



Notre École  
FRENCH IMMERSION STEAM SCHOOL

# 4th Grade Curriculum Map

The following are general topic areas and intended timelines for instruction. The topics and resources listed are only samples, not a complete listing. Topics are listed in the month they are most likely to be taught, but may occur earlier or later than indicated.

Month	Literacy	Math	Social Studies	Science	
<b>September</b>	<p><b>Reading:</b> -Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>-Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>-By the end of the year, read and comprehend literature and other texts including stories, drama, and poetry, in the grades 4-5 text complexity band proficiently and independently with scaffolding as needed at the high end of the range.</p> <p>-Self-select texts for personal enjoyment, interest, and academic tasks.</p> <p><b>Phonics and Word Recognition</b> -Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p><b>Reading:</b> -Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text ( character’s thoughts, words, or actions). -Interpret information presented visually, orally, or quantitatively (charts, graphs, diagrams...) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>Writing:</b> -Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>Operations and Algebraic Thinking:</b> - Patterns and sequences - Multiples - Numbers to 100,000 - Rounding numbers - Problem solving - Place value</p> <p><b>Geometry and Measurement:</b> - beginning concepts and review</p>	<p><b>Geography</b> Maps of places in the United States, Canada or Mexico: “TODALS” map basics, scale, spatial information (cities, roads, boundaries, bodies of water.), latitude and longitude.</p> <p><b>Citizenship and government</b> Civic skills: how people can influence a decision (write a letter, make phone calls, attend meeting...)</p>	<p><b>Living Systems:</b> - ecosystems - phytoplankton - yeast - respiratory and circulatory system - stimulus/response - animal adaptations</p>
<b>October</b>		<p><b>Number and Operations:</b> - Writing numbers - Comparing and ordering numbers - Fact fluency - addition and subtraction with 3 digit numbers and by regrouping - multiplication and division by 1 and 3 digit numbers - Mental math</p>	<p><b>Geography</b> Interpret spatial information about the US, and also Canada or Mexico, answer specific questions about geographic issues (population, human activity...)</p> <p><b>Economics</b> Productivity of a resource and ways to increase it.</p>	<p><b>Electromagnetic Forces:</b> - Push and Pull - Force - Spring scales - Friction - Cause and Effect - Magnets - Circuits</p>	
<b>November</b>		<p><b>Money:</b> - counting coins - making change</p> <p><b>Measurement:</b> - lengths in metric and standard - assigning appropriate units - measuring perimeter and area - telling time in one minute intervals and with the 24 hr. clock. - time intervals</p>	<p><b>Geography</b> States and territories, major cities and state capitals in the United States.</p> <p><b>Citizenship and government</b> Identify leaders, their major roles and responsibilities, how they are selected (Mayor, city council member, state senator, governor).</p>	<p><b>Planetary Science:</b> - Earth as a system - Moon - Earth/sun relationship - Daytime/nighttime - Seasons and temperature - Earth’s rotation, tilt, revolutions - Solar radiation - Scale - Telescope</p>	

<p><b>December</b></p>	<p>-Read accurately unfamiliar multisyllabic words in context and out of context.</p> <p><b>Fluency</b></p> <p>-Read with sufficient accuracy and fluency to support comprehension. - Read grade-level text with purpose and understanding. - Use context to confirm or self-correct word</p>	<p>supporting a point of view with reasons and information.</p> <p>-Introduce a topic or text clearly, state an opinion, and create an organizational structure.</p> <p>-Provide reasons that are supported by facts and details.</p> <p>-Link opinion and reasons using words and phrases</p> <p>-Provide a concluding statement or section related to the opinion presented.</p>	<p><b>Probability and Data Mangement:</b></p> <p>- Representing data with: venn diagrams, pictographs, bar graphs</p> <p>- surveys</p> <p>- analyzing data</p> <p>- scale and symbol</p>	<p><b>Geography</b></p> <p>Countries neighboring the United States and their major cities.</p>	
<p><b>January</b></p>	<p>recognition and understanding, rereading as necessary .</p> <p><b>Writing:</b></p> <p>-Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p><b>Reading:</b></p> <p>-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.</p> <p>-Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p><b>Geometry:</b></p> <p>- sides and vertices</p> <p>- angles</p> <p>- parallel and perpendicular lines</p> <p>- congruency</p> <p>- properties of shapes</p> <p>- symmetry</p>	<p><b>History</b></p> <p>The United States, Canada or Mexico, at different points in time. (1800 versus 1900; population, natural resource use over time..)</p> <p><b>Economics</b></p> <p>Decision-making process to make a choice: goals, build a decision tree, explore the PACED decision-making process.</p>	<p><b>Rocks, Minerals, and Soils:</b></p> <p>- Difference between rocks and minerals</p> <p>- classify and identify rocks and minerals</p> <p>- composition of the Earth</p> <p>- weathering of rocks</p> <p>- igneous, sedimentary, metamorphic</p>
<p><b>February</b></p>	<p>-With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing.</p> <p>-With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of</p>	<p><b>Writing:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>-Introduce a topic clearly and group related information in paragraphs and sections</p> <p>-Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>-Link ideas within categories of information using words and phrases</p> <p>-Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>-Provide a concluding statement or section related to the information or explanation presented.</p>	<p><b>Patterns and Algebra:</b></p> <p>- numberlines</p> <p>- algebra: solving variables</p> <p><b>Number and Operations:</b></p> <p>- dividing with remainders</p> <p>- story problems and deciding when to multiply or divide.</p> <p>- ordering and comparing fractions</p>	<p><b>Geography</b></p> <p>Physical and human characteristics of United States, and Canada or Mexico (landforms, ecosystem, bodies of water, population...)</p>	
<p><b>March</b></p>	<p>keyboarding skills to type a minimum of one page in a single sitting.</p> <p>-Independently select writing topics and formats for personal, enjoyment interest, and academic tasks.</p>	<p><b>Reading:</b></p> <p>-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, including American Indian.</p> <p>-Integrate information from two texts on the</p>	<p><b>Number and Operations:</b></p> <p>- mixed and improper fractions</p> <p>- adding and subtracting fractions</p> <p>- decimals to the tenths, and hundredths</p> <p>- changing notation: fractions to decimals</p> <p>- adding and subtracting decimals</p>	<p><b>History:</b></p> <p>Les voyageurs: create a timeline of when they arrived; describe why and how they came.</p> <p><b>Citizenship and government</b></p> <p>Tribal governments and their services (schools, hunting regulations...)</p>	<p><b>Mixtures and Solutions:</b></p> <p>- Mixtures and separating mixtures</p> <p>- salt solutions</p> <p>- dissolving</p> <p>- solvent/solute/solubility</p> <p>- melting</p> <p>- concentration</p> <p>- chemical reactions</p>

<p><b>April</b></p>		<p>same topic in order to write or speak about the subject knowledgeably.</p> <p>-Compare and contrast a firsthand and secondhand account, including those by or about Minnesota American Indians, of the same event or topic; describe the differences in focus and the information provided.</p> <p><b>Writing:</b> Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. -Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. -Use dialogue and description to develop experiences and events or show the responses of characters to situations. -Use a variety of transitional words and phrases to manage the sequence of events. -Use concrete words and phrases and sensory details to convey experiences and events precisely. -Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.</p>	<p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>- estimating area</li> <li>- volume</li> <li>- mass</li> <li>- changing units of mass</li> <li>- capacity</li> <li>- temperature</li> </ul> <p><b>Probability and Data:</b></p> <ul style="list-style-type: none"> <li>- Range and Median</li> <li>- Mean</li> <li>- Stem and Leaf Plots</li> <li>- Expectations and Outcomes</li> </ul>	<p><b>Geography</b> Population: changing distribution of population over the last century, geographic factors which affect population distribution .</p> <p><b>Economics</b> Markets, exchange of goods, prices.</p>	
<p><b>May/ June</b></p>		<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</li> <li>-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.</li> <li>-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.</li> </ul> <p><b>Writing:</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic. -Recall relevant information from experiences or gather relevant information</p>	<p><b>Geometry:</b></p> <ul style="list-style-type: none"> <li>- Grids and Maps</li> <li>- Reflections</li> <li>- Pyramids and Prisms</li> <li>- Edges, Vertices, and Faces</li> <li>- Isometric drawings</li> <li>- Geometry in the world</li> </ul> <p><b>Review</b></p>	<p><b>Geography</b> Modification and adaptation to physical environment</p> <p><b>Geography</b> Location of resources and distribution of people, creation of different regions, the impact of geographic factors on the development of modern agricultural regions in Minnesota and the United States.</p>	<p><b>Coding</b></p>

		<p>from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>-Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>			
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