

Identifier	Poplar - Grade 4 - World Language	Introduced	Completed
4 WL 1	CONVERSATION		
4 WL 1.01	Count, perform and demonstrate arithmetic problems in groups and individually.		
4 WL 1.02	Participate in brief prompted conversations.		
4 WL 1.03	Make requests.		
4 WL 1.04	Ask and answer questions.		
4 WL 1.05	Use commands and imperative language.		
4 WL 1.06	Express state of being and feelings.		
4 WL 1.07	Locate common objects when asked.		
4 WL 1.08	Identify elements of time.		
4 WL 1.09	Identify elements of a calendar.		
4 WL 2	SPEAKING AND WRITING		
4 WL 2.01	Comprehend written and oral directions, commands, and information.		
4 WL 2.02	Read familiar words.		
4 WL 2.03	Read numbers, dates, words related to school, family, community, weather, news events, and other thematic vocabulary.		
4 WL 2.04	Recognize a sound with its corresponding letter or symbol.		
4 WL 3	INFORMATION, CONCEPTS AND IDEAS		
4 WL 3.01	Present information, concepts and ideas to an audience in the foreign language by performing skits, puppet shows or dialogues with a limited vocabulary.		
4 WL 3.02	Respond to various questions.		
4 WL 4	CULTURAL PRACTICES AND PERSPECTIVES		
4 WL 4.01	Explore the verbal and nonverbal communication of the culture, including gestures, body language, dance, art, and music.		
4 WL 4.02	Relay the intent of a public news broadcast.		
4 WL 5	CULTURAL PRODUCTS AND OUTLOOKS		
4 WL 5.01	Examine, explore and consume the products of the culture studied.		
4 WL 5.02	Understand the relationship between general and specific products and the environment in which they are produced.		
4 WL 6	CROSS CULTURAL KNOWLEDGE AND UNDERSTANDING		
4 WL 6.01	Practice familiar and new concepts including the calendar, geography, weather, news broadcasts, print newspapers, money, and mathematics.		
4 WL 7	NATURE OF LANGUAGE		
4 WL 7.01	Identify and compare cognates, word families, and language patterns.		
4 WL 7.02	Identify anomalies in irregular language forms.		
4 WL 8	CULTURE CONCEPTS		
4 WL 8.01	Explore, recognize and acknowledge the contributions of the culture studied including music, food, art, toys, and folk tales.		
4 WL 8.02	Demonstrate and show an awareness of ways of expressing respect and communicating differences in status in the pupil's language and the foreign language.		
4 WL 9	OUTREACH		
4 WL 9.01	Participate in performances at school, in the community and through individual contacts in the foreign language or relating to the culture studied.		
4 WL 10	ACQUISITION		
4 WL 10.01	Play sports and games from the culture studied that are appropriate.		
4 WL 10.02	Listen to music, films, news broadcasts, sing songs or play musical instruments from the culture studied.		
4 WL 10.03	Plan a travel experience to a country in which the foreign language is spoken.		

Identifier	Poplar - Grade 4 - Native Language	Introduced	Completed
4 NL 1	HERITAGE		
4 NL 1.01	Describe family roles.		
4 NL 1.02	Describe extended family roles.		
4 NL 1.03	Describe tribal roles.		
4 NL 1.04	Describe extended tribal roles.		
4 NL 1.05	Discuss community membership.		
4 NL 1.06	Discuss extended community membership.		
4 NL 1.07	View tribal artifacts.		
4 NL 2	NUMBERS		
4 NL 2.01	Pronounce Dakota numbers 1-100		
4 NL 2.02	Memorize Dakota numbers 1-75.		
4 NL 3	VOCABULARY		
4 NL 3.1	VOCABULARY: SEASONS OF THE YEAR		
4 NL 3.1.01	Pronounce Dakota vocabulary.		
4 NL 3.1.02	Write Dakota vocabulary.		
4 NL 3.1.03	Illustrate Dakota vocabulary.		
4 NL 4	LITERATURE		
4 NL 4.4	LITERATURE: THE LEDGERBOOK OF THOMAS BLUE EAGLE		
4 NL 4.4.01	Read the text.		
4 NL 4.4.02	Discuss the text.		
4 NL 4.4.03	Illustrate the text.		
4 NL 5	HISTORY		
4 NL 5.4	HISTORY: SIOUX LEADERS		
4 NL 5.4.01	Research the life and times of Crazy Horse.		
4 NL 5.4.02	Research the life and times of Sitting Bull.		
4 NL 6	ORATORY		
4 NL 6.01	Recite Crazy Horse's speech: "We Preferred Our Own Way of Living"		
4 NL 6.02	Recite Sitting Bull's speech: "You Are Living in a New Path"		

Identifier	Poplar - Grade 4 - Computer and Technology	Introduced	Completed
4 CT 2	PRODUCTIVITY TOOLS		
4 CT 2.01	Apply correct finger placement for basic keyboarding skills.		
4 CT 2.02	Create a document including a graphic using basic formatting techniques that demonstrate the ability to type, edit, and print.		
4 CT 2.03	Create a database with predefined fields, enter data for multiple records, and print reports based on sort query using ascending and descending order.		
4 CT 2.04	Construct a guided spreadsheet containing appropriate labels, values, formulas, and simple functions.		
4 CT 2.05	Create a multimedia document or presentation using text, graphics, and/or sound.		
4 CT 2.06	Explain the differences between data files and program files, and describe and use the file management software of a computer.		
4 CT 2.07	Describe the process of accessing a LAN and demonstrate the process as available.		
4 CT 2.08	Define and explain the uses of an electronic communication device, telecommuting, and teleconferencing.		
4 CT 3	RESEARCH TOOLS		
4 CT 3.01	Select a research topic or define a problem and predict outcomes using technology tools.		
4 CT 3.02	Generate keywords for a research topic or problem.		
4 CT 3.03	Select information from a variety of remote resources for a research topic or problem exploring hyperlinks.		
4 CT 3.04	Use an organizational format to arrange information for presentation or decision making.		
4 CT 3.05	Demonstrate an understanding of intellectual property and identify source and content of information collected.		
4 CT 3.06	Generate a list of sources.		
4 CT 3.07	Summarize and share the research process and its outcome.		
4 CT 4	TOOLS AND PROCESSES		
4 CT 4.5.1	Recognize that technological resources include people, information, materials, machines, energy, capital, and time.		
4 CT 4.5.2	Employ tools and materials to design or develop products or projects.		
4 CT 4.5.3	Demonstrate the importance of safety and ease of use in selecting appropriate tools.		
4 CT 4.5.4	Solve difficulties with tools or devices to accomplish the desired result including computer operations and recognize basic operational problems, such as printer jams, and possible solutions.		
4 CT 5	SYSTEMS		
4 CT 5.01	Explain open, closed, simple, complex, micro, and macro systems.		
4 CT 5.02	Explain how systems depend on a variety of resources to produce a desirable outcome (e.g., computer information processing cycle).		
4 CT 5.03	Classify systems according to type and level (e.g., open loop system or closed loop system, simple or complex, and micro or macro).		
4 CT 6	IMPLICATIONS ON SOCIETY		
4 CT 6.01	Examine products and communicate how that product solved a human need or want.		
4 CT 6.02	Explain how physical environments are changed by technological developments.		
4 CT 6.03	Describe the relationship between careers and technological developments.		
4 CT 6.04	Explain society's use of technology and describe both the positive and negative impacts on the workplace, society, and the environment.		

Identifier	Poplar - Grade 4 - Health	Introduced	Completed
4 H 1	HEALTH PROMOTION / DISEASE PREVENTION		
4 H 1.01	Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.		
4 H 1.02	Name and explain the stages of growth and development.		
4 H 1.03	Identify the key nutrients and the relationship of a balanced diet and these nutrients to health.		
4 H 1.04	Describe how family, peers, and information influence the use, misuse, and abuse of drugs.		
4 H 1.05	Explain procedures for personal safety when confronted with violence or other hazards.		
4 H 1.06	Describe how behaviors, pathogens, genetic history, and other factors are related to disease prevention.		
4 H 1.07	Identify programs designed to promote community health.		
4 H 1.08	Explain the relationship of the environment to positive health behaviors and the prevention of injury, illness, disease, and premature death.		
4 H 1.09	Define nutrient.		
4 H 2	HEALTH INFORMATION / ACCESSING INFORMATION		
4 H 2.01	Identify community sources that provide preventive health care.		
4 H 2.02	Describe situations requiring professional health services.		
4 H 2.03	Develop a telephone list for emergency contacts.		
4 H 2.04	Explain why first aid is important.		
4 H 2.05	Identify places and people to go to for first aid.		
4 H 3	HEALTH ENHANCEMENT / SELF MANAGEMENT		
4 H 3.01	List consequences of harassment, fighting, and intimidation.		
4 H 3.02	Demonstrate anger management techniques.		
4 H 3.03	Demonstrate refusal skills and ways to seek assistance.		
4 H 3.04	Distinguish between safe and risky/harmful behaviors.		
4 H 3.05	Demonstrate strategies to manage stress.		
4 H 3.06	Perform basic safety, first aid, and life-saving techniques.		
4 H 3.07	Demonstrate respect for the personal space and property of others.		
4 H 3.08	Demonstrate awareness of boundaries.		
4 H 4	INFLUENCES		
4 H 4.01	Compare and contrast factors responsible for differences in health behavior and health services in different cultures.		
4 H 4.02	Describe ways technology can influence health and chronic disease.		
4 H 4.03	Analyze how stated and implied messages from media influence health behaviors.		
4 H 4.04	Demonstrate responsibility for equipment.		
4 H 5	INTERPERSONAL COMMUNICATION		
4 H 5.01	Refine skills and strategies for solving interpersonal conflicts without harming self and others.		
4 H 5.02	Explain the importance of respecting the feelings, rights, and property of others.		
4 H 6	DECISION MAKING / GOAL SETTING		
4 H 6.01	Demonstrate a collaborative decision-making process to resolve health issues and problems that includes an examination of alternatives and consequences.		
4 H 6.02	Set an individual health goal and identify the steps necessary to achieve it.		
4 H 6.03	Predict how decisions regarding health behaviors have consequences for self and others.		
4 H 6.04	Explain when to ask for assistance in making health-related decisions and setting health goals.		
4 H 6.05	List several rewards of healthy living.		
4 H 6.06	Strive to improve personal best.		
4 H 7	PERSONAL AND COMMUNITY HEALTH		
4 H 7.01	Demonstrate the ability to work independently when promoting health for self and others.		
4 H 7.02	Encourage others to make healthy choices.		
4 H 7.03	Demonstrate age-appropriate skills in throwing, catching, and striking.		

Identifier	Poplar - Grade 4 - Music	Introduced	Completed
4 Mus 1	RHYTHM		
4 Mus 1.01	Recognize and identify relative duration of individual rhythmic components.		
4 Mus 1.02	Identify, create, and maintain a steady beat.		
4 Mus 1.03	Identify and create rhythms that have no steady beat.		
4 Mus 1.04	Identify, create, and perform rhythms that include silent beats.		
4 Mus 1.05	Recognize and identify relative duration of rests.		
4 Mus 1.06	Recognize and appropriately use the fermata.		
4 Mus 1.07	Identify and interpret meter signatures.		
4 Mus 2	HARMONY / TEXTURE		
4 Mus 2.01	Perform rhythms and sing melodies in unison.		
4 Mus 2.02	Sing 2-part songs.		
4 Mus 2.03	Sing 3-part songs.		
4 Mus 2.04	Sing 4-part songs.		
4 Mus 2.05	Demonstrate independence of parts when performing.		
4 Mus 2.06	Perform counter melodies.		
4 Mus 2.07	Perform rhythms and sing melodies with accompaniment		
4 Mus 2.08	Perform rhythms and sing melodies without accompaniment		
4 Mus 2.09	Identify and perform rounds.		
4 Mus 2.10	Identify and perform partner songs.		
4 Mus 2.11	Describe, create, and perform ostinato patterns.		
4 Mus 2.12	Recognize and vocalize echo patterns.		
4 Mus 2.13	Identify an orchestral performance: name and identify the various instruments.		
4 Mus 2.14	Identify a band performance: name and identify the various instruments.		
4 Mus 2.15	Identify the instrument families and their members.		
4 Mus 3	MELODY		
4 Mus 3.01	Identify high and low registers.		
4 Mus 3.02	Identify and trace melodic contour.		
4 Mus 3.03	Recognize and identify musical sequences.		
4 Mus 3.04	Recognize musical phrasing.		
4 Mus 3.05	Recognize and identify patterns in music.		
4 Mus 3.06	Develop understanding and sense of pitch.		
4 Mus 4	FORM		
4 Mus 4.01	Understand and use call and response, both as caller and as responder.		
4 Mus 4.02	Identify and describe AB form.		
4 Mus 4.03	Identify and describe ABA / Fondo form.		
4 Mus 4.04	Identify and describe theme and variation.		
4 Mus 4.05	Identify verse and refrain.		
4 Mus 4.06	Understand and use solo and response, both as soloist and as responder.		
4 Mus 4.07	Identify and describe AABA form.		
4 Mus 4.08	Describe and perform D. C. al Fine.		
4 Mus 4.09	Identify and perform multiple endings.		
4 Mus 4.10	Define and perform the repeat sign.		
4 Mus 5	TONE COLOR		
4 Mus 5.01	Recognize, identify, and produce vocal tones.		
4 Mus 5.02	Recognize, identify, and produce instrumental tones.		
4 Mus 6	TONALITY		
4 Mus 6.01	Identify, describe, and perform major scales.		
4 Mus 6.02	Identify, describe, and perform minor scales.		
4 Mus 7	EXPRESSIVE QUALITIES		
4 Mus 7.01	Identify and produce dynamic variation.		
4 Mus 7.02	Identify and imitate musical styles.		
4 Mus 7.03	Identify tempo and describe rates of tempo.		
4 Mus 7.04	Apply interpretive skills to performances.		
4 Mus 7.05	Define and demonstrate accelerando (Accel.).		

Identifier	Poplar - Grade 4 - Music	Introduced	Completed
4 Mus 7.06	Define and demonstrate ritardando (Rit.).		
4 Mus 7.07	Define and demonstrate relative durations of notes and rests.		
4 Mus 7.08	Define and perform ad libitum.		
4 Mus 7.09	Dreatively expand on the qualities of music performed.		
4 Mus 8	CAREERS		
4 Mus 8.01	Explore the work of a music composer as a career.		
4 Mus 8.02	Explore the work of a music performer as a career.		
4 Mus 8.03	Explore the work of a music teacher as a career.		
4 Mus 8.04	Explore the work of a music conductor as a career.		
4 Mus 8.05	Explore the world of work in music-related fields.		
4 Mus 9	PERFORMANCE		
4 Mus 9.01	Participate in at least one concert.		
4 Mus 9.02	View a live musical performance.		
4 Mus 9.03	Perform as a soloist or in a small ensemble.		
4 Mus 9.04	Describe and demonstrate (practice) concert etiquette.		
4 Mus 10	MUSIC HISTORY		
4 Mus 10.01	Examine the history of music by period.		
4 Mus 11	CULTURE		
4 Mus 11.01	Experience music and musical expression from around the world.		
4 Mus 12	MUSIC APPRECIATION AND CRITICISM		
4 Mus 12.01	Evaluate music and musical performances of all types.		
4 Mus 12.02	Listen to and evaluate solos and ensembles.		
4 Mus 12.03	Observe and evaluate concert etiquette as demonstrated by oneself and others.		
4 Mus 12.04	Develop music appreciation and skills for life.		

Identifier	Poplar - Grade 4 - Physical Education	Introduced	Completed
4 PE 1	LEARNING AND DEVELOPMENT OF MOTOR SKILLS		
4 PE 1.01	Utilize vocabulary to differentiate between more complex game-like strategies (i.e., offense, defense).		
4 PE 1.02	Identify and apply the intermediate elements (i.e., force and accuracy) of movement forms.		
4 PE 1.03	Apply simple strategies to game-like situations.		
4 PE 1.04	Identify the characteristics of highly skilled performance in a few movement forms.		
4 PE 1.05	Explain the physiological factors (i.e., heredity) affecting individual differences in physical fitness levels.		
4 PE 2	MOVEMENT FORMS		
4 PE 2.01	Utilize locomotor and nonlocomotor movements in physical activities.		
4 PE 2.02	Execute a combination of skills in a new and dynamic environment.		
4 PE 2.03	Create and perform sequence, alone or with a group, that combines weight transfer and balance movements.		
4 PE 3	MOVEMENT AS COMMUNICATION		
4 PE 3.01	Create, within a group, movement sequences which clearly demonstrate the use of shapes, levels, and pathways.		
4 PE 3.02	Clearly demonstrate a range of qualities of movement (i.e., bound/free, percussive/sustained)		
4 PE 3.03	Observe and identify the action (i.e., skip, gallop) and movement elements (i.e., direction, level) of brief movement sequences.		
4 PE 3.04	Create and perform an identifiable beginning, middle, and end of a movement sequence both with and without rhythmic accompaniment.		
4 PE 3.05	Apply partner skills while creating a movement sequence.		
4 PE 3.06	Create a movement phrase, accurately repeat it and then vary it, making changes in the time, space, and/or qualities of movement.		
4 PE 3.07	Recognize the elements of movement (i.e., shape, level, and pathways) found in dance, sports, and everyday actions.		
4 PE 3.08	Create a movement sequence to express an idea/concept.		
4 PE 3.09	Discuss interpretations and reactions to a movement sequence.		
4 PE 3.10	Create and perform various movements to a steady beat with or without a prop (i.e., tinkling poles) within a group.		
4 PE 3.11	Move to a musical beat and respond to changes in tempo (i.e., use a hand drum, recorder, segments of music of various tempos).		
4 PE 3.12	Perform more technically complex folk and/or social dances and identify the cultural and historical contexts.		
4 PE 4	INDIVIDUAL FITNESS		
4 PE 4.01	Create personal goals related to fitness assessment.		
4 PE 4.02	Maintain a continuous aerobic activity (at a target heart rate) for a specified time.		
4 PE 4.03	Identify the health-related components of fitness in various activities.		
4 PE 4.04	Utilize proper warm-up, conditioning, and cool-down techniques.		
4 PE 5	SOCIAL INTERACTION		
4 PE 5.01	Make proper decisions about applying rules, procedures, and etiquette.		
4 PE 5.02	Demonstrate positive responses to challenges, successes, and failures in physical activity.		
4 PE 5.03	Manage conflict positively and demonstrate teamwork and sportsmanship while interacting with others regardless of differences.		
4 PE 5.04	Identify similarities and differences in games, sports, and dance from other cultures.		

Identifier	Poplar - Grade 4 - Theater	Introduced	Completed
4 Th 1	THEATRICAL COMPONENTS		
4 Th 1.01	Create a script with two or more characters; a beginning, middle, and end; setting; and character descriptions.		
4 Th 1.02	Work together in a group to plan, rehearse, and present a dramatized idea or story.		
4 Th 1.03	Draw and/or build model sets for a production (e.g., cardboard or diorama).		
4 Th 1.04	Assemble props and costumes for use in a dramatized event set in a specific time period and locale (e.g., Pilgrims or Romans).		
4 Th 2	ROLE OF THE PERFORMER		
4 Th 2.01	Identify and list a given character's traits by looking at the character's actions and dialogue.		
4 Th 2.02	Demonstrate examples of character traits through movement, pantomime, improvisation, and/or voice (e.g., How does a person move and speak at age 60? At age 6?).		
4 Th 2.03	Portray a character's traits through movement, voice, and/or dialogue in a dramatized idea or story.		
4 Th 3	VIEWING A PERFORMANCE / PERFORMER		
4 Th 3.01	Discuss performances of students and visiting artists.		
4 Th 3.02	Describe emotional response to a performance and explain genre preference (e.g., romance, comedy, suspense, and action).		
4 Th 3.03	Differentiate between comedy and tragedy.		
4 Th 4	VIEWING A PERFORMANCE / PERFORMER IN CONTEXT		
4 Th 4.01	Explain how movies or television reveal information about other historical periods and cultures.		
4 Th 4.02	Identify the conflict between characters in a dramatized event.		

Identifier	Poplar - Grade 4 - Visual Arts	Introduced	Completed
4 VA 1	KNOWLEDGE		
4 VA 1.01	Determine differences between media, techniques, or processes in works of art (e.g., the transparency of watercolor vs. the opaqueness of tempera).		
4 VA 1.02	Examine how different media, techniques, and processes cause different responses (e.g., Look at two-dimensional vs. three-dimensional works of art).		
4 VA 1.03	Create artworks using various media, techniques, and processes to communicate ideas.		
4 VA 1.04	Name the three parts of a landscape drawing.		
4 VA 1.05	Name the intermediate colors.		
4 VA 1.06	Mix primary and secondary colors to make intermediate colors.		
4 VA 1.07	Label a color wheel in proper order.		
4 VA 1.08	Demonstrate slab construction techniques.		
4 VA 1.09	Properly print, label, number, and sign a print		
4 VA 1.10	Define origami.		
4 VA 1.11	Name two print-making techniques.		
4 VA 1.12	Identify selected works by two major artists.		
4 VA 2	APPLICATION		
4 VA 2.01	Describe various visual characteristics of art (e.g., sensory, formal, technical, and expressive).		
4 VA 2.02	Identify and describe possible purposes and/or functions of art (e.g., The purpose for a pot's decoration might be to tell a story while the pot's function might be storage).		
4 VA 2.03	Explain how visual characteristics, purposes, and/or functions of art may cause different responses.		
4 VA 2.04	Select and use specific visual characteristics to communicate.		
4 VA 3	CONTENT		
4 VA 3.01	Discuss how subject matter, symbols, and ideas produce meanings in works of art.		
4 VA 3.02	Produce a work of art that demonstrates the ability to convey meaning by integrating subject matter and symbols with ideas.		
4 VA 3.03	Explain the way subject matter, symbols, and ideas are chosen to present meaning in student artwork.		
4 VA 4	CONTEXT		
4 VA 4.01	Associate a variety of artworks with cultures, times, and places.		
4 VA 4.02	Create works of art that demonstrate historical and cultural influence.		
4 VA 5	INTERPRETATION		
4 VA 5.01	Compare and contrast characteristics of art.		
4 VA 5.02	Identify merits in artworks.		
4 VA 5.03	Describe meanings of art.		
4 VA 5.04	State preferences for characteristics, merits, and meanings in art.		

Identifier	Poplar - Grade 4 - Language Arts/Reading	Introduced	Completed
4 ELA 1	LITERATURE		
4 ELA 1.01	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		
4 ELA 1.02	Determine a theme of a story, drama, or poem from details in the text; summarize the text.		
4 ELA 1.03	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.		
4 ELA 1.04	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.		
4 ELA 1.05	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.		
4 ELA 1.06	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.		
4 ELA 1.07	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.		
4 ELA 1.09	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.		
4 ELA 1.10	Read and comprehend literature, including stories, dramas, and poetry.		
4 ELA 2	INFORMATIONAL TEXT		
4 ELA 2.01	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		
4 ELA 2.02	Determine the main idea of a text and explain how it is supported by key details; summarize the text.		
4 ELA 2.03	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.		
4 ELA 2.04	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a topic or subject area.		
4 ELA 2.05	Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.		
4 ELA 2.06	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.		
4 ELA 2.07	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.		
4 ELA 2.08	Explain how an author uses reasons and evidence to support particular points in a text.		
4 ELA 2.09	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		
4 ELA 2.10	Read and comprehend informational texts, including history/ social studies, science, and technical texts.		
4 ELA 3	READING STANDARDS: FOUNDATIONAL SKILLS		
4 ELA 3.03	Know and apply phonics and word analysis skills in decoding words		
4 ELA 3.04	Read with sufficient accuracy and fluency to support comprehension		
4 ELA 4	WRITING		
4 ELA 4.01	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		
4 ELA 4.02	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.		
4 ELA 4.03	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
4 ELA 4.04	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		
4 ELA 4.05	With guidance and support, develop and strengthen writing as needed by planning, revising, and editing.		
4 ELA 4.06	With some guidance and support, 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 to type a minimum of one page in a single sitting.		
4 ELA 4.07	Conduct short research projects that build knowledge through investigation of different aspects of a topic.		
4 ELA 4.08	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.		
4 ELA 4.09	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
4 ELA 4.10	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.		

Identifier	Poplar - Grade 4 - Language Arts/Reading	Introduced	Completed
4 ELA 5	SPEAKING AND LISTENING		
4 ELA 5.01	Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly.		
4 ELA 5.02	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
4 ELA 5.03	Identify the reasons and evidence a speaker provides to support particular points.		
4 ELA 5.04	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.		
4 ELA 5.05	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		
4 ELA 5.06	Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.		
4 ELA 6	LANGUAGE		
4 ELA 6.01	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
4 ELA 6.02	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
4 ELA 6.03	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
4 ELA 6.04	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.		
4 ELA 6.05	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
4 ELA 6.06	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 and that are basic to a particular topic.		

Identifier	Poplar - Grade 4 - Mathematics	Introduced	Completed
4 M 1	MATHEMATICAL PRACTICES		
4 M 1.01	Makes sense of problems and persevere in solving them.		
4 M 1.02	Reason abstractly and quantitatively.		
4 M 1.03	Construct viable arguments and critique the reasoning of others.		
4 M 1.04	Model with mathematics.		
4 M 1.05	Use appropriate tools strategically.		
4 M 1.06	Attend to precision.		
4 M 1.07	Look for and make use of structure.		
4 M 1.08	Look for and express regularity in repeated reasoning.		
4 M 2	OPERATIONS AND ALGEBRAIC THINKING		
4 M 2.01	Use the four operations with whole numbers to solve problems.		
4 M 2.02	Gain familiarity with factors and multiples.		
4 M 2.03	Generate and analyze patterns		
4 M 3	MEASUREMENT AND DATA		
4 M 3.01	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.		
4 M 3.02	Represent and interpret data.		
4 M 3.03	Geometric measurement: understand concepts of angle and measure angles.		
4 M 4	NUMBERS AND OPERATIONS IN BASE TEN		
4 M 4.01	Generalize place value understanding for multi-digit whole numbers.		
4 M 4.02	Use place value understanding and properties of operations to perform multi-digit arithmetic.		
4 M 4.03	Extend the counting sequence.		
4 M 5	NUMBERS AND FRACTIONS		
4 M 5.01	Extend understanding of fraction equivalence and ordering.		
4 M 5.02	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.		
4 M 5.03	Understand decimal notation for fractions, and compare decimal fractions.		
4 M 6	GEOMETRY		
4 M 6.01	Draw and identify lines and angles, and classify shapes by properties of their lines and angles.		

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4 SS 1	CIVICS			
4 SS 1.1.01	Rules and Law	Describe the effects on society of the absence of law.		
4 SS 1.1.02	Rules and Law	Identify the Declaration of Independence and the U.S. Constitution as written documents that are the foundation of the United States government.		
4 SS 1.1.03	Rules and Law	Describe the operation of representative government, including the rights of political minorities.		
4 SS 1.2.01	US Government	Identify the three branches of government (as set forth in the U.S. Constitution).		
4 SS 1.2.02	US Government	Name the two houses of the U.S. Congress.		
4 SS 1.2.03	US Government	Identify the powers of the U.S. Congress, such as power to tax, declare war, impeach the President.		
4 SS 1.2.04	US Government	Identify the duties of the President.		
4 SS 1.2.05	US Government	Identify the Supreme Court as the highest court in the land.		
4 SS 1.2.06	US Government	Describe the purpose of a judge and jury in a trial as it relates to resolving disputes.		
4 SS 1.3.01	Political Process	List the qualities of a leader.		
4 SS 1.3.02	Political Process	Name the two major political parties.		
4 SS 1.3.03	Political Process	Give examples of interest groups.		
4 SS 1.3.04	Political Process	Identify sources of information people use to form an opinion.		
4 SS 1.4.01	Citizenship	Describe the difference between a natural-born and a naturalized citizen of the United States.		
4 SS 1.4.02	Citizenship	Describe the symbolic importance of the Fourth of July and the Pledge of Allegiance.		
4 SS 1.4.03	Citizenship	Identify the Bill of Rights.		
4 SS 1.4.04	Citizenship	Identify ways conflicts can be resolved in a peaceful manner that respects individual rights.		
4 SS 1.5.01	State and Local Government	Explain why local governments are created within states.		
4 SS 1.5.02	State and Local Government	Name the three branches of state government.		
4 SS 1.5.03	State and Local Government	Know that there are different types of courts.		
4 SS 1.6.01	Political and Economic Systems	List the characteristics of a nation-state, including self-rule, territory, population, and organized government.		
4 SS 1.7.01	International Relations	Identify the countries bordering the United States.		
4 SS 1.7.01	International Relations	Explain ways in which nations interact.		
4 SS 2	ECONOMICS			
4 SS 2.1.01	Economic Way of Thinking	Describe how scarcity requires a person to make a choice and identify a cost associated with the decision.		
4 SS 2.1.02	Economic Way of Thinking	Demonstrate an understanding that people may respond to the same incentive in different ways because they may have different preferences.		
4 SS 2.1.03	Economic Way of Thinking	Demonstrate an understanding that choosing a little more or a little less generates either a benefit or a cost.		
4 SS 2.1.04	Economic Way of Thinking	Identify the benefits and costs of spending now versus saving for later.		
4 SS 2.2.01	Measuring US Economic Performance	Identify and compare per capita measures for the U.S. for different time periods.		
4 SS 2.2.02	Measuring US Economic Performance	Define inflation and deflation and explain how they affect individuals.		
4 SS 2.2.03	Measuring US Economic Performance	Define employment and unemployment.		
4 SS 2.2.04	Measuring US Economic Performance	Identify and give examples of interest rates for borrowing and saving.		
4 SS 2.3.01	Functioning of Markets	Explain why trade must be mutually beneficial.		
4 SS 2.3.02	Functioning of Markets	Demonstrate an understanding of supply and demand in a market.		
4 SS 2.3.03	Functioning of Markets	Contrast the effects of price changes on the behavior of buyers and sellers.		
4 SS 2.4.01	Private US Economic Institutions	Identify financial institutions.		
4 SS 2.4.02	Private US Economic Institutions	Provide examples of labor unions.		
4 SS 2.4.03	Private US Economic Institutions	Explain the purposes for establishing for-profit organizations.		
4 SS 2.4.04	Private US Economic Institutions	Explain the purposes for establishing not-for-profit organizations.		
4 SS 2.4.05	Private US Economic Institutions	Identify the rewards and risks of saving money in financial institutions.		
4 SS 2.5.01	Money	Explain why it is easier for people to save and trade using money rather than using other commodities.		
4 SS 2.5.02	Money	Identify forms of money used in the U.S. prior to the 20th century.		
4 SS 2.5.03	Money	Give examples of purchases made using credit.		
4 SS 2.6.01	US Economy as a Whole	Discuss the resources needed for production in households, schools, and community groups.		
4 SS 2.6.02	US Economy as a Whole	Demonstrate an understanding that an individual can be both a consumer and a producer.		
4 SS 2.6.03	US Economy as a Whole	Recognize the three types of productive resources: natural (e.g., minerals), human (e.g., educated workers), and capital (e.g., machinery).		
4 SS 2.6.04	US Economy as a Whole	Illustrate how one person's spending becomes another person's income.		
4 SS 2.6.05	US Economy as a Whole	Identify factors within an individual's control that can affect the likelihood of being employed.		
4 SS 2.6.06	US Economy as a Whole	Describe how income reflects choices people make about education, training, skill development, lifestyle, and careers.		
4 SS 2.7.01	Evolving Economy	Provide an example of how purchasing a tool or acquiring education can be an investment.		
4 SS 2.7.02	Evolving Economy	Describe the characteristics of an entrepreneur.		
4 SS 2.7.03	Evolving Economy	Give examples of ways sellers compete.		
4 SS 2.7.04	Evolving Economy	Explain why specialization increases productivity and interdependence.		
4 SS 2.7.05	Evolving Economy	Describe the steps an entrepreneur would take to start a business.		
4 SS 2.8.01	Role of Government in a Market Economy	Give examples of items for which a sales tax is charged and items for which a sales tax is not charged.		
4 SS 2.9.01	International Economy	Explain why the U.S. imports and exports goods.		
4 SS 2.9.02	International Economy	Describe how the exchange of goods and services around the world creates interdependence among people in different places (e.g., the production of a candy bar requires ingredients from different countries around the world).		
4 SS 2.9.03	International Economy	Give the value of the U.S. dollar in terms of the currencies of other countries.		
4 SS 3	GEOGRAPHY			
4 SS 3.1.01	Geographic Skills	Develop questions that will aid in exploration of spatial patterns.		
4 SS 3.1.02	Geographic Skills	Gather geographic information from an electronic medium.		
4 SS 3.1.03	Geographic Skills	Classify geographic information and select a method for display.		

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4 SS 3.1.04	Geographic Skills	Locate and summarize geographic information from a variety of geographic sources.		
4 SS 3.1.05	Geographic Skills	Incorporate a visual display to report facts about a geographic topic.		
4 SS 3.2.01	World in Spatial Terms	Identify and use intermediate directions on a compass rose to locate places on a map.		
4 SS 3.2.02	World in Spatial Terms	Compare the information found on different maps of Montana.		
4 SS 3.2.03	World in Spatial Terms	Use maps and photographs of Montana to collect geographic information.		
4 SS 3.2.04	World in Spatial Terms	Construct a map of Montana displaying its human and physical features.		
4 SS 3.2.05	World in Spatial Terms	Identify the purpose and content of various Montana maps.		
4 SS 3.2.06	World in Spatial Terms	Identify and explain spatial patterns on a map of Montana (e.g., deserts, mountains, population).		
4 SS 3.3.01	Places and Regions	List examples of physical and human features from their own city or region.		
4 SS 3.3.02	Places and Regions	Recognize and discuss elements of their own cultures.		
4 SS 3.3.03	Places and Regions	Describe the characteristics of another culture from their own perspective.		
4 SS 3.3.04	Places and Regions	List examples of technology in their community.		
4 SS 3.3.05	Places and Regions	Choose a historical figure and locate the place and region on which they had an impact.		
4 SS 3.3.06	Places and Regions	Give an example of how a place where they have lived has changed in their lifetime.		
4 SS 3.3.07	Places and Regions	Recognize differences between physical and cultural regions.		
4 SS 3.4.01	Physical Systems	Recognize that plants and animals have habitats on both land and in water.		
4 SS 3.4.02	Physical Systems	Describe the effects of various natural hazards.		
4 SS 3.4.03	Physical Systems	Generate examples of various ecosystems found in the U.S.		
4 SS 3.4.04	Physical Systems	Explain the location and distribution of a specific ecosystem throughout the world.		
4 SS 3.4.05	Physical Systems	Identify the living and nonliving elements of an ecosystem.		
4 SS 3.5.01	Human Systems	Define basic demographic terms (e.g., dense, sparse).		
4 SS 3.5.02	Human Systems	List reasons why people move to or from a particular place.		
4 SS 3.5.03	Human Systems	Describe how the student has moved from one place to another (e.g., homes, schools, cities, states).		
4 SS 3.5.04	Human Systems	Locate and list examples of rural, suburban, and urban communities.		
4 SS 3.5.05	Human Systems	Compile a list of both goods and services that are produced in the U.S. and abroad.		
4 SS 3.5.06	Human Systems	Identify and discuss how economic issues are affected by geography.		
4 SS 3.5.07	Human Systems	Compare the housing, health care, and education among the countries in North America.		
4 SS 3.5.08	Human Systems	Discuss why different geographic regions may have different types of organizations.		
4 SS 3.5.09	Human Systems	Describe how cooperation and conflict affect people in different communities.		
4 SS 3.6.01	Environment and Society	Illustrate a change that has taken place in the student's local environment.		
4 SS 3.6.02	Environment and Society	Locate similar physical environments that support similar human activity.		
4 SS 3.6.03	Environment and Society	Locate several places whose physical environment has been altered by the same technology (e.g., clear-cutting of timber, mining, manufacturing).		
4 SS 3.6.04	Environment and Society	Use maps or photographs to document human modification of the physical environment.		
4 SS 3.6.05	Environment and Society	Identify various natural resources found in their state or region.		
4 SS 3.6.06	Environment and Society	List examples of how people use and manage natural resources within the state.		
4 SS 3.7.01	Geographic Applications	Describe the physical setting of a historical event.		
4 SS 3.7.02	Geographic Applications	Describe the physical setting of a cultural event.		
4 SS 3.7.03	Geographic Applications	Identify and discuss the four geographic perspectives (spatial, ecological, economic, and historic).		
4 SS 3.7.04	Geographic Applications	Choose an environmental problem that affects their community and develop possible solutions.		
4 SS 4	HISTORY			
4 SS 4.1.01	Chronology	Identify current events from multiple sources.		
4 SS 4.1.02	Chronology	Record events on a graphic organizer, such as a calendar or time line.		
4 SS 4.2.01	History Skills	Ask a historical question and identify resources to be used in research.		
4 SS 4.2.02	History Skills	Organize historical information from a variety of sources.		
4 SS 4.3.01	Prehistory to 499 CE	Define hunter-gatherer.		
4 SS 4.3.02	Prehistory to 499 CE	Locate Montana's earliest Native American inhabitants.		
4 SS 4.4.01	1 CE to 1400	Identify explorations of the Vikings in North America.		
4 SS 4.5.01	1200 to 1750	Identify Montana's Native American cultures.		
4 SS 4.5.02	1200 to 1750	Describe Native North American life prior to European contact, such as clothing, communication, family, food, shelter, transportation, and tools.		
4 SS 4.5.03	1200 to 1750	Describe expeditions of early explorers, including Christopher Columbus and Ferdinand Magellan.		
4 SS 4.5.04	1200 to 1750	Describe relationships among Native Americans, Europeans, and Africans.		
4 SS 4.5.05	1200 to 1750	Describe colonial life in North America.		
4 SS 4.6.01	1700 to 1865	Identify the events that led to the Declaration of Independence.		
4 SS 4.6.02	1700 to 1865	Identify key people of the American Revolution, including George Washington and Ben Franklin.		
4 SS 4.6.03	1700 to 1865	Describe the relationship between the War of 1812 and the national anthem.		
4 SS 4.6.04	1700 to 1865	Describe experiences of pioneers moving west, including Donner Party and Oregon and California Trails.		
4 SS 4.6.05	1700 to 1865	Identify explorers and settlers in preterritorial Montana.		
4 SS 4.6.06	1700 to 1865	Identify the Civil War and final outcome, including Union and Confederacy and Generals Grant and Lee.		
4 SS 4.6.07	1700 to 1865	Explain the symbols, mottos, and slogans related to Montana, including state seal and state flag.		
4 SS 4.7.01	1869 to 1920	Identify the contributions of the inventors and discoverers, including Thomas Edison, Wright brothers, Alexander Graham Bell, and George Washington Carver.		
4 SS 4.7.02	1869 to 1920	Describe the contributions of immigrant groups to the United States.		
4 SS 4.7.03	1869 to 1920	Describe the significance of Labor Day.		
4 SS 4.7.04	1869 to 1920	Describe the distinction between Veterans Day and Memorial Day.		
4 SS 4.8.01	1920 to 1945	Identify the major events of the Great Depression, such as stock market crash, Dust Bowl, migration, and Hoover Dam.		
4 SS 4.8.02	1920 to 1945	Identify the United States' participation in World War II, such as Pearl Harbor, homefront, D-Day, and atomic bomb.		
4 SS 4.8.03	1920 to 1945	Identify major advancements in science and technology, including television and computers.		
4 SS 4.8.04	1920 to 1945	Identify the major points in Martin Luther King Jr.'s "I Have a Dream" speech.		
4 SS 4.9.01	1990 to Present	Identify major news events on the local, state, national, and world level.		

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4 S 1	PHYSICAL SCIENCE			
4 S 1.1.01	Forces and Motion	Investigate and describe balance points of different objects.		
4 S 1.1.02	Forces and Motion	Investigate and describe how objects can sink or float in water.		
4 S 1.2.01	Structure and Properties of Matter	Investigate and describe properties of materials when they are combined (mixtures).		
4 S 1.2.02	Structure and Properties of Matter	Observe and describe that different objects and materials may be composed of parts that are too small to be seen without magnification.		
4 S 1.3.01	Energy and Matter - Interactions and Forms	Investigate and describe how circuits can produce light, heat, sound, and magnetic effects.		
4 S 2	LIFE SCIENCE			
4 S 2.1.01	Structure and Function	Investigate, compare, and contrast identifiable structures of plants and animals.		
4 S 2.2.01	Internal and External Influences on Organisms	Investigate and describe the behavior of individual organisms when influenced by internal cues (e.g., hunger) and by external cues (e.g., environment).		
4 S 2.3.01	Herdity and Diversity	Observe and describe variations among individuals within the human population.		
4 S 3	EARTH AND SPACE SCIENCES			
4 S 3.1.01	Earth Structures and Composition	Investigate, compare, and contrast the properties of rocks and minerals.		
4 S 3.1.02	Earth Structures and Composition	Compare and contrast the location of landforms.		
4 S 3.1.03	Earth Structures and Composition	Investigate and describe the composition of different soils.		
4 S 3.2.01	Cycles of Matter and Energy	Identify and describe various meteorological phenomena (e.g., floods, drought).		
4 S 3.2.02	Cycles of Matter and Energy	Investigate and describe the forms and uses of water.		
4 S 3.2.03	Cycles of Matter and Energy	Identify the components of our solar system (i.e., planets, moon, asteroids, comets, sun).		
4 S 3.3.01	Solar System and Universe	Observe and describe properties, locations, and movements of the sun, moon, stars, clouds, birds, and planets.		
4 S 3.3.02	Solar System and Universe	Observe and describe the changes of the moon's appearance over time.		
4 S 3.3.03	Solar System and Universe	Investigate and describe how distance affects the brightness of any light source.		
4 S 4	ENVIRONMENTAL SCIENCES			
4 S 4.1.01	Ecosystems	Investigate and describe the variables that affect the survival of organisms within an ecosystem.		
4 S 4.2.01	Natural Resources	Identify the natural resources of Montana.		
4 S 4.2.02	Natural Resources	Investigate and describe resources which can be used and reused or renewed.		
4 S 4.3.01	Conservation	Observe, investigate, and describe how some environmental changes occur quickly and some occur slowly.		
4 S 5	THE NATURE AND HISTORY OF SCIENCE			
4 S 5.1.01	Scientific, Historical and Technological Perspectives	Identify the components of scientific investigation (e.g., observing, collecting data, classifying).		
4 S 5.1.02	Scientific, Historical and Technological Perspectives	Exchange scientific observations and ideas.		
4 S 5.1.03	Scientific, Historical and Technological Perspectives	Explain that measuring instruments can be used to gather information for making scientific comparisons of objects and events for designing and constructing things that will work properly.		
4 S 5.1.04	Scientific, Historical and Technological Perspectives	Model and describe contributions made to scientific thought and design technology		
4 S 5.1.05	Scientific, Historical and Technological Perspectives	Compare the advantages and disadvantages of using technology (e.g., tools for measurement, calculators, computers)		
4 S 5.1.06	Scientific, Historical and Technological Perspectives	Explore and research science-related careers		
4 S 5.1.07	Scientific, Historical and Technological Perspectives	Design or construct models of mechanical devices		
4 S 5.1.08	Scientific, Historical and Technological Perspectives	Describe how well a product/tool does what it was designed to do (e.g., zippers, can openers)		
4 S 5.1.09	Scientific, Historical and Technological Perspectives	Identify and describe technological systems		
4 S 6	SCIENTIFIC INQUIRY: PROCESSES AND SKILLS			
4 S 6.1.01	Scientific Values and Attitudes	Conduct fair tests to make observations.		
4 S 6.1.02	Scientific Values and Attitudes	Observe and interact with objects, organisms, and phenomena and raise questions that can be investigated and researched		
4 S 6.1.03	Scientific Values and Attitudes	Plan and conduct investigations and experiments independently, with a partner, or with a small group		

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4 S 6.1.04	Scientific Values and Attitudes	Use appropriate equipment, tools, techniques, and resources to gather, analyze, and interpret data/ information		
4 S 6.1.05	Scientific Values and Attitudes	Record observations of investigations over time in a science notebook/journal (e.g., changes in structures or characteristics of a plant or animal)		
4 S 6.1.06	Scientific Values and Attitudes	Develop and communicate descriptions, explanations, and predictions, based on evidence		
4 S 6.1.07	Scientific Values and Attitudes	Create illustrations, graphs, and charts to convey ideas and record observations		
4 S 6.1.08	Scientific Values and Attitudes	Cooperate and contribute ideas within a group		
4 S 6.1.09	Scientific Values and Attitudes	Estimate numerical answers to problems before calculating		
4 S 6.1.10	Scientific Values and Attitudes	Determine whether measurements and descriptions are reasonably accurate		
4 S 6.1.11	Scientific Values and Attitudes	Generate new questions based on results of investigations and research		