

Content Area: Comprehensive Health and Physical Education

Standard: 2. Physical and Personal Wellness in Health

Prepared Graduates:
➤ Apply knowledge and skills to engage in lifelong healthy eating

Grade Level Expectation: Fourth Grade

Concepts and skills students master:
1. Demonstrate the ability to set a goal in order to enhance personal nutrition status

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">a. Set a goal to improve food choices based on appropriate nutritional content, value, and caloriesb. Explain the importance of eating a variety of foods from all the food groupsc. Identify healthy foods (including snacks) in appropriate portion sizes	<p>Inquiry Questions:</p> <ul style="list-style-type: none">1. How can your personal goals for healthy eating work within the choices of food available to you at home and at school?2. If two foods have the same amount of calories, are they equally healthy for you? Why or why not?3. Do all foods help your body in the same ways? Why or why not?4. How can you tell if a portion size is appropriate?
	<p>Relevance and Application:</p> <ul style="list-style-type: none">1. Healthy foods provide nutrients that in turn provide you energy for daily activities.2. Nutrients are necessary for good health and proper growth and development.3. Different foods provide different nutrients. To get all the nutrients you need, it is necessary to eat a balanced diet such as eating a variety of healthy foods within and across the major food groups.
	<p>Nature of Health:</p> <ul style="list-style-type: none">1. Healthy eating is a personal responsibility and is affected by the choices available to us.

Content Area: Comprehensive Health and Physical Education

Standard: 4. Prevention and Risk Management in Health

Prepared Graduates:

- Apply knowledge and skills to make health-enhancing decisions regarding the use of alcohol, tobacco, and other drugs

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

2. Demonstrate the ability to use interpersonal communication skills to avoid using tobacco

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">a. Demonstrate effective verbal and nonverbal ways to refuse pressures to use tobaccob. Describe how to ask for help from a trusted adult in staying away from second-hand smokec. Examine the factors that influence a person's decision to use or not to use tobacco	<p>Inquiry Questions:</p> <ul style="list-style-type: none">1. Why is it important to know when to say "no," even when it's not popular?2. Why do commercials and media sometimes make smoking look glamorous?3. Who or what impacts my ability to choose not to use tobacco? <p>Relevance and Application:</p> <ul style="list-style-type: none">1. Researchers study tobacco use rates in adolescents.2. Researchers have found that exposure to second-hand smoke can have short- and long-term effects on health. <p>Nature of Health:</p> <ul style="list-style-type: none">1. Successful interpersonal communication is knowing how, when, and why to convey your personal health needs and wants.2. Culture, media, and social pressures influence health behaviors.

Content Area: Dance

Standard: 4. Reflect, Connect, and Respond

Prepared Graduates:

- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

- 2. Evaluate the functions of dance training and rehearsal as they contribute to a performance

Evidence Outcomes

Students can:

- a. Recognize how the quality of dance training and rehearsal can affect a performance
- b. Recognize how the quantity of dance training and rehearsal can affect a performance
- c. Recognize when performers move precisely
- d. Evaluate how the dancers' sense of rhythm and interpretation can define the meaning in a dance

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How long does it take to train to be a dancer?
- 2. What is a good dancer?
- 3. What historical factors contributed to the American dance style?
- 4. How does one know when he or she is ready for performance?

Relevance and Application:

- 1. Rehearsing and training consistently to produce a desired outcome develops strong self-direction and collaboration skills that can be transferred to many vocations.
- 2. Being aware of quality production and performance builds discernment skills needed for lifelong endeavors.

Nature of Dance:

- 1. Appreciating dance includes having a clear picture of the movement, number of dancers, performance environment, costumes, and sound.
- 2. Being objective with a dance give reasons for opinions by providing evidence to support an interpretation.

Content Area: Drama and Theatre Arts

Standard: 3. Critically Respond

Prepared Graduates:

- Make informed, critical evaluations of theatrical performance from an audience member and a participant point of view, and develop a framework for making informed theatrical choices

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

1. **Develop selected criteria to critique what is seen, heard, and understood**

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ol style="list-style-type: none">a. Develop criteria to critique a performance or scriptb. Critique a performance or script using the developed criteria	<p>Inquiry Questions:</p> <ol style="list-style-type: none">1. What constitutes effective and constructive feedback for a scene and character?2. How does one develop appropriate criteria?3. How does a critique impact a performance?
	<p>Relevance and Application:</p> <ol style="list-style-type: none">1. Evaluating performances helps develop analytical and writing skills for theatre and film critics.2. Understanding the different elements of a performance aids in the appreciation of dramatic literature and playwrights.3. Understanding how different media can create an emotional impact creates informed consumers and technologically literate professionals.
	<p>Nature of Drama and Theatre Arts:</p> <ol style="list-style-type: none">1. Contributing to the realization of a theatrical work is an exercise in collaboration and critical thinking.

Content Area: Drama and Theatre Arts

Standard: 3. Critically Respond

Prepared Graduates:

- Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

2. Examine character dynamics and relations

Evidence Outcomes

Students can:

- Demonstrate an understanding of character dynamics and relationships in real-life settings
- Read scripts and stories to identify and analyze character dynamics and relationships

21st Century Skills and Readiness Competencies

Inquiry Questions:

- What is needed to understand character dynamics and relationships?
- How are characters in scripts similar to real people?
- What relationships do you have that resemble relationships you have read about?
- How can you show a character's relationship to another character when you are on stage?

Relevance and Application:

- Working with mass media allows one to recognize that the use of voice, body language, and facial expressions are essential to conveying messages.
- Understanding body language and vocalization are essential to communication. For example, facilitators, politicians, political scientists, and teachers employ body language and vocalization to communicate.
- Recognizing that human beings communicate through a variety of nonverbal messages such as gestures, facial expressions, and body language is valuable knowledge for success in social and professional situations.

Nature of Drama and Theatre Arts:

- Students exercise and refine the actor's instrument – body, voice, and mind – through ongoing exploration of the physical, vocal, characterization, and staging components of acting.

Content Area: Mathematics

Standard: 1. Number Sense, Properties, and Operations

Prepared Graduates:

- Understand that equivalence is a foundation of mathematics represented in numbers, shapes, measures, expressions, and equations

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

2. Different models and representations can be used to compare fractional parts

Evidence Outcomes

Students can:

- Use ideas of fraction equivalence and ordering to: (CCSS: 4.NF)
 - Explain equivalence of fractions using drawings and models.¹
 - Use the principle of fraction equivalence to recognize and generate equivalent fractions. (CCSS: 4.NF.1)
 - Compare two fractions with different numerators and different denominators,² and justify the conclusions.³ (CCSS: 4.NF.2)
- Build fractions from unit fractions by applying understandings of operations on whole numbers. (CCSS: 4.NF)
 - Apply previous understandings of addition and subtraction to add and subtract fractions.⁴
 - Compose and decompose fractions as sums and differences of fractions with the same denominator in more than one way and justify with visual models.
 - Add and subtract mixed numbers with like denominators.⁵ (CCSS: 4.NF.3c)
 - Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.⁶ (CCSS: 4.NF.3d)
 - Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. (CCSS: 4.NF.4)
 - Express a fraction a/b as a multiple of $1/b$.⁷ (CCSS: 4.NF.4a)
 - Use a visual fraction model to express a/b as a multiple of $1/b$, and apply to multiplication of whole number by a fraction.⁸ (CCSS: 4.NF.4b)
 - Solve word problems involving multiplication of a fraction by a whole number.⁹ (CCSS: 4.NF.4c)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How can different fractions represent the same quantity?
- How are fractions used as models?
- Why are fractions so useful?
- What would the world be like without fractions?

Relevance and Application:

- Fractions and decimals are used any time there is a need to apportion such as sharing food, cooking, making savings plans, creating art projects, timing in music, or portioning supplies.
- Fractions are used to represent the chance that an event will occur such as randomly selecting a certain color of shirt or the probability of a certain player scoring a soccer goal.
- Fractions are used to measure quantities between whole units such as number of meters between houses, the height of a student, or the diameter of the moon.

Nature of Mathematics:

- Mathematicians explore number properties and relationships because they enjoy discovering beautiful new and unexpected aspects of number systems. They use their knowledge of number systems to create appropriate models for all kinds of real-world systems.
- Mathematicians construct viable arguments and critique the reasoning of others. (MP)
- Mathematicians model with mathematics. (MP)

Standard: 1. Number Sense, Properties, and Operations Fourth Grade

- ¹ Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. (CCSS: 4.NF.1)
- ² e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, (CCSS: 4.NF.2)
- ³ e.g., by using a visual fraction model. (CCSS: 4.NF.2)
- ⁴ Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. (CCSS: 4.NF.3)
- Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. (CCSS: 4.NF.3a)
- Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples:* $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$. (CCSS: 4.NF.3b)
- ⁵ e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. (CCSS: 4.NF.3c)
- ⁶ e.g., by using visual fraction models and equations to represent the problem. (CCSS: 4.NF.3d)
- ⁷ For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$. (CCSS: 4.NF.4a)
- ⁸ For example, $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.) (CCSS: 4.NF.4b)
- ⁹ e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?* (CCSS: 4.NF.4c)

Content Area: Mathematics

Standard: 1. Number Sense, Properties, and Operations

Prepared Graduates:

- Are fluent with basic numerical, symbolic facts and algorithms, and are able to select and use appropriate (mental math, paper and pencil, and technology) methods based on an understanding of their efficiency, precision, and transparency

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

3. Formulate, represent, and use algorithms to compute with flexibility, accuracy, and efficiency

Evidence Outcomes

Students can:

- Use place value understanding and properties of operations to perform multi-digit arithmetic. (CCSS: 4.NBT)
 - Fluently add and subtract multi-digit whole numbers using standard algorithms. (CCSS: 4.NBT.4)
 - Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. (CCSS: 4.NBT.5)
 - Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. (CCSS: 4.NBT.6)
 - Illustrate and explain multiplication and division calculation by using equations, rectangular arrays, and/or area models. (CCSS: 4.NBT.6)
- Use the four operations with whole numbers to solve problems. (CCSS: 4.OA)
 - Interpret a multiplication equation as a comparison.¹ (CCSS: 4.OA.1)
 - Represent verbal statements of multiplicative comparisons as multiplication equations. (CCSS: 4.OA.1)
 - Multiply or divide to solve word problems involving multiplicative comparison.² (CCSS: 4.OA.2)
 - Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. (CCSS: 4.OA.3)
 - Represent multistep word problems with equations using a variable to represent the unknown quantity. (CCSS: 4.OA.3)
 - Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (CCSS: 4.OA.3)
 - Using the four operations analyze the relationship between choice and opportunity cost (PFL)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- Is it possible to make multiplication and division of large numbers easy?
- What do remainders mean and how are they used?
- When is the "correct" answer not the most useful answer?

Relevance and Application:

- Multiplication is an essential component of mathematics. Knowledge of multiplication is the basis for understanding division, fractions, geometry, and algebra.

Nature of Mathematics:

- Mathematicians envision and test strategies for solving problems.
- Mathematicians develop simple procedures to express complex mathematical concepts.
- Mathematicians make sense of problems and persevere in solving them. (MP)
- Mathematicians construct viable arguments and critique the reasoning of others. (MP)
- Mathematicians look for and express regularity in repeated reasoning. (MP)

Standard: 1. Number Sense, Properties, and Operations
Fourth Grade

¹ e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. (CCSS: 4.OA.1)

² e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (CCSS: 4.OA.2)

Content Area: Music

Standard: 4. Aesthetic Valuation of Music

Prepared Graduates:

- Make informed, critical evaluations of the effectiveness of musical works and performances on the basis of aesthetic qualities, technical excellence, musicality, or convincing expression of feelings and ideas related to cultural and ideological associations
- Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

1. Explain personal preferences for specific music

Evidence Outcomes

Students can:

- a. Use appropriate music terminology to explain preferences
- b. Describe and demonstrate characteristics of effective personal participation in ensembles
- c. Discriminate between musical and nonmusical factors in individual music preference

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is it beneficial to experience a wide variety of musical styles as a listener and a performer?
2. Why is it important to have a variety and diversity of musical styles available to society?
3. How are preferences better communicated when appropriate music terminology is used?

Relevance and Application:

1. Collaboration in determining musical preferences highlights the similarities and differences among people with individual musical tastes.
2. Ensemble participation develops collaboration and self-direction skills through the demands of discrimination of sound and pitch, following conductor's cues and listening and adjusting to others.

Nature of Music:

1. Experiences with a variety of musical styles develop an expanded range of personal preferences.
2. Music preferences are sometimes affected by nonmusical but significant factors such as the social meaning of a work at a particular time or for a particular purpose.

Content Area: Reading, Writing, and Communicating
Standard: 1. Oral Expression and Listening

Prepared Graduates:
 ➤ Use language appropriate for purpose and audience

Grade Level Expectation: Fourth Grade

Concepts and skills students master:
 1. A clear communication plan is necessary to effectively deliver and receive information

Evidence Outcomes

Students can:

- a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. (CCSS: SL.4.1)
 - i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS: SL.4.1a)
 - ii. Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)
 - iii. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (CCSS: SL.4.1c)
 - iv. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)
- b. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL.4.2)
- c. Identify the reasons and evidence a speaker provides to support particular points. (CCSS: SL.4.3)
- d. 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. (CCSS: SL.4.4)
- e. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (CCSS: SL.4.5)
- f. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (CCSS: SL.4.6)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is important to listen to all members in a group before making a decision about an issue or problem?
2. What are some important things to do when presenting ideas to a group?
3. Why is paraphrasing someone else's thinking important before sharing other opinions?

Relevance and Application:

1. Learning how to listen and support ideas with others is a life skill (Businesses of all sizes create communication plans so all employees are kept informed and know how and where to offer their opinion.)
2. Interacting with others by sharing knowledge, ideas, stories, and interests builds positive relationships. For example, when planning a school festival students, parents, and teachers work together to develop ideas and plan the work.
3. Using databases to organize information about and audience can improve a meeting.

Nature of Reading, Writing and Communicating:

1. Good communicators acknowledge the ideas of others.

Content Area: Reading, Writing, and Communicating
Standard: 2. Reading for All Purposes

Prepared Graduates:
 ➤ Demonstrate comprehension of a variety of informational, literary, and persuasive texts

Grade Level Expectation: Fourth Grade

Concepts and skills students master:
 1. Comprehension and fluency matter when reading literary texts in a fluent way

Evidence Outcomes	21 st Century Skills and Readiness Competencies
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Students can:

a. Use Key Ideas and Details to:

- i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1)
- ii. Identify and draw inferences about setting, characters (such as motivations, personality traits), and plot. (CCSS: RL.4.2)
- iii. Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.3)
- iv. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). (CCSS: RL.4.4)
- v. Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved)

b. Use Craft and Structure to:

- i. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (CCSS: RL.4.4)
- ii. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. (CCSS: RL.4.5)
- iii. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (CCSS: RL.4.6)

c. Use Integration of Knowledge and Ideas to:

- i. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. (CCSS: RL.4.7)
- ii. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. (CCSS: RL.4.9)
- iii. Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence.

d. Use Range of Reading and Complexity of Text to:

- i. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.4.10)
- ii. Read familiar texts orally with fluency, accuracy, and prosody (expression)

Inquiry Questions:

1. How do people use different reading strategies to better understand different genres (poetry, stories, nonfiction)?
2. What can readers infer about the main character of a text?
3. How are you similar or different from the characters in the text?
4. How did the author use events to prepare the reader for the ending?
5. How would the story be different if the author changed the setting?

Relevance and Application:

1. The skills used in reading comprehension transfers to readers’ ability to understand and interpret events.
2. Analyzing character traits supports working relationships in the workplace.
3. It is important to be able to identify conflict and how it occurs and to look for strategies to deal with conflict.
4. Reading with prosody increases comprehension and fluency. These are skills of proficient readers.
5. Use of voice recording software to record, listen to and follow along with words and texts can enhance understanding

Nature of Reading, Writing, and Communicating:

1. Readers think about the tone and message of the text. They use the expression to make reading clear.
2. Readers continually monitor their thinking as they read.
3. Readers think about how the setting of a story can completely change how they think about the plot. Readers think about how the story would have been different in a different setting.

Content Area: Reading, Writing, and Communicating

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, **judge the quality of ideas**, or complete daily tasks

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

- 2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way

Evidence Outcomes

Students can:

- a. Use Key Ideas and Details to:
 - i. **Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.** (CCSS: RI.4.1)
 - ii. Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)
 - iii. **Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.** (CCSS: RI.4.3)
 - iv. Skim materials to develop a general overview of content
 - v. Scan to locate specific information or to perform a specific task (finding a phone number, locating a definition in a glossary, identifying a specific phrase in a passage)
- b. Use Craft and Structure to:
 - i. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. (CCSS: RI.4.4)
 - ii. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (CCSS: RI.4.5)
 - iii. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (CCSS: RI.4.6)
 - iv. Identify common organizational structures (paragraphs, topic sentences, concluding sentences) and **explain how they aid comprehension**
 - v. Use text features (bold type, headings, visuals, captions, glossary) to organize or categorize information
 - vi. Identify conclusions
- c. Use Integration of Knowledge and Ideas to:
 - i. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (CCSS: RI.4.7)
 - ii. **Explain how an author uses reasons and evidence to support particular points in a text.** (CCSS: RI.4.8)
 - iii. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.4.9)
- d. Use Range of Reading and Complexity of Text to:
 - i. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.4.10)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What does informational text tell readers about themselves, others, and the world?
2. How do text features help readers gain information that they need?
3. How do readers know if the text is informing them or trying to persuade them?

Relevance and Application:

1. Announcers read stylized print with appropriate inflection.
2. Readers interpret the intended message in various genres (such as fables, billboards, Web pages, poetry, and posters).
3. Online comprehension strategies differ from those used to comprehend printed text due to non-linear design and the addition of multimedia clues which can greatly distract or aid in understanding.

Nature of Reading, Writing, and Communicating:

1. Readers read for enjoyment and information.
2. Readers make connections from what they are reading to previous selections within text or other sources.
3. When readers analyze well-written paragraphs, they support their writing skills.

Content Area: Reading, Writing, and Communicating

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

- 3. Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills

Evidence Outcomes

Students can:

- a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.4.3)
 - i. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (CCSS: RF.4.3a)
- b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
 - i. Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)
 - ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS: RF.4.4b)
 - iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)
- c. 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. (CCSS: L.4.4)
 - i. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4a)
 - ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). (CCSS: L.4.4b)
 - iii. Read and understand words with common prefixes (un-, re-, dis-) and derivational suffixes (-ful, -ly, -ness)
 - iv. Read and understand words that change spelling to show past tense: write/wrote, catch/caught, teach/taught
 - v. Read multisyllabic words with and without inflectional and derivational suffixes
 - vi. Infer meaning of words using explanations offered within a text
 - vii. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS: L.4.4c)
- d. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.4.5)
 - i. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. (CCSS: L.4.5a)
 - ii. Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS: L.4.5b)
 - iii. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (CCSS: L.4.5c)
- e. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation). (CCSS: L.4.6)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How can analyzing word structures help readers understand word meanings?
- 2. How do prefixes (un-, re-) and suffixes (-ness, -ful) change the meaning of a word (meaning, meaningful)?
- 3. Why do root words change their spelling when suffixes are added?

Relevance and Application:

- 1. Changing accent changes the meaning of words (CONtest, conTEST).
- 2. Voice recording software and tools a iPods provide students opportunity to listen to and record multisyllabic words and text
- 3. Readers can create new words by adding prefixes and suffixes (such as wood, wooden).
- 4. The spelling of multisyllabic root words can change when suffixes are added (transfer, transferrable).

Nature of Reading, Writing, and Communicating:

- 1. The ability to notice accent is essential for successful communication.
- 2. Readers use phonemes, graphemes (letters), and morphemes (suffixes, prefixes) in an alphabetic language.

Content Area: Reading, Writing, and Communicating

Standard: 3. Writing and Composition

Prepared Graduates:

- Implement the writing process successfully to plan, revise, and edit written work

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

1. The recursive writing process is used to create a variety of literary genres for an intended audience

Evidence Outcomes

Students can:

- a. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.4.1)
 - i. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. (CCSS: W.4.1a)
 - ii. Provide reasons that are supported by facts and details. (CCSS: W.4.1b)
 - iii. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*). (CCSS: W.4.1c)
 - iv. Provide a concluding statement or section related to the opinion presented. (CCSS: W.4.1d)
- b. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.4.3)
 - i. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.4.3a)
 - ii. Choose planning strategies to support text structure and intended outcome
 - iii. Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS: W.4.3b)
 - iv. Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c)
 - v. Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.4.3d)
 - vi. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.4.3e)
- c. Write poems that express ideas or feelings using imagery, figurative language, and sensory details

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How are literary genres different in form and substance?
2. How does a graphic organizer assist a writer?
3. How does writing create a visual image for the reader?

Relevance and Application:

1. Different forms of literary genre can express the same ideas in different ways.
2. Learning to write with strong words will increase how readers will perceive the messages writers are trying to convey. (Write about an event using formal and informal language.)
3. Writers who connect their personal experiences to writing will increase their skills.

Nature of Reading, Writing, and Communicating:

1. Writers include personal experiences in their writing.

Content Area: Reading, Writing, and Communicating
Standard: 3. Writing and Composition

Prepared Graduates:
 ➤ Implement the writing process successfully to plan, revise, and edit written work

Grade Level Expectation: Fourth Grade

Concepts and skills students master:
 2. Informational and persuasive texts use the recursive writing process

Evidence Outcomes	21 st Century Skills and Readiness Competencies
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Students can:

- a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.4.2)
 - i. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.4.2a)
 - ii. Choose planning strategies to support text structure and intended outcome
 - iii. Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast)
 - iv. Organize relevant ideas and details to convey a central idea or prove a point
 - v. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)
 - vi. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*). (CCSS: W.4.2c)
 - vii. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)
 - viii. Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)

Inquiry Questions:

1. Which tools are available to assist the writer in planning, drafting, and revising personal writing?
2. How is word choice affected by audience and purpose?
3. How are writers persuasive without being biased?

Relevance and Application:

1. When preparing for a presentation writers can use electronic resources to add graphics and visual effects to a project.
2. Businesses use proposals to persuade consumers to buy their products.

Nature of Reading, Writing, and Communicating:

1. Writers use transition words in their writing to make transitions clearer and easier to follow.
2. Writers will sometimes use a visual that will help convey their message.

Content Area: Reading, Writing, and Communicating
Standard: 4. Research and Reasoning

Prepared Graduates:
 ➤ Use primary, secondary, and tertiary written sources to generate and answer research questions

Grade Level Expectation: Fourth Grade

Concepts and skills students master:
 1. Comprehending new information for research is a process undertaken with discipline both alone and within groups

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <p>a. Conduct short research projects that build knowledge through investigation of different aspects of a topic. (CCSS: W.4.7)</p> <ol style="list-style-type: none"> i. Identify a topic and formulate open-ended research questions for further inquiry and learning ii. Present a brief report of the research findings to an audience <p>b. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (CCSS: W.4.8)</p> <ol style="list-style-type: none"> i. Identify relevant sources for locating information ii. Locate information using text features, (appendices, indices, glossaries, and table of content) iii. Gather information using a variety of resources (reference materials, trade books, online resources, library databases, print and media resources) iv. Read for key ideas, take notes, and organize information read (using graphic organizer) v. Interpret and communicate the information learned by developing a brief summary with supporting details vi. Develop relevant supporting visual information (charts, maps, diagrams, photo evidence, models) <p>c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.4.9)</p> <ol style="list-style-type: none"> i. Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). (CCSS: W.4.9.a) ii. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). (CCSS: W.4.9.b) 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. What facts do writers use to support their ideas and opinions? 2. Which text features did you find the most useful as you wrote your report? 3. As researchers begin a research project, how do they organize their resources as they gather them? 4. How would you rate your own contributions to your group and why? 5. How does a group resolve conflicts as it works on a group project? 6. What evidence can students use to ensure that all members of a group make a strong contribution? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Writers plan, write, and present information to an audience that reflects their point of view. 2. Students use a rubric to self-evaluate their project. 3. Good readers ask good questions. 4. Researchers who use multiple resources create a stronger research project. 5. Use electronic tools to summarize and organize your thinking 6. Use social networking tools to create and share your information. <p>Nature of Reading, Writing, and Communicating:</p> <ol style="list-style-type: none"> 1. Researcher plan, present, and evaluate projects that define a point of view. 2. Before researchers begin a research project, they always have materials ready to take notes and highlight key ideas so that they can refer to them later. 3. Researcher can use the glossary or appendix.

Content Area: Reading, Writing, and Communicating
Standard: 4. Research and Reasoning

Prepared Graduates:
 ➤ Articulate the position of self and others using experiential and material logic

Grade Level Expectation: Fourth Grade

Concepts and skills students master:
 2. Identifying implications, concepts, and ideas enriches reasoning skills

Evidence Outcomes	21st Century Skills and Readiness Competencies
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Students can:

- a. Consider negative as well as positive implications of their own thinking or behavior, or others thinking or behavior
- b. State, elaborate, and give an example of a concept (for example, state, elaborate, and give an example of friendship or conflict)
- c. Identify the key concepts and ideas they and others use
- d. Ask primary questions of clarity, significance, relevance, accuracy, depth, and breadth

Inquiry Questions:

1. What are the implications or what might happen if someone takes action about an issue?
2. What are the consequences of the action?
3. How do students identify key concepts and ideas?
4. How do students know they clearly understand the concepts and topics?
5. What problems may arise if students use only their own thinking in their work?
6. How do students include the perspectives, thinking, or opinions of others as they learn?
7. How does elaborating help others understand a concept with more clarity?
8. What strategy do readers use to help them identify the key concepts or main ideas of a text?

Relevance and Application:

1. Concepts and ideas may reflect prior knowledge and experiences.
2. Presenters are able to clarify what is useful when speaking or writing.
3. When asked to share ideas, presenters must be precise and share key points so that others will be able to follow their information.
4. People must ask questions of themselves and of others for the purpose of quality understanding and reasoning.
5. People who put their thinking or the thinking of a favorite author or researcher aside to entertain other thinking use a fair-minded way to gain understanding.
6. Good communicators acknowledge that further reading or research can increase their depth of understanding.

Nature of Reading, Writing, and Communicating:

1. Researchers understand that clear concepts and ideas must be supported with facts.
2. All reasoning is expressed through and shaped by concepts, and leads somewhere or has implications and consequences.
3. Good communicators are able to state the issue or concept, elaborate on it, and have an example to clearly express their thinking.

Content Area: Science

Standard: Earth Systems Science

Prepared Graduates:

- Describe and interpret how Earth's geologic history and place in space are relevant to our understanding of the processes that have shaped our planet

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

1. Earth is part of the solar system, which includes the Sun, Moon, and other bodies that orbit the Sun in predictable patterns that lead to observable paths of objects in the sky as seen from Earth

Evidence Outcomes	21st Century Skills and Readiness Competencies
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Students can:

- a. Gather, analyze, and interpret data about components of the solar system
- b. Utilize direct and indirect evidence to investigate the components of the solar system
- c. Gather, analyze, and interpret data about the Sunrise and Sunset, and Moon movements and phases
- d. Develop a scientific explanation regarding relationships of the components of the solar system

Inquiry Questions:

- What are the patterns of movement for the Sun and Moon across the sky?
- How does Earth compare to other objects orbiting the Sun?
- How do we study the solar system?

Relevance and Application:

- Space exploration has produced data to answer questions about the solar system.
- Comets are observable objects seen from Earth which provide scientists data about the solar system.
- Orbits in a predictable pattern in space influence season's on Earth.

Nature of Science:

- Understand that models are developed to explain and predict natural phenomena that cannot be directly observed because they happen over long periods of time.
- Critically evaluate models of the solar system, identifying the strengths and weaknesses of the model in representing what happens in the real solar system.

Content Area: Science
Standard: Life Science

Prepared Graduates:

- Analyze how various organisms grow, develop, and differentiate during their lifetimes based on an interplay between genetics and their environment

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

1. All living things share similar characteristics, but they also have differences that can be described and classified

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">a. Use evidence to develop a scientific explanation of what plants and animals need to surviveb. Use evidence to develop a scientific explanation for similarities and/or differences among different organisms (species)c. Analyze and interpret data representing variation in a traitd. Examine, evaluate, question, and ethically use information from a variety of sources and media to investigate questions about characteristics of living things	<p>Inquiry Questions:</p> <ul style="list-style-type: none">• How have classification systems changed over time?• How are individuals in a related species similar and different? <p>Relevance and Application:</p> <ul style="list-style-type: none">• Human beings have use technology in order to survive in a variety of climates, such as heating and air conditioning.
	<p>Nature of Science:</p> <ul style="list-style-type: none">• Understand that all scientific knowledge is subject to new findings and that the presence of reproducible results yields a scientific theory.• Evaluate and provide feedback on evidence used by others to justify how they classified organisms.

Content Area: Science
Standard: Life Science

Prepared Graduates:
➤ Explain how biological evolution accounts for the unity and diversity of living organisms

Grade Level Expectation: Fourth Grade

Concepts and skills students master:
2. Comparing fossils to each other or to living organisms reveals features of prehistoric environments and provides information about organisms today

Evidence Outcomes | **21st Century Skills and Readiness Competencies**

Students can:

- a. Use evidence to develop a scientific explanation for:
 - 1. What fossils tell us about a prehistoric environment
 - 2. What conclusions can be drawn from similarities between fossil evidence and living organisms
- b. Analyze and interpret data to generate evidence about the prehistoric environment
- c. Evaluate whether reasoning and conclusions about given fossils are supported by evidence
- d. Use computer simulations that model and recreate past environments for study and entertainment

Inquiry Questions:

- What are some things fossils can't tell us?
- What conditions would most likely lead to something becoming a fossil?

Relevance and Application:

- Computers are used to model and recreate past environments for study and entertainment.

Nature of Science:

- Ask testable questions about past environments.
- Make predictions about past environments based on fossil evidence.
- Recognize that different interpretations of evidence are possible.

Content Area: Science
Standard: Life Science

Prepared Graduates:
➤ Explain and illustrate with examples how living systems interact with the biotic and abiotic environment

Grade Level Expectation: Fourth Grade

Concepts and skills students master:
3. There is interaction and interdependence between and among living and nonliving components of ecosystems

Evidence Outcomes

Students can:

- a. Use evidence to develop a scientific explanation on how organisms adapt to their habitat
- b. Identify the components that make a habitat type unique
- c. Compare and contrast different habitat types
- d. Create and evaluate models of the flow of nonliving components or resources through an ecosystem
- e. Make a plan to positively impact a local ecosystem
- f. Examine, evaluate, question, and ethically use information from a variety of sources and media to investigate endangered habitats

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How are resources shared among organisms in a specific ecosystem or habitat?
- How do nonliving components of an ecosystem influence living components?
- What would happen if the Sun’s energy no longer reached Earth?
- What would happen if water were removed from an ecosystem?

Relevance and Application:

- Humans can have positive and negative impacts on an ecosystem.
- Nonliving components are cycled and recycled through ecosystems and need to be protected and conserved.

Nature of Science:

- Understand that models are developed to explain and predict natural phenomena that cannot be directly observed because they happen over long periods of time.
- Evaluate models that show interactions between living and nonliving components of ecosystems, identifying the strengths and weaknesses of the model in representing what happens in the real world.

Content Area: Science
Standard: Physical Science

Prepared Graduates:
➤ Apply an understanding that energy exists in various forms, and its transformation and conservation occur in processes that are predictable and measurable

Grade Level Expectation: Fourth Grade

Concepts and skills students master:
1. Energy comes in many forms such as light, heat, sound, magnetic, chemical, and electrical

Evidence Outcomes

Students can:

- a. Identify and describe the variety of energy sources
- b. Show that electricity in circuits requires a complete loop through which current can pass
- c. Describe the energy transformation that takes place in electrical circuits where light, heat, sound, and magnetic effects are produced
- d. Use multiple resources – including print, electronic, and human – to locate information about different sources of renewable and nonrenewable energy

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How do we know that energy exists within a system such as in an electrical circuit?
- How can heat be transferred from one object to another?

Relevance and Application:

- There are multiple energy sources, both renewable and nonrenewable.
- Energy can be used or stored. For example, it can be stored in a battery and then used when running a portable media player such as an iPod.
- Transportation, manufacturing, and technology are driven by energy.

Nature of Science:

- Ask testable questions about energy, make a falsifiable hypothesis and design an inquiry based method of finding the answer, collect data, and form a conclusion.
- Understand that models are developed to explain and predict phenomena that cannot be directly observed.
- Critically evaluate models of energy, identifying the strengths and weaknesses of the model in representing what happens in the real world.
- Create plans to decrease electrical energy use for one week and evaluate the results.

Content Area: Social Studies

Standard: 1. History

Prepared Graduates:

- Develop an understanding of how people view, construct, and interpret history

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

1. Organize and sequence events to understand the concepts of chronology and cause and effect in the history of Colorado

Evidence Outcomes

Students can:

- a. Construct a timeline of events showing the relationship of events in Colorado history with events in United States and world history
- b. Analyze primary source historical accounts related to Colorado history to understand cause-and-effect relationships
- c. Explain the cause-and-effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado
- d. Identify and describe how major political and cultural groups have affected the development of the region

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How have past events influenced present day Colorado and the Rocky Mountain region?
2. Why is it important to know the sequence of events and people in Colorado history?
3. How can primary sources help us learn about the past or create more questions about our state's history?
4. What social and economic decisions caused people to locate in various regions of Colorado?

Relevance and Application:

1. Individuals recognize important events and can put them in chronological in order to understand cause and effect such as migration west and clashes with Native Americans; discovery of gold and the Gold Rush; the growth of cities and towns and the development of law; the development of the state Constitution; and prohibition of slavery.

Nature of History:

1. Historical thinkers analyze patterns and themes throughout time.
2. Historical thinkers use chronology to organize time and to study cause-and-effect relationships.
3. Historical thinkers use primary sources as references for research.

Content Area: Social Studies

Standard: 1. History

Prepared Graduates:

- Analyze key historical periods and patterns of change over time within and across nations and cultures

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

2. The historical eras, individuals, groups, ideas and themes in Colorado history and their relationships to key events in the United States

Evidence Outcomes

Students can:

- Analyze various eras in Colorado history and the relationship between these eras and eras in United States history, and the changes in Colorado over time
- Describe interactions among people and cultures that have lived in Colorado
- Describe the development of the political structure in Colorado history. Topics to include but not limited to an understanding of the Colorado Constitution and the relationship between state and national government
- Describe the impact of various technological developments. Topics to include but not limited to the state of Colorado, including changes in mining technology; changes in transportation; early 20th century industrial changes; and mid- to late 20th century nuclear and computer technological changes

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. In what ways have geographic, economic, cultural, and technological changes influenced Colorado today?
2. Why did people of various cultures migrate to and settle in Colorado?
3. To what extent have unity and diversity shaped Colorado?
4. How have various individuals, groups, and ideas affected the development of Colorado?

Relevance and Application:

1. The context and information from the past is used to make connections and inform current decisions. For example, Colorado has had a history of boom and bust cycles that should influence the decisions of city and state planners.
2. Technological developments continue to evolve and affect the present. For example, environmental issues have had an impact on Colorado from the Gold Rush to modern pollution.

Nature of History:

1. Historical thinkers analyze patterns and themes across time periods.
2. Historical thinkers seek accounts of history from multiple perspectives and from multiple sources.

Content Area: Social Studies

Standard: 2. Geography

Prepared Graduates:

- Develop spatial understanding, perspectives, and personal connections to the world

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

1. Use several types of geographic tools to answer questions about the geography of Colorado

Evidence Outcomes

Students can:

- a. Answer questions about Colorado regions using maps and other geographic tools
- b. Use geographic grids to locate places on maps and images to answer questions
- c. Create and investigate geographic questions about Colorado in relation to other places
- d. Illustrate, using geographic tools, how places in Colorado have changed and developed over time due to human activity
- e. Describe similarities and differences between the physical geography of Colorado and its neighboring states

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Which geographic tools are best to locate information about a place?
2. Why did settlements and large cities develop where they did in Colorado?
3. How are the regions of Colorado defined by geography?
4. How does the physical location of Colorado affect its relationship with other regions of the United States and the world?

Relevance and Application:

1. Individuals and businesses learn how to use geographic tools to answer questions about their state and region to make informed choices. For example, a family reads a weather map and researches road conditions to inform their decision to go to the mountains in the winter.
2. Individuals and businesses use geographic tools to collect and analyze data regarding the area where they live.

Nature of Geography:

1. Spatial thinkers gather appropriate tools to formulate and answer questions related to space and place.
2. Spatial thinkers use tools to compare and contrast geographic locations.

Content Area: Social Studies

Standard: 2. Geography

Prepared Graduates:

- Examine places and regions and the connections among them

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

2. Connections within and across human and physical systems are developed

Evidence Outcomes

Students can:

- Describe how the physical environment provides opportunities for and places constraints on human activities
- Explain how physical environments influenced and limited immigration into the state
- Analyze how people use geographic factors in creating settlements and have adapted to and modified the local physical environment
- Describe how places in Colorado are connected by movement of goods and services and technology

21st Century Skills and Readiness Competencies

Inquiry Questions:

- What physical characteristics led various cultural groups to select the places they did for settlement in Colorado?
- How did Colorado settlers alter their environment to facilitate communication and transportation?
- How does the physical environment affect human activity?
- How does human activity affect the environment?

Relevance and Application:

- Individuals and businesses consider geographic factors in making settlement decisions. For example, Colorado Springs has a dry climate that is favorable for computer companies, and ski resorts developed in the Rocky Mountains.
- Individuals and businesses adapt to and modify the environment. For example, businesses and resorts have been created near hot springs throughout the state.

Nature of Geography:

- Spatial thinkers evaluate how physical features affect the development of a sense of place.

Content Area: Social Studies

Standard: 3. Economics

Prepared Graduates:

- Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

1. People respond to positive and negative incentives

Evidence Outcomes

Students can:

- Define positive and negative economic incentives
- Give examples of the kinds of goods and services produced in Colorado in different historical periods and their connection to economic incentives
- Explain how the productive resources – natural, human, and capital – of Colorado have influenced the types of goods produced and services provided

21st Century Skills and Readiness Competencies

Inquiry Questions:

- Why are different goods and services important at different times in Colorado's history?
- How have science and technology changed the economy of Colorado?
- How have natural, human, and capital resources had both positive and negative impacts on the development of Colorado?

Relevance and Application:

- Positive incentives influence behavior predictably over time. For example, responsible individuals save for the future and move for better job opportunities.
- Negative incentives influence behavior predictably over time. For example, people move or refuse to relocate due to poor climate or resource shortages.
- Groups use both positive and negative incentives to affect behavior. For example, the tourism industry uses incentives to attract tourists and government agencies use tickets to discourage speeding. and fines for not following regulations

Nature of Economics:

- Economic thinkers consider the influence of changing resources and demand on the productivity of a state economy.
- Economic thinkers study changes in the relationship between the availability of resources and the production of goods and services.

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

- Make informed critical evaluations of visual and material culture, information, and technologies

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

2. Works of art articulate and express different points of view

Evidence Outcomes

Students can:

- a. Discuss how characteristics of art are used in specific ways to create meaning
- b. Interpret and articulate opinions about art judgments using multiple modalities

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. What characteristics and expressions guide the creation of works of art?
- 2. How does illusion impact the visual reality of a two-dimensional space?
- 3. How can a work of art be interpreted in a variety of ways?

Relevance and Application:

- 1. Analysis and inference identify underlying structures in works of art.
- 2. Breaking with traditions often gives rise to new forms of artistic expression.
- 3. Intended meaning is supported by using media technology.
- 4. Visual literacies come from science, history, literature, and aesthetic understanding.

Nature of Visual Arts:

- 1. The critical process of observing, interpreting, and evaluating leads to informed judgments regarding the merits in works of art.

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates: <ul style="list-style-type: none">➤ Recognize, articulate, and debate that the visual arts are a means for expression➤ Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives

Grade Level Expectation: Fourth Grade

Concepts and skills students master:
3. Artists, viewers and patrons respond to works of art using inference and empathy

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">a. Make inferences about the artist's feelings and perspectiveb. Respectively investigate and be mindful of culturally sensitive themes	Inquiry Questions: <ul style="list-style-type: none">1. Why do artists create art about their interests?2. How is the subject matter of a work of art related to the artist's interests?3. What clues does an artist give in a work of art to communicate intent?
	Relevance and Application: <ul style="list-style-type: none">1. Works of art reflect the artist's ideas, interests, and background.2. Works of art reflect the influences of culture and community on the artist, leading to decisions about whether a rendering is appropriate.3. Technology and the World Wide Web facilitate the research of cultures.
	Nature of Visual Arts: <ul style="list-style-type: none">1. The critical process of observing, interpreting, and evaluating leads to informed judgments regarding the merits of works of art.

Content Area: World Languages

Standard: 3. Connections with Other Disciplines and Information Acquisition

Prepared Graduates:

- Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

Range Level Expectation: Novice-Mid

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-high expectations.

Concepts and skills students master:

2. Organize information acquired from authentic resources

Evidence Outcomes

Students can:

- Extract main ideas and supporting details from authentic resources
- Use obtained knowledge to expand awareness about relevant topics

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

- How does an understanding of another language and culture broaden people's ability to access information and to appreciate a variety of distinctive viewpoints?
- How can a student rely on previous understandings and experiences to evaluate and interpret new information?
- What are ways to organize information?

Relevance and Application:

- Language learning enhances brain development.
- Language learners build greater awareness of world cultures through use of the Internet.

Nature of World Languages:

- Language learners develop the ability to extract basic information from authentic resources.