, cm, mm; kg, g; lb, oz; L, mL; gal, qt, pt, c, fl. Oz; hr, min, and sec.
I can compare units within the same measurement system.
I can collect data and use that data to solve problems.
I can find the area and perimeter of a rectangular figure.
I can use graphs to explain real-world situations.
I can create a line plot to display a data set.
I can measure angles.
I can recognize geometric objects and how they differ from one another.
I can list how quadrilaterals are alike and different.
I can classify angles and triangles.
I can determine lines of symmetry in a figure.
I can describe the properties of quadrilaterals, triangles, and geometric objects.
I can find geometry in my everyday world.

ELA/Reading
I can identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
I can describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
I can tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
I can with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
I can determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable).
I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
I can report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
I can combine information from two texts on the same topic to write or speak about the subject.
ELA/Reading Continued
I can demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

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I can determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

I can recognize and explain similes and metaphors, idioms, adages, and proverbs.

I can produce narrative, opinion and informative pieces with supporting details and evidence, appropriate structure, transition words or phrases, appropriate word choice, conventions, and style, and concluding statements or sections.

I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content , choosing flexibly from a range of strategies.

I can edit, revise, and publish my writing using multiple formats.

Science

I can identify the roles of producers, consumers, and decomposers in a community.

I can demonstrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers.

I can predict how changes in the environment would affect a community (ecosystem) of organisms.

I can predict effects on a population if some of the plants or animals in the community are scarce or if there are too many.

I can identify external features of organisms that allow them to survive or reproduce better than organisms that do not have these features (for example: camouflage, use of hibernation, protection, etc.).

I can identify factors that may have led to the extinction of some organisms.

Social Studies

I can identify the weaknesses of the government established by the Articles of Confederation.

I can identify the major leaders of the Constitutional Convention (James Madison and Benjamin Franklin) and describe the major issues they debated, including the rights of states, the Great Compromise, and slavery.

I can identify the three branches of the U. S. government as outlined by the Constitution, describe what they do, how they relate to each other (checks and balances and separation of power), and how they relate to the states.

I can identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the power of government, and explain the reasons for its inclusion in the Constitution in 1791.

I can describe the causes and events of the War of 1812; include the burning of the Capitol and the White House.

I can describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).

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I can describe the impact of the steamboat, the steam locomotive, and the telegraph on life in America.

I can describe the impact of westward expansion on Native Americans.

I can examine the main ideas of the abolitionist and suffrage movements.

I can locate important physical and man-made features in the United States.

I can describe how physical systems affect human systems.

I can use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.

I can identify the elements of a personal budget and explain why personal spending and saving decisions are important.