Revised 5-13-2020

MCES 4th Grade Standards Based Report Card **3rd Nine Weeks Progress Checkpoint**

English Language Arts

All students should know and be able to:

- Determine the meaning of unknown words (mythology)
- Compare and contrast point of view
- First and secondhand accounts
- Make connections between a story and a visual representation
- /nterpret information presented visually, orally, or quantitatively (Charts, Graphs, Diagrams

Writing

- Persuasive Text
- Use information from two different informational/literary texts on the same topic to write and speak about the topic

Speaking and Listening ***(On-going – M/N will be determined 4th nine weeks for all Speaking/Listening standards)***

- Identify the reasons or evidence that a speaker gives to support his/her points

Language

- Correctly write and use prepositional phrases
- Relative Pronouns and adverbs
- Use helping and linking verbs to convey conditions
- Order adjective correctly in a sentence
- Progressive Verbs
- Differentiate between contexts that call for formal and informal language

Mathematics

All students should know and be able to:

Fractions and decimals

- Express a fraction with denominator of 10 as an equivalent fraction with a denominator of 100
- Write decimal fractions with denominators of 10 and 100 using decimal notation
- Locate decimals to hundredths on a number lines
- Add two fractions with the respective denominators 10 and 100
- Compare two decimals to hundredths
- Explain the reasoning for decimal comparisons using >, <, or =
- Recognize decimal comparison are only valid when referring to the same whole
- Justify these comparisons using visual models
- Make a line plot to display a data set of measurements in fractions of a unit
- Interpret and create line plots using fractional units
- Solve addition and subtraction of fractions using line plot information

Geometry

- Draw points, lines, line segments, rays, angles (right, acute, obtuse) and perpendicular and parallel lines
- Identify points, lines, line segments, rays, angles (right, acute, obtuse) and perpendicular and parallel lines in two-dimensional figures
- Classify two-dimensional figures based on the absence or presence of parallel or perpendicular lines
- Classify two-dimensional figures based on the absence or presence of angles of a specified size
- Recognize, identify, and categorize right triangles.
- Recognize a line of symmetry for a two-dimensional figure
- Identify lines of symmetry in a figure
- Draw lines of symmetry
- Recognize and understand angles and angle measurement
- Read and record the degree of an angle
- Understand half and full rotation as it relates to a circle
- Show what a degree is with a 360 degree circle
- Use a circle to find the measurement of angles in degrees
- Measure and sketch angles using a protractor
- Recognize angle measurements as additive
- Understand that the sum of the angle's parts, when decomposed, equals a whole angle
- Solve addition and subtraction problems to find unknown angle measurements

Ongoing Standards:

- Addition, Subtraction, Multiplication and DIvision
- Solving problems with perimeter and area.
- Solving multi-step word problems.

Science **All students should know and be able to:** **Water Cycle** ● Plan and carry out investigations to observe the flow of energy in water as it changes stares from solid (ice) to liquid (water) to gas (water vapor) and changes from gas to liquid to solid. ● Develop models to illustrate pathways water may take during the water cycle (evaporation, condensation, and precipitation) **Weather** ● Ask questions to explain how weather instruments (thermometer rain gauge, barometer, wind vane, and anemometer) are used in gathering weather data and making forecasts. ● Interpret data from weather maps to identify fronts (warm, cold, and stationary), temperature, and precipitation to make an informed prediction about tomorrow's weather. ● Ask questions and use observations of cloud types (cirrus, stratus, and cumulus) and data of weather conditions to predict weather events and patterns throughout the year. ● Construct an explanation based on research to communicate the difference between weather and climate.	**Social Studies** **All students should know and be able to:** **Connecting Themes: beliefs and ideals; conflict and change; distribution of power; individuals, groups, institutions; location; movement/migration; and technological innovations** **Westward Expansion and Inventions in America** ● War of 1812 ● Impact of westward expansion on Native American people ● Territorial expansion: Louisiana Purchase, Acquisition of Texas, Oregon Trail, California Gold Rush ● Physical barriers that hindered expansion between 1801-1861. ● Examples of technology advancements : cotton gin, steamboat, steam locomotive and telegraph. ● Opportunity costs in relationships to decision making (decisions to settle west) ● Identify the elements of a personal budget

This document reflects standards taught and assessed by nine weeks. The M/N marked on the report card aligns with the standards assessed in that nine week period.