



Grade 4

Curriculum Guide

Curriculum & Instruction
Department of Learning & Teaching

Table of Contents

English Language Arts	2
Mathematics	9
Social Studies	12
Science	14
Health	17
Music	18
Physical Education	20
Art	25

English Language Arts

Course Description: Bloomington Elementary Schools seek to provide students with culturally relevant, equitable, engaging, and inclusive instruction in English Language Arts, through the study and implementation of best practices in standards-based, comprehensive literacy. The ultimate goal is to inspire lifelong language growth, independence, and joy in literacy.

Common Course Materials:

- [EL Education](#) (2025) Kiddom
- ALL Block Materials and Guides (grades 3-5)

Course Benchmarks: English Language Arts curriculum is based on the [MN K-12 Academic Standards in English Language Arts](#).

Foundations of Reading

Summative Benchmarks

Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.

Know and apply grade-level phonics and word analysis skills in decoding words: Use knowledge of letter-sound correspondences, syllabication patterns, and word origin (Anglo-Saxon) to decode and comprehend unfamiliar multi-syllabic words in and out of context.

Read grade-level texts fluently, with sufficient accuracy, rate, and expression to support comprehension.

Reading

Summative Benchmarks

Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.

At grade 4 text complexity, select and proficiently read and comprehend texts that address academic tasks.

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

Determine a theme or central idea of a story, drama, or poem from details in the text.

Describe the informational text structure (including, but not limited to sequence and chronology) of events, ideas, concepts, or information in a text or part of a text.

Determine the author's, including Dakota and Anishinaabe authors, stated or implied purpose (i.e., entertain, inform, persuade) and how it is conveyed by the words or characters.

Explain how an author uses reasoning and evidence to support an argument.
Distinguish literal from figurative language in stories, poems, or songs.
Formative Benchmarks
Read independently and monitor understanding of grade-level text; self-correct as needed, using more advanced metacognitive strategies including, but not limited to, making inferences and connecting text to background knowledge, building on strategies learned in previous grade levels, with guidance and support.
Locate, select, and read texts on a topic of personal interest, utilizing literary award lists and curated book lists in making selections.
Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.
Describe a literary element in detail, drawing on specific details from literary text.
Explain events, concepts, or steps in a procedure, including what happened and why, based on specific details, in informational text.
Determine the impact on the text of literary text features and narrative point of view (first person, second person, third person point of view).
Interpret the ideas/ information conveyed through illustrations, graphics, and other audiovisual elements to support understanding and compare and contrast illustrations, graphics and other audiovisual elements in a wide variety of texts.
Identify time period of publication of the text, and assess the importance of timeliness of information, related to task and purpose.
Identify fact and fiction/opinion in a text and place on a continuum of fact to fiction (e.g., informational text, memoir, historical fiction, fantasy).
Demonstrate understanding of word origins (morphology and etymology) in academic vocabulary.
Collect information from a variety of sources in different formats on a topic of personal interest or academic focus.
Question and assess validity and credibility of information, related to task and purpose. (e.g., CRAAP test)

Writing

Summative Benchmarks <i>Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.</i>
Use correct punctuation (including punctuation of dialogue and commas with clauses), spelling, capitalization, and grammar, authentically in writing
Write to persuade, including an introduction and conclusion, building on skills from previous years.

Write to inform or explain, organizing and presenting ideas clearly, using precise, domain-specific vocabulary and a variety of text structures, and including an introduction and conclusion, building on skills from previous years.

Write to create, developing literary elements, including character, setting, conflict, and resolution with detail in a variety of literary forms. (e.g., poetry, stories, plays)

Formative Benchmarks

Apply spelling patterns and rules to spell words with Anglo-Saxon word origin, authentically in writing.

Demonstrate subject-verb and pronoun antecedent agreement in simple, compound, and complex sentences, authentically in writing.

Write routinely for a range of tasks, purposes, and audiences. (e.g., personal interest, enjoyment, academic tasks)

Write to compare and contrast personal perspectives and identities to those of a character in a literary text or a human subject in an informational text.

Plan and draft multiple pieces of writing; self select which of them to revise, edit, and publish.

Use words, phrases, and punctuation to convey ideas precisely, in formal and informal writing contexts.

Write to argue, including an introduction and conclusion, building on skills from previous years.

Write to respond to the conclusion of a literary text.

Describe sensory detail, in written narratives, poetry, or other creative text.

Ask relevant questions to guide inquiry.

Plan and conduct independent research using sources to build understanding of topic; evaluate perspective, credibility, and relevance of information, avoiding plagiarism, and share findings in writing.

Use and cite a variety of sources on a topic, both quoting and summarizing, avoiding plagiarism.

Listening, Speaking, Viewing, and Exchanging Ideas

Summative Benchmarks

Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.

Exchange ideas in storytelling, discussion, and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives.

- Help create and follow agreed-upon norms for a discussion, (e.g., speaker norms, listener norms, participation norms), respectful of culture.
- Participate as a speaker and listener, highlighting commonalities and differences in views shared by others.
- Express one's own ideas, stories, and experiences, linking to comments of others.
- Negotiate and compromise to support productive exchange of ideas.
- Identify and work toward a shared goal.

Create written, oral, and digital content that communicates knowledge and ideas in an organized manner, including relevant and credible facts and descriptive details to support central ideas or themes, in a variety of presentation styles.

Formative Benchmarks

Ask and answer questions to clarify or follow up on viewpoints of others in a discussion.

Receive and act on feedback from others, self-reflect, and provide constructive feedback on peers' work in various ways (ex. written, oral, non-verbal).

Use vocabulary, language, structure, and features of spoken language to convey ideas precisely, in communicating with others in social and academic situations.

Create and share work, using self-selected digital tools, and articulate how chosen tools meet the task, purpose, and audience, demonstrating understanding of digital footprint.*

Mathematics

Course Description:

Common Course Materials:

- [Math Expressions \(2018 ed.\), Houghton Mifflin Harcourt](#)

Course Benchmarks: Mathematics curriculum is based on the [Minnesota K-12 Mathematics Standards and Benchmarks](#).

Number and Operation

Summative Benchmarks <i>Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.</i>
Demonstrate fluency with multiplication and division facts.
Multiply multi-digit numbers, using efficient and generalizable procedures, based on knowledge of place value, including standard algorithms.
Estimate products and quotients of multi-digit whole numbers by using rounding, benchmarks and place value to assess the reasonableness of results.
Solve multi-step real-world and mathematical problems requiring the use of addition, subtraction and multiplication of multi-digit whole numbers. Use various strategies, including the relationship between operations, the use of technology, and the context of the problem to assess the reasonableness of results.
Represent equivalent fractions using fraction models such as parts of a set, fraction circles, fraction strips, number lines and other manipulatives. Use the models to determine equivalent fractions.
Read and write decimals with words and symbols; use place value to describe decimals in terms of thousands, hundreds, tens, ones, tenths, hundredths, and thousandths.
Compare and order decimals and whole numbers using place value, a number line and models such as grids and base 10 blocks.
Formative Benchmarks
Use an understanding of place value to multiply a number by 10, 100 and 1000.
Use strategies and algorithms based on knowledge of place value, equality and properties of operations to divide multi-digit whole numbers by one- or two-digit numbers. Strategies may include mental strategies, partial quotients, the commutative, associative, and distributive properties and repeated subtraction.

Locate fractions on a number line. Use models to order and compare whole numbers and fractions, including mixed numbers and improper fractions.
Use fraction models to add and subtract fractions with like denominators in real-world and mathematical situations. Develop a rule for addition and subtraction of fractions with like denominators.
Read and write tenths and hundredths in decimal and fraction notations using words and symbols; know the fraction and decimal equivalents for halves and fourths.
Round decimals to the nearest tenth.

Algebra

Summative Benchmarks <i>Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.</i>
Create and use input-output rules involving addition, subtraction, multiplication and division to solve problems in various contexts. Record the inputs and outputs in a chart or table.
Formative Benchmarks Understand how to interpret number sentences involving multiplication, division and unknowns. Use real-world situations involving multiplication or division to represent number sentences. Use multiplication, division and unknowns to represent a given problem situation using a number sentence. Use number sense, properties of multiplication, and the relationship between multiplication and division to find values for the unknowns that make the number sentences true.

Geometry & Measurement

Summative Benchmarks <i>Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.</i>
Describe, classify and draw quadrilaterals, including squares, rectangles, trapezoids, rhombuses, parallelograms and kites. Recognize quadrilaterals in various contexts.
Formative Benchmarks Describe, classify and sketch triangles, including equilateral, right, obtuse and acute triangles. Recognize triangles in various contexts. Compare angles according to size. Classify angles as acute, right and obtuse.

Understand that the area of a two-dimensional figure can be found by counting the total number of same size square units that cover a shape without gaps or overlaps. Justify why length and width are multiplied to find the area of a rectangle by breaking the rectangle into one unit by one unit squares and viewing these as grouped into rows and columns.
Find the areas of geometric figures and real-world objects that can be divided into rectangular shapes. Use square units to label area measurements.
Apply rotations (turns) of 90° clockwise or counterclockwise.
Recognize that translations, reflections, and rotations preserve congruency and use them to show that two figures are congruent.
Measure angles in geometric figures and real-world objects with a protractor or angle ruler.
Apply translations (slides) to figures.
Apply reflections (flips) to figures by reflecting over vertical or horizontal lines and relate reflections to lines of symmetry.

Data Analysis

Summative Benchmarks <i>Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.</i>
Use tables, bar graphs, timelines and Venn diagrams to display data sets. The data may include fractions or decimals. Understand that spreadsheet tables and graphs can be used to display data.

Social Studies

Course Description: Grade four departs from the approach in the primary years (an approach that placed equal emphasis on each of the social studies disciplines) to a more discipline-centered approach. In grade four, the lead discipline is geography, focusing on political geography and the cultural landscape of North America. They create and use various kinds of maps to identify the physical and human characteristics of places, examine regions in different locations and time periods, and analyze patterns and trends in the United States, Mexico and Canada. They learn about tribal government and develop a better understanding of the multiple players involved in the United States government (political leaders and the public) and the economy (buyers and sellers in a market). Students practice a reasoned decision-making process to make choices-an important building block for their understanding of personal finance that will be developed in later grades.

Common Course Materials:

- A list of district-provided texts is available upon request

Course Benchmarks: Social Studies curriculum is based on the [Minnesota K-12 Academic Standards in Social Studies](#).

Citizenship and Government

Summative Benchmarks

Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.

Describe how people take action to influence a decision on a specific issue; explain how local, state, national or tribal governments have addressed that issue

Formative Benchmarks

Describe tribal government and some of the services it provides; distinguish between United States and tribal forms of government.

Identify the major roles and responsibilities of elected and appointed leaders in the community, state and nation; name some current leaders who function in these roles and how they are selected.

Economics

Summative Benchmarks

Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.

Apply a reasoned decision-making process to make a choice.

Formative Benchmarks

Describe a market as any place or manner in which buyers and sellers interact to make exchanges; describe prices as payments of money for items exchanged in markets.

Define the productivity of a resource and describe ways to increase it.

Geography

Summative Benchmarks

Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.

Create and use various kinds of maps, including overlaying thematic maps of places in the United States, and also Canada or Mexico; incorporate the "TODALS" map basics, as well as points, lines and colored areas to display spatial information.

Choose the most appropriate data from maps, charts, and graphs in an atlas to answer specific questions about geographic issues in the United States, and also Canada or Mexico.

Name and locate states and territories, major cities and state capitals in the United States.

Name and locate countries neighboring the United States and their major cities.

Explain how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations and modifications.

Formative Benchmarks

Use latitude and longitude on maps and globes to locate places in the United States, and also Canada or Mexico.

Use photographs or satellite-produced images to interpret spatial information about the United States, and also Canada or Mexico.

Locate and identify the physical and human characteristics of places in the United States, and also Canada or Mexico.

Explain how geographic factors affect population distribution and the growth of cities in the United States and Canada.

Use data to analyze and explain the changing distribution of population in the United States and Canada over the last century.

Describe how the location of resources and the distribution of people and their various economic activities has created different regions in the United States and Canada.

Analyze the impact of geographic factors on the development of modern agricultural regions in Minnesota and the United States.

History

Summative Benchmarks

Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.

Identify and locate on a map or globe the origins of people in the local community and state; create a timeline of when different groups arrived; describe why and how they came.

Use maps to compare and contrast a particular region in the United States, and also Canada or Mexico, at different points in time.

Grade 4 Science

Course Description: Students in fourth grade will investigate the areas of earth and space, physical, and life sciences through engaging, authentic and student-centered experiences, while utilizing scientific and engineering practices. Areas of study will include determining the cause and effect relationships of electric and magnetic interactions; identifying evidence from patterns in rock formations to explain changes in a landscape over time; obtaining information from various sources to determine inherited traits in plants and animals; interpreting charts, maps and graphs about the distribution of water on Earth; as well as reading and comprehending scientific texts.

Common Course Materials:

- [Mystery Science](#)
- A list of district-provided texts for literacy integration is available upon request

Course Benchmarks: Elementary science curriculum is based on the [2019 Minnesota Academic Standards in Science](#).

Summative Benchmarks
Ask questions to determine cause and effect relationships of electric and magnetic interactions between two objects not in contact with each other. 4P.1.1.1.1
Interpret charts, maps and/or graphs of the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. 4E.2.2.1.1
Read and comprehend grade appropriate complex texts and/or other reliable media to describe that energy and fuels are derived from natural resources and their uses affect the environment. 4E.4.2.1.1
Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. 4E.3.2.1 1
Obtain information from various media sources to determine that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. 4L.4.2.1.2
Formative Benchmarks
Ask questions about how water moves through the Earth system and identify the type of question. 4E.1.1.1.2
Define a simple design problem that can be solved by applying scientific ideas about magnets. 4P.1.1.2.1
Make observations and measurements to provide evidence of the effects of weathering or the rate of erosion by the forces of water, ice, wind, or vegetation. 4E.1.2.1.1
Plan and carry out fair tests in which variables are controlled and failure points are considered to improve a model or prototype to prevent erosion. 4E.1.2.1.2

Develop a model based in part on student observations or data to describe ways the geosphere, biosphere, hydrosphere, and atmosphere interact. 4E.3.1.1.1

Construct or support an argument that traits can be influenced by different environments. 4L.4.1.1.1

Obtain and combine multiple sources of information about ways individual communities, including Minnesota American Indian Tribes and communities and other cultures use evidence and scientific principles to make decisions about the uses of Earth's resources. 4E.4.2.2.1

Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. 4E.3.2.2.1

Health

Course Description: Students in fourth grade will explore emotional, intellectual, physical, and social aspects of health, building on their previous learning. In addition, students will learn about puberty to prepare them for the physical and emotional changes they will experience. Units are focused on Personal Health (both Dimensions of Health and Puberty) and Health Influences. Topics include making balanced food choices; navigating health-related decisions; understanding puberty and menstruation; practicing personal hygiene; choosing healthy behaviors and actions; and expressing opinions on health-related issues. Students will engage in a variety of activities in an inclusive, caring, and safe learning environment.

Common Course Materials:

- [Nemours KidsHealth](#)
- [BrainPOP, Jr.: Health](#), [BrainPOP: Health & SEL](#)
- [Human Relations Media Puberty Workshop and Curriculum](#)
 - What is Puberty? Module
 - Girls & Puberty Module
 - Boys & Puberty Module
 - New Emotions, New Feelings Module
- A list of district-provided texts for literacy integration is available upon request

Course Benchmarks: Elementary health curriculum is based on the [National Health Education standards](#).

Summative Benchmarks <i>Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.</i>
Identify examples of emotional, intellectual, physical, and social health.
Identify how peers can influence healthy and unhealthy behaviors.
Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
Formative Benchmarks
Identify characteristics of valid health information, products, and services.
Demonstrate how to ask for assistance to enhance personal health.
Predict the potential outcomes of each option when making a health-related decision.
Identify resources to assist in achieving a personal health goal.
Express opinions and give accurate information about health issues.

Music

Course Description: Students in fourth grade are presented with opportunities to predict musical outcomes and to complete a variety of open-ended musical tasks and questions. Their ensemble experiences will increase in complexity and depth. There is greater variation in the music used. Students will incorporate increasingly appropriate music vocabulary when analyzing and responding to music. Fourth graders will become less reliant on visual cues and increase their musical independence.

Common Course Materials:

- Orff Instrument Collections (Tubanos, Kalimbas, Xylophones, Metallophones, Glockenspiels, Timpani)
- Ukeleles
- Digital Pianos/Keyboards
- [Native Flute Trunks, District-Curated](#)

Course Benchmarks: Music curriculum is based on the [MN K-12 Academic Standards in the Arts](#).

Create

Summative Benchmarks

Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.

Create or improvise musical phrases.

Formative Benchmarks

Organize chosen musical phrases into a short composition using a system of notation or recording technology.

Revise a musical composition as a group using feedback from others.

Perform

Summative Benchmarks

Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.

Apply developing vocal and instrumental skills to improve performance.

Formative Benchmarks

Perform music by accurately responding to musical terms.

Respond

Formative Benchmarks

Identify and describe elements that create contrasting performances of the same musical selection.

Apply teacher-provided criteria to evaluate musical selections or performances, citing specific elements and characteristics.

Connect**Formative Benchmarks**

Describe emotions experienced when performing or listening to a musical selection and relate it to a personal experience.

Compare and contrast cultural uses of music from different time periods and places.

Physical Education

Course Description:

Course Benchmarks: Physical Education curriculum is based on the [Minnesota K-12 Academic Standards in Physical Education](#).

Locomotor Skills

Formative Benchmarks
Use various locomotor skills in educational games, educational dance, and educational gymnastics.
Jump and land in the horizontal plane using spring-and-step take-off and landing as used in educational games, educational dance, and educational gymnastics.
Jump and land in the vertical plane using spring step take-off and landing as used in educational games, educational dance, and educational gymnastics.
Combine and sequence locomotor and non-locomotor skills transitioning from one skill to another smoothly without hesitation and with correct response to various rhythms.

Non-locomotor Movements

Formative Benchmarks
Maintain balance on different bases of support combining levels and shapes on an apparatus. For example: balance beam, dome cones, stepping stones, mats, balance ball, aerobic step benches.
Transfer weight from feet to hands varying speed and using large extensions. For example: mule kick, handstand, cartwheel.
Perform rolling as part of an educational gymnastic sequence, with fluid and balanced transition into and out of rolls.
Perform non-locomotor skills as the body moves into and out of balances on apparatus.
Combine balances, non-locomotor skills, locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to perform an educational dance and an educational gymnastic sequence with a partner.

Manipulative Skills

Summative Benchmarks

Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.

Catch a thrown ball, above the head, at chest or waist level and below the waist, in practice tasks.

Formative Benchmarks

Dribble with both the preferred and non-preferred hand while traveling through general space, increasing and decreasing speed.

Dribble with the feet while traveling through general space, increasing and decreasing speed.

Pass and receive a ball with the feet in practice tasks.

Dribble with hands or feet in combination with other skills, while controlling the ball and the body in practice tasks. For example: passing, receiving, shooting.

Punt contacting the ball with shoelaces or top of the foot.

Volley underhand in practice tasks.

Strike using a long-handled implement in practice tasks.

Enter, jump continuously, and exit a long rope with teacher- assisted turning.

Throw and roll underhand with accuracy in practice tasks.

Throw overhand within a task that requires force for distance, demonstrating four of the five critical elements of a maturing pattern, in closed environments.

Throw with accuracy to a moving target.

Kick a moving ball along the ground and in the air demonstrating a maturing pattern.

Volley using a two-hand overhead pattern in practice tasks.

Strike using a short-handled implement in practice tasks.

Combine traveling with the manipulative skills of dribbling, throwing, catching and striking in practice tasks.

Combine jump rope skills to perform a routine using either a short or long rope.

Movement Concepts, Principles and Knowledge

Formative Benchmarks

Apply the space awareness concepts of directions, pathways, levels and extensions in practice tasks and educational gymnastics or educational dance.

Apply the relationship awareness concepts in practice tasks and educational gymnastics or educational dance.

Travel using varying degrees of flow. For example: bound, free.

Apply offensive and defensive tactics in chasing and fleeing activities.

Apply offensive and defensive tactics in net and wall game practice tasks.

Apply distance and direction tactics in target game practice tasks.

Physical Activity Knowledge

Formative Benchmarks

Chart and analyze personal participation in physical activity outside of physical education class, and compare it to the physical activity recommendations.

Physical Activity Engagement

Summative Benchmarks

Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.

Actively participate in practice tasks without teacher prompting.

Fitness Knowledge

Formative Benchmarks

Identify the components of the F.I.T.T. principle for cardiorespiratory fitness.

Identify the components of the F.I.T.T. principle for muscular endurance, muscular strength, and flexibility.

Assessment and Program Planning

Formative Benchmarks

Describe pre- and post-fitness assessment results, making connections to the health-related fitness components and the recommendations for good health.

Nutrition

Formative Benchmarks

Explain the importance of hydration and hydration choices relative to physical activity participation.

Personal Responsibility

Formative Benchmarks

Reflect on personal behaviors in physical activity and identify impact on self and others.

Feedback

Formative Benchmarks

Give and receive feedback respectfully to and from peers.

Working with Others

Formative Benchmarks

Reflect on personal behaviors within group physical activities and identify the impact on others.

Rules and Etiquette

Formative Benchmarks

Follow rules and etiquette in practice tasks, educational dance, and educational gymnastics.

Safety

Formative Benchmarks

Move safely in practice tasks, educational dance, and educational gymnastics.

Health

Formative Benchmarks

Recognize the relationship between participation in physical activity and its impact on mental-emotional health, physical health, social health, and cognitive health.

Challenge

Formative Benchmarks

Rate various physical activities according to personal levels of challenge.

Self-Expression and Enjoyment**Formative Benchmarks**

Describe and provide examples of how participation in personally enjoyable physical activities allows for self-expression and social interaction.

Art

Course Description: Students will continue to explore a variety of styles, artists and cultures while creating original works of art based on their learning. Students will further explore their artistic ability while developing their skills with tools, materials and techniques. Students learn to use a variety of art materials appropriately while working independently and cooperatively with others. Students will demonstrate respect, responsibility and safety for self, others and property in the art room. Students will describe, interpret and reflect upon their personal artwork as well as the work of others.

Common Course Materials:

- [FLEX Curriculum, Art of Education University](#)
- [Native Art Trunks, District-Curated](#)

Course Benchmarks: Visual Arts curriculum is based on the [MN K-12 Academic Standards in the Arts](#).

Create

Summative Benchmarks

Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.

Incorporate personal choice into devising a solution for a creative art problem

Formative Benchmarks

Revise in-process artwork, on the basis of insights gained through peer discussion

Generate new ideas by combining dissimilar ideas together.

Create art that is representational and non-representational using artistic foundations.

Identify issues involving copying and originality in artmaking.

Present

Formative Benchmarks

Identify considerations for presenting art in various locations.

Select artwork for display in a collection with a specific purpose or theme.

Identify how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

Respond

Summative Benchmarks

Summative Benchmarks are assessed via district-wide common assessments, and reported biannually on the district report card.

Apply one set of criteria to evaluate more than one work of art.

Formative Benchmarks

Describe aesthetic characteristics of the natural world and constructed environments

Analyze form and content in visual representations that convey messages.

Connect

Formative Benchmarks

Describe form and content in visual representations that convey personal identity.

Identify how art is used to inform or change beliefs, values or behaviors of an individual or society.