

BILOXI PUBLIC SCHOOL DISTRICT



4th Grade English Language Arts

2023-2024

Finalized May 12, 2023

Term 1 (Page 1)

Reading Literature (RL)

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.3 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).

Reading Informational Text (RI)

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3 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.

Writing (W)

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

W.4.6 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 keyboarding skills.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 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.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 4 Reading standards 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].").
- b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

W.4.10 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.

Reading Foundational Skills (RF)

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. 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.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Term 1 (Page 2)

Speaking and Listening (SL)

- SL.4.1** 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.
- a. 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.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. 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.
 - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4.3** Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.4** 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.
- SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4.6** 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. (See grade 4 Language standards 1 for specific expectations.)

Language (L)

- L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
- e. Form and use prepositional phrases.
 - g. Correctly use frequently confused words (e.g., to, too, two; there, their).
- L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Use correct capitalization.
 - b. Use commas and quotation marks to mark direct speech and quotations from a text.
 - c. Use a comma before a coordinating conjunction in a compound sentence.
 - d. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose words and phrases to convey ideas precisely.
 - b. Choose punctuation for effect.
 - c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).
- L.4.4** 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.
- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
- L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- L.4.6** 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).

Term 2

Reading Literature (RL)

- RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.4** 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).
- RL.4.5** 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.

Continue to review and reinforce RL.4.1 and RL.4.3.

Reading Informational Text (RI)

- RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RI.4.5** 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.

Continue to review and reinforce RI.4.1, RI.4.2, and RI.4.3

Writing (W)

- W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 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.
 - Provide reasons that are supported by facts and details.
 - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - Provide a concluding statement or section related to the opinion presented.

Continue to review and reinforce Production of Writing (W.4.4, W.4.5, W.4.6), Research to Build and Present Knowledge (W.4.7, W.4.8, W.4.9 a, b), and Range or Writing (W.4.10).

Reading Foundational Skills (RF)

Continue to review and reinforce Phonics and Word Recognition (RF.4.3 a), and Fluency (RF.4.4 a, b, c).

Speaking and Listening (SL)

Continue to review and reinforce Comprehension and Collaboration (SL.4.1 a, b, c, d, SL.4.2, SL.4.3), and Presentation of Knowledge and Ideas (SL.4.4, SL.4.5, SL.4.6).

Language (L)

- L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking
- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
 - Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
 - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - Recognize and explain the meaning of common idioms, adages, and proverbs.

Continue to review and reinforce Language Standards (L.4.1 e, g, L.4.2 a, b, c, d, L.4.3 a, b, c, L.4.4 a, b, c, L.4.5 c, L.4.6).

Term 3

Reading Literature (RL)

- RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- RL.4.7** 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.
- RL.4.9** 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.

Continue to review and reinforce RL.4.1, RL.4.2, RL.4.3, RL.4.4, and RL.4.5.

Reading Informational Text (RI)

- RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Continue to review and reinforce RI.4.1, RI.4.2, RI.4.3, RI.4.4, and RI.4.5.

Writing (W)

- W.4.3** Write narratives to develop real or imagined experiences or events using effective techniques, 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 that follows from the narrated experiences or events.

Continue to review and reinforce Production of Writing (W.4.4, W.4.5, W.4.6), Research to Build and Present Knowledge (W.4.7, W.4.8, W.4.9, W.4.9a, W.4.9b), and Range or Writing (W.4.10).

Reading Foundational Skills (RF)

Continue to review and reinforce Phonics and Word Recognition (RF.4.3 a), and Fluency (RF.4.4 a, b, c).

Speaking and Listening (SL)

Continue to review and reinforce Comprehension and Collaboration (SL.4.1 a, b, c, d, SL.4.2, SL.4.3), and Presentation of Knowledge and Ideas (SL.4.4, SL.4.5, SL.4.6).

Language (L)

- L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
- Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
 - Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

Continue to review and reinforce Language Standards (L.4.1 a, d, e, f, g, L.4.2 a, b, c, d, L.4.3 a, b, c, L.4.4 a, b, c, L.4.5 a, b, c, L.4.6).

Term 4

Reading Literature (RL)

RL.4.10 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.

Continue to review and reinforce RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.7, and RL.4.9.

Reading Informational Text (RI)

RI.4.10 By the end of the 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.

Continue to review and reinforce RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, and RI.4.9.

Writing (W)

Continue to review and reinforce Text Types and Purposes (W.4.1, W.4.2, W.4.3), Production of Writing (W.4.4, W.4.5, W.4.6), Research to Build and Present Knowledge (W.4.7, W.4.8, W.4.9, W.4.9a, W.4.9b), and Range or Writing (W.4.10).

Reading Foundational Skills (RF)

Continue to review and reinforce Phonics and Word Recognition (RF.4.3 a), and Fluency (RF.4.4 a, b, c).

Speaking and Listening (SL)

Continue to review and reinforce Comprehension and Collaboration (SL.4.1 a, b, c, d, SL.4.2, SL.4.3), and Presentation of Knowledge and Ideas (SL.4.4, SL.4.5, SL.4.6).

Language (L)

Continue to review and reinforce Language Standards (L.4.1 a, b, c, d, e, f, g, L.4.2 a, b, c, d, L.4.3 a, b, c, L.4.4 a, b, c, L.4.5 a, b, c, L.4.6).

4th Grade ELA

Standard Mastery activities will be drafted by Ready.

Tests will be drafted by coaches and revised based on teacher feedback. The standards listed are priority standards. Once a standard has been assessed, it may be spiraled into other assessments.

Term 1: Ready Lessons 1-8, 12

Activities:	Standards:	Testing Window:	Tests:	Standards:	Testing Window:
Standard Mastery 1: 12 Questions	RI 4.1 - Form A RI 4.3 - Form B	August 7th - August 18th	Test 1: 25 Questions	RI 4.1 (Inferences) RI.4.3	August 7th - August 18th
Standard Mastery 2: 12 Questions	RL 4.3 - Form B RI 4.2 - Form B	August 28th - September 8th	Test 2: 27 Questions	RL 4.3 RI 4.2	August 28th - September 8th
Standard Mastery 3: 6 Questions	RL 4.1 - Form B	September 11th - September 22nd	Test 3: 30 Questions	RL 4.1	September 11th - September 22nd

Term 1 CTA: RI 4.1, RI 4.2, RI 4.3, RL 4.1, and RL 4.3.

Writing CTA: Informative

Term 2: Ready Lessons 9-11, 13-15, 17, 19-21

Activities:	Standards:	Testing Window:	Tests:	Standards:	Testing Window:
Standard Mastery 1: 12 Questions	RL 4.5 - Form B RI 4.4 - Form B	September 16th - September 27th	Test 1: 30 Questions	RL 4.5 RI 4.4	September 16th - September 27th
Standard Mastery 2: 12 Questions	RL 4.4 - Form B RL 4.2 - Form A	September 30th - October 6th	Test 2: 32 Questions	RL4.4 RL 4.2	September 30th - October 6th
Standard Mastery 3: 6 Questions	RI 4.5 - Form B	November 27th - December 8th	Test 3: 34 Questions	RI 4.5	November 27th - December 8th

Term 2 CTA: RI 4.4, RI 4.5, RL 4.2, RL 4.4, and RL 4.5.

Writing CTA: Opinion

Term 3: Ready Lessons 16, 18, 22-26

Activities:	Standards:	Testing Window:	Tests:	Standards:	Testing Window:
Standard Mastery 1: 6 Questions	RI 4.6 - Form B RL 4.6 - Form A	January 15th - January 26th	Test 1: 35 Questions	RI 4.6 RL 4.6	January 15th - January 26th
Standard Mastery 2: 12 Questions	RI 4.7 - Form B RI 4.8 - Form B	January 29th - February 9th	Test 2: 37 Questions	RI 4.7 RI 4.8	January 29th - February 9th
Activity 3: School Discretion			Test 3: 40 Questions	RL 4.9 RL 4.9	February 26th - March 8th

Term 3 CTA: RI 4.6, RI 4.7, RI 4.8, RI 4.9, RL 4.6, RL 4.7, and RL 4.9.

Writing CTA: Narrative

Term 4

These fields will be left blank. Each school site will determine how and when things are tested due to varying testing schedules.

Activities:	Standards:	Testing Window:	Tests:	Standards:	Testing Window:
Activity 1: ----- Questions			Test 1: ----- Questions		
Activity 2: ----- Questions			Test 2: ----- Questions		
Activity 3: ----- Questions			Test 3: ----- Questions		

Term 4 CTA:

Writing CTA:

BILOXI PUBLIC SCHOOL DISTRICT



4th Grade Math

2023-2024

Finalized May 12, 2023

Term 1

Operations and Algebraic Thinking (OA)

4.OA.1 Interpret a multiplication equation as a comparison, 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.

Represent verbal statements of multiplicative comparisons as multiplication equations. (Lesson 6)

4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (1) See Glossary, Table 2. (Lesson 7)

4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1- 100 is prime or composite. (Lesson 8)

4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way. (Lesson 9)

Number and Operations in Base Ten (NBT)

4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division. (2) Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. (Lesson 1)

4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. (2) whole numbers less than or equal to 1,000,000. (Lesson 1-2)

4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place. (2) Numbers less than or equal to 1,000,000 (Lesson 3)

4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm. (2) Numbers less than or equal to 1,000,000 (Lesson 4-5)

Measurement and Data (MD)

No new standards this term.

Geometry (G)

No new standards this term.

Number and Operations - Fractions (NF)

No new standards this term.

Term 2

Operations and Algebraic Thinking (OA)

4.OA.3 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. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (Lesson 10)

Continue to review and reinforce 4.OA.1, 4.OA.2, 4.OA.4, and 4.OA.5.

Number and Operations in Base Ten (NBT)

4.NBT.5 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. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (2) Numbers less than or equal to 1,000,000 (Lesson 11-12)

4.NBT.6 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. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (2) Numbers less than or equal to 1,000,000 (Lesson 14-15)

Continue to review and reinforce 4.NBT.1, 4.NBT.2, 3.NBT.3, and 4.NBT.4.

Measurement and Data (MD)

No new standards this term.

Geometry (G)

No new standards this term.

Number and Operations - Fractions (NF)

4.NF.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. Use this principle to recognize and generate equivalent fractions. (Lesson 17)

4.NF.2 Compare two fractions with different numerators and different denominators, 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 $<$, and justify the conclusions, e.g., by using a visual fraction model. (Lesson 18)

4.NF.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.

a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. (Lesson 19)

b. 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: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$. (Lesson 20)

c. Add and subtract mixed numbers with like denominators, 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. (Lesson 21)

d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. (Lesson 20)

Please note: 4.NF.3C will be tested in Term 3.

Term 3

Operations and Algebraic Thinking (OA)

No new standards this term.

Continue to review and reinforce 4.OA.1, 4.OA.2, 4.OA.3, 4.OA.4, and 4.OA.5.

Number and Operations in Base Ten (NBT)

No new standards this term.

Continue to review and reinforce 4.NBT.1, 4.NBT.2, 3.NBT.3, 4.NBT.4, 4.NBT.5, and 4.NBT.6.

Measurement and Data (MD)

4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection. (Lesson 22)

4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint and understand concepts of angle measurement: (Lesson 30,31)

a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $1/360$ of a circle is called a "one-degree angle," and can be used to measure angles. (Lesson 31)

b. An angle that turns through non-degree angles is said to have an angle measure of n degrees. (Lesson 31)

4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. (Lesson 31)

4.MD.7 Recognize angle measure as additive. When an angle is decomposed into nonoverlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. (Lesson 32)

Geometry (G)

No new standards this term.

Number and Operations - Fractions (NF)

4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

a. Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$. (Lesson 23)

b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.) (Lesson 23)

c. Solve word problems involving multiplication of a fraction by a whole number, 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? (Lesson 24)

4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$. (Lesson 25)

4.NF.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram (Lesson 26)

4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model. (Lesson 27)

Continue to review and reinforce 4.NF.1, 4.NF.2, and 4.NF.3 (a, b, c, d).

Term 4

Operations and Algebraic Thinking (OA)

No new standards this term.

Continue to review and reinforce 4.OA.1, 4.OA.2, 4.OA.3, 4.OA.4, and 4.OA.5.

Number and Operations in Base Ten (NBT)

No new standards this term.

Continue to review and reinforce 4.NBT.1, 4.NBT.2, 3.NBT.3, 4.NBT.4, 4.NBT.5, and 4.NBT.6.

Measurement and Data (MD)

4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table (Lesson 13)

4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale (Lesson 28-29)

4.MD.3 Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor. **Tested on the benchmark test using MAAP formatting.** (Lesson 16)

Continue to review and reinforce 4.MD.4, 4.MD.5 (a,b), 4.MD.6, and 4.MD.7.

Geometry (G)

4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. (Lesson 30)

4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. (Lesson 33)

4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. (Lesson 34)

Number and Operations - Fractions (NF)

No new standards this term.

Continue to review and reinforce 4.NF.1, 4.NF.2, 4.NF.3 (a, b, c, d), 4.NF.4 (a,b,c), 4.NF.5, 4.NF.6, and 4.NF.7.

4th Grade Math

Power Checks will be drafted by ELS.

Tests will be drafted by coaches and revised based on teacher feedback. The standards listed are priority standards. Once a standard has been assessed, it may be spiraled into other assessments. There will be approximately 5 spiral review questions per test.

Term 1: Ready Lessons 0-9

Activities:	Standards:	Testing Window:	Tests:	Standards:	Testing Window:
Power Check 1: 16 Questions	4.NBT.1 4.NBT.2	August 7th - August 18th	Test 1: 20 Questions	4.NBT.1 4.NBT.2	August 14th- August 25th
Power Check 2: 17 Questions	4.NBT.3 4.NBT.4	August 28th - September 8th	Test 2: 20 Questions	4.NBT.3 4.NBT.4	September 5th - September 15th
Activity 3: School Discretion	4.OA.1, 4.OA.2, 4.OA.4, 4.OA.5	September 11th - September 22nd	Test 3: 20 Questions	4.OA.1, 4.OA.2, 4.OA.4, 4.OA.5	September 18th- September 29th

Term 1 CTA: 4.NBT.1, 4.NBT.2, 4.NBT.3, 4.NBT.4, 4.OA.1, 4.OA.2, 4.OA.4, and 4.OA.5

Term 2: Ready Lessons 10-12, 14-15, 17-20, 24

Activities:	Standards:	Testing Window:	Tests:	Standards:	Testing Window:
Power Check 1: 14 Questions	4.NBT.5 4.NBT.6	October 30th - November 10th	Test 1: 20 Questions	4.OA.1, 4.OA.2, 4.NBT.5, 4.NBT.1	November 6th - November 17th
Power Check 2: 17 Questions	4.NF.1 4.NF.2	November 13th - November 24th	Test 2: 20 Questions	4.NBT.6, 4.OA.3, 4.NBT.4	November 27th - December 1st
Activity 3: School Discretion	4.OA.3 4.NF.3 a, b, d	December 4th - December 15th	Test 3: 20 Questions	4.NF.1, 4.NF.2, 4.NF.3 a, b, d	December 4th- December 15th

Term 2 CTA: 4.NBT.5, 4.NBT.6, 4.OA.3, 4.NF.1, 4.NF.2, and 4.F.3 a, b, d.

Term 3: Ready Lessons 21-23, 25-27, 30-32

Activities:	Standards:	Testing Window:	Tests:	Standards:	Testing Window:
Power Check 1: 10 Questions	4.NF.4	January 15th - January 26th	Test 1: 25 Questions	4.NF.3 c, 4.MD.4 4.NF.4 a, b, c	January 22nd - February 2nd
Power Check 2: 14 Questions	4.NF.5 4.NF.6	January 29th - February 9th	Test 2: 25 Questions	4.NF.5, 4.NF.6, 4.NF.7	February 5th - February 16th
Activity 3: School Discretion		February 19th - March 1st	Test 3: 25 Questions	4.MD.4, 4.MD.5 a, b, 4.MD.6, 4.MD.7	February 26th- March 8th

Term 3 CTA: 4.NF.3c, 4.MD.4, 4.MD.5 a, b, 4.MD.6, 4.MD.7, 4.NF.4 a, b c, 4.NF.5, 4.NF.6, and 4.NF.7.

Term 4: Ready Lessons 13, 16, 28-30, 33-34

These fields will be left blank. Each school site will determine how and when things are tested due to varying testing schedules.

Activities:	Standards:	Testing Window:	Tests:	Standards:	Testing Window:
Activity 1: _____ Questions			Test 1: _____ Questions		
Activity 2: _____ Questions			Test 2: _____ Questions		
Activity 3: _____ Questions			Test 3: _____ Questions		

Term 4 CTA:

BILOXI PUBLIC SCHOOL DISTRICT



4th Grade Science *Energy and Systems*

2023-2024

Finalized May 12, 2023

Term 1

Life Science (L)

Standards

L.4.1 Hierarchical Organization

Conceptual Understanding: Matter is made up of particles that are too small to be seen. Even though the particles are very small, the movement and spacing of these particles determine the basic properties of matter. Matter exists in several different states and is classified based on observable and measurable properties. Matter can be changed from one state to another when heat (i.e., thermal energy) is added or removed.

L.4.1 Students will demonstrate an understanding of the organization, functions, and interconnections of the major human body systems.

L.4.2 Reproduction and Heredity

Conceptual Understanding: Scientists have identified and classified many types of plants and animals. Each plant or animal has a unique pattern of growth and development called a life cycle. All of Earth's cycles are driven by energy which can be traced back to the sun.

L.4.2 Students will demonstrate an understanding of life cycles, including familiar plants and animals (e.g., reptiles, amphibians, or birds).

Performance Objectives

L.4.1.1 Use technology or other resources to research and discover general system function (e.g., machines, water cycle) as they relate to human organ systems and identify organs that work together to create organ systems.

L.4.1.2 Obtain and communicate data to describe patterns that indicate the nature of relationships between human organ systems, which interact with one another to control digestion, respiration, circulation, excretion, movement, coordination, and protection from infection.

L.4.1.3 Construct models of organ systems (e.g. circulatory, digestive, respiratory, muscular, skeletal, nervous) to demonstrate both the unique function of the system and how multiple organs and organ systems work together to accomplish more complex functions.

L.4.1.4 Research and communicate how noninfectious diseases (e.g. diabetes, heart disease) and infectious diseases (e.g. cold, flu) serve to disrupt the function of the body system.

L.4.1.5 Using informational text, investigate how scientific fields, medical specialties, and research methods help us find new ways to maintain a healthy body and lifestyle (e.g. diet, exercise, vaccines, and mental health).

L.4.2.1 Compare and contrast life cycles of familiar plants and animals.

L.4.2.2 Develop and use models to explain the unique and diverse life cycles of organisms other than humans (e.g., flowering plants, frogs, or butterflies) including commonalities (e.g., birth, growth, reproduction, or death).

Term 2

Physical Science (P)

Standards

P.4.6 Motions, Forces, and Energy

Conceptual Understanding: As different forms of energy, heat and electricity can be produced in different ways and are transferred and conducted from one form or object to another. Some materials can be conductors or insulators of heat energy. Electricity can be transferred from place to place by electric currents to produce motion, sound, heat, or light.

P.4.6A Students will demonstrate an understanding of the common sources and uses of heat and electric energy and the materials used to transfer heat and electricity.

Conceptual Understanding: Light, as a form of energy, has specific properties, including brightness. Light travels in a straight line until it strikes an object. The way light behaves when it strikes an object depends on the object's properties.

P.4.6B Students will demonstrate an understanding of the properties of light as forms of energy.

Conceptual Understanding: Sound, as a form of energy, is produced by vibrating objects (matter) and has specific properties, including pitch and volume. Sound travels through air and other materials and is used to communicate information in various forms of technology.

P.4.6C Students will demonstrate an understanding of the properties of sound as a form of energy.

Performance Objectives

P.4.6A.1 Obtain and communicate information to compare how different processes (including burning, friction, and electricity) serve as sources of heat energy.

P.4.6A.2 Plan and conduct scientific investigations to classify different materials as either an insulator or conductor of electricity.

P.4.6A.3 Develop models demonstrating how heat and electrical energy can be transformed into other forms of energy (e.g., motion, sound, heat, or light).

P.4.6A.4 Develop models that demonstrate the path of an electric current in a complete, simple circuit (e.g., lighting a light bulb or making a sound).

P.4.6A.5 Use informational text and technology resources to communicate technological breakthroughs made by historical figures in electricity (e.g. Alessandro Volta, Michael Faraday, Nicola Tesla, Thomas Edison, incandescent light bulbs, batteries, Light Emitting Diodes).

P.4.6A.6 Design a device that converts any form of energy from one form to another form (e.g., construct a musical instrument that will convert vibrations to sound by controlling varying pitches, a solar oven that will convert energy from the sun to heat energy, or a simple circuit that can be used to complete a task). Use an engineering design process to define the problem, design, construct, evaluate, and improve the device.

P.4.6B.1 Construct scientific evidence to support the claim that white light is made up of different colors. Include the work of Sir Isaac Newton to communicate results.

P.4.6B.2 Obtain and communicate information to explain how the visibility of an object is related to light.

P.4.6B.3 Develop and use models to communicate how light travels and behaves when it strikes an object, including reflection, refraction, and absorption.

P.4.6B.4 Plan and conduct scientific investigations to explain how light behaves when it strikes transparent, translucent, and opaque materials.

P.4.6C.1 Plan and conduct scientific investigations to test how different variables affect the properties of sound (i.e., pitch and volume).

P.4.6C.2 In relation to how sound is perceived by humans, analyze and interpret data from observations and measurements to report how changes in vibration affect the pitch and volume of sound.

P.4.6C.3 Obtain and communicate information about scientists who pioneered in the science of sound, (e.g., Alexander Graham Bell, Robert Boyle, Daniel Bernoulli, and Guglielmo Marconi).

Continue to review and reinforce L.4.1 and L.4.2.

Term 3

Earth and Space Science (E)

Standards

Performance Objectives

E.4.9 Earth's Systems and Cycles

Conceptual Understanding: Earth's atmosphere is a mixture of gases, including water vapor and oxygen. Water, which is found almost everywhere on Earth, including the atmosphere, changes form and cycles between Earth's surface to the air and back again. This cycling of water is driven by energy from the sun. The movement of water in the water cycle is a major process that influences weather conditions. Clouds form during this cycle and various types of precipitation result.

E.4.9A Students will demonstrate an understanding of how the water cycle is propelled by the sun's energy.

Conceptual Understanding: Scientists record patterns in weather conditions over time and across the globe to make predictions about what kind of weather might occur next. Climate describes the range of an area's typical weather conditions and the extent to which those conditions vary over long periods of time.

E.4.9B Students will demonstrate an understanding of weather and climate patterns.

E.4.9A.1 Develop and use models to explain how the sun's energy drives the water cycle. (e.g., evaporation, condensation, precipitation, transpiration, runoff, and groundwater).

E.4.9B.1 Analyze and interpret data (e.g., temperature, precipitation, wind speed/direction, relative humidity, or cloud types) to predict changes in weather over time.

E.4.9B.2 Construct explanations about regional climate differences using maps and long-term data from various regions.

E.4.9B.3 Design weather instruments utilized to measure weather conditions (e.g., barometer, hygrometer, rain gauge, anemometer, or wind vane). Use an engineering design process to define the problem, design, construct, evaluate, and improve the weather instrument.

Continue to review and reinforce L.4.1, L.4.2, and P.4.6 a, b, c.

Term 4

Life Science (E)

Standards

Performance Objectives

E.4.9 Earth's Systems and Cycles

Conceptual Understanding: Earth's oceans and landforms can be affected in various ways by natural processes in one or more of Earth's spheres (i.e., atmosphere, biosphere, geosphere, and hydrosphere). Humans cannot eliminate natural hazards caused by these processes but can take steps to reduce their impacts. Human activities can affect the land and oceans in positive and negative ways.

E.4.9C Students will demonstrate an understanding of how natural processes and human activities affect the features of Earth's landforms and oceans.

E.4.10 Earth's Resources

Conceptual Understanding: Energy and fuels are derived from natural sources and human use of these materials affects the environment in multiple ways. Due to limited natural resources, humans are exploring the use of abundant solar, water, wind, and geothermal energy resources to develop innovative, high-tech renewable energy systems.

E.4.10 Students will demonstrate an understanding of the various sources of energy used for human needs along with their effectiveness and possible impacts.

E.4.9C.1 Analyze and interpret data to describe and predict how natural processes (e.g., weathering, erosion, deposition, earthquakes, tsunamis, hurricanes, or storms) affect Earth's surface.

E.4.9C.2 Develop and use models of natural processes to explain the effect of the movement of water on the ocean shore zone, including beaches, barrier islands, estuaries, and inlets (e.g., marshes, bays, lagoons, fjord, or sound).

E.4.9C.3 Construct scientific arguments from evidence to support claims that human activities, such as conservation efforts or pollution, affect the land, oceans, and atmosphere of Earth.

E.4.9C.4 Research and explain how systems (i.e., the atmosphere, geosphere, and/or hydrosphere), interact and support life in the biosphere.

E.4.9C.5 Obtain and communicate information about severe weather phenomena (e.g., thunderstorms, hurricanes, or tornadoes) to explain steps humans can take to reduce the impact of severe weather events.

E.4.10.1 Organize simple data sets to compare energy and pollution output of various traditional, nonrenewable resources (e.g. coal, crude oil, wood).

E.4.10.2 Use technology or informational text to investigate, evaluate, and communicate various forms of clean energy generation.

Continue to review and reinforce L.4.1, L.4.2, P.4.6 a, b, c, and E.4.9 a, b.

BILOXI PUBLIC SCHOOL DISTRICT



4th Grade Social Studies Pacing ***Mississippi Studies and Regions***

2023-2024

Finalized May 12, 2023

Term 1

Standard	Objectives
4.MS.2 Examine the exploration and settlement of the Mississippi Territory.	<ol style="list-style-type: none">1. Map and describe the settlements of the Mississippi Territory (e.g., Natchez, Washington, Port Gibson, Columbia, Winchester, Mobile, Huntsville, etc.).2. Trace the routes of explorers (e.g., Hernando de Soto, Rene' Robert Cavelier, Sieur de La Salle, Pierre Le Moyne d'Iberville, Jacques Marquette, Louis Jolliet, etc.) and discuss the impact on settlements in the Mississippi Territory.3. Explain how differing beliefs regarding land ownership, religion, and culture led to conflicts between Europeans and Native Americans in the Mississippi Territory.
4.MS.3 Investigate the Native American tribes of historic Mississippi.	<ol style="list-style-type: none">1. Identify the location of major tribes within Mississippi: Choctaw, Chickasaw, and Natchez.2. Compare and contrast the cultures and lives of the Choctaw, Chickasaw, and Natchez tribes of historic Mississippi (e.g., homes, roles, beliefs, clothes, games, traditions, food, etc.).3. Discuss the impact of the removal of Native Americans from Mississippi.

Term 2

Standard	Objectives
4.MS.4 Describe Mississippi's entry into statehood.	<ol style="list-style-type: none">1. Trace Mississippi's progression from territory to statehood.2. Define political and geographic reasons for changes in location of Mississippi's state capitol.
4.MS.5 Describe the Antebellum society of Mississippi.	<ol style="list-style-type: none">1. Outline the rise of Mississippi cotton culture.2. Link cotton culture to the rise of slavery.3. Discuss the leaders of the abolition movement and the importance to the end of slavery in the South.
4.MS.6 Analyze Mississippi's role in the Civil War.	<ol style="list-style-type: none">1. Identify the Mississippi leaders of the secession and the Civil War.2. Outline the cause and effects of slavery that led Mississippi to secede from the Union in 1861 and subsequently enter the Civil War.3. Investigate how Mississippi supported the Civil War through economic and military efforts.4. Compare and contrast the societal roles on the homefront and battlefield during and after the Civil War
4.MS.7 Evaluate the impact of Reconstruction and Post-Reconstruction on Mississippi.	<ol style="list-style-type: none">1. Contrast life from the Antebellum period to post Civil War (e.g., population, economy, government, infrastructure, etc.).2. Explain the use of sharecroppers as a response to the end of slavery.3. Describe how the Jim Crow laws disenfranchised African Americans in Mississippi.

Continue to review and reinforce 4.MS.2 and 4.MS.3.

Term 3

Standard	Objectives
4.MS.8 Analyze the Civil Rights Movement to determine the social, political, and economic impact on Mississippi.	<ol style="list-style-type: none"> 1. Define discrimination, prejudice, segregation, integration, suffrage, and civil rights. 2. Identify important figures of the modern Civil Rights Movement including Mississippians (e.g., Martin Luther King Jr., Rosa Parks, Medgar Evers, James Meredith, Fannie Lou Hamer, Charles Evers, etc.). 3. Identify and explain events of the modern Civil Rights Movement, including Brown v. Board of Education (1954), Jim Crow laws, Freedom Summer, and James Meredith's admission to the University of Mississippi. 4. Analyze the importance of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 as it relates to Mississippians.
4.MS.9 Explain how literature, the arts, architecture, and music distinguish Mississippi from other places.	<ol style="list-style-type: none"> 1. Identify Mississippians known for their artwork, music, architecture, and literature (e.g., Wyatt Waters, William Herd, Walter Anderson, B.B. King, Elvis Presley, Marty Stewart, Eudora Welty, Willie Morris, etc.). 2. Describe how literature, the arts, architecture, and music affect tourism within the state.
4.MS.10 Describe the impact of significant historical figures and events in Mississippi's past and present.	<ol style="list-style-type: none"> 1. Cite symbols and explain historical figures that are used in Mississippi's culture (e.g., monuments, place names, etc.). 2. Examine events that are significant to Mississippi culture.
Continue to review and reinforce 4.MS.2, 4.MS.3, 4.MS.4, 4.MS.5, 4.MS.6, and 4.MS.7.	

Term 4

Standard	Objectives
4.MS.1 Describe the physical geography and natural resources of the ten regions of Mississippi.	<ol style="list-style-type: none"> 1. Identify on a map the ten geographical regions of Mississippi (Yazoo Delta, Black Belt, Jackson Prairie, Gulf Coast, Loess Hills, North Central Hills, Flatwoods, Pontotoc Ridge, Tennessee River Hills, and Piney Woods). 2. Describe features of each region. 3. Compare and contrast the ten geographical regions of Mississippi in terms of soil, landforms, etc. 4. Compare and contrast major natural resources throughout Mississippi on a map (e.g., oil, agricultural, etc.).
4.MS.11 Evaluate how geographic and economic factors influence life and work in Mississippi.	<ol style="list-style-type: none"> 1. Describe the division of labor within Mississippi (e.g., government, industry, agriculture, etc.). 2. Determine how land use impacts Mississippi's economy (e.g., cotton farming vs. soybean farming, pastureland vs. industrial development, beaches vs. casinos, landfills vs. parks, etc.). 3. Explain the benefits and challenges of trade for Mississippi. 4. Describe the economic impact of natural disasters (e.g., hurricanes, tornadoes, earthquakes, etc.).

Continue to review and reinforce 4.MS.2, 4.MS.3, 4.MS.4, 4.MS.5, 4.MS.6, 4.MS.7, 4.MS.8, 4.MS.9, and 4.MS.10.