

Curriculum 2.0 - Grade 4 – What should students know and be able to do?

Art	<p>Represent point of view, mood, meaning, thoughts, and feelings through visual compositions.</p> <p>Identify, compare, and represent different times and cultures in visual compositions.</p> <p>Plan multiple solutions when integrating ideas and information using the elements of art and principles of design to create visual compositions.</p> <p>Integrate and justify critique criteria to evaluate and respond to artwork.</p> <p>Select and adapt materials and processes in the creation of artwork.</p>
General Music	<p>Perform alone and in an ensemble: rhythmic and melodic ostinati, and sing with variations of dynamics and tempi using breath management.</p> <p>Improvise a complimentary melody and create, notate, and arrange a melodic composition for classroom instruments.</p> <p>Demonstrate fluency of musical language: read standard notation on the treble staff to perform a melody and represent an aural rhythm using rhythmic dictation.</p> <p>Identify and analyze phrases, modes, and music from North American cultures; evaluate performances.</p> <p>Perform movements to demonstrate traditional folk dances, conduct with meter in three and four, and demonstrate musical characteristics.</p>
Health Education	<p>Determine how to prevent as well as respond to emergency and non-emergency situations.</p> <p>Select and appraise well-being components, strategies, and resources that influence development of personal wellness plans.</p>
Information Literacy	<p>Plan and formulate questions based on personal or content information need to demonstrate use of an inquiry model.</p> <p>Justify appropriate format for recording and organizing information from multiple sources.</p> <p>Determine how to act on recorded information gathered from multiple sources, and transform recorded information in an ethical manner to create a new product responding to personal or content information need.</p> <p>Demonstrate willingness to accept uncertainty by expressing intellectual freedom and explaining its value.</p>
Mathematics	<p>Integrate ideas about place value, patterns, and properties to demonstrate fluency with whole number operations (addition, subtraction, and multiplication), and develop understanding of multi-digit whole number division, to solve problems.</p> <p>Integrate ideas about whole number operations, place value, and fraction equivalence to develop understandings about decimal notation for fractions, and solve problems involving addition and subtraction of fractions (like denominators) and multiplication of fractions by whole numbers.</p> <p>Classify two-dimensional figures by properties of lines and angles, and solve problems involving symmetry and angle measure.</p>
Physical Education	<p>Demonstrate and combine movement skills to react to the position of moving and stationary people and objects to perform a variety of manipulative skills in dynamic, game-like settings.</p> <p>Demonstrate a rhythmic movement that integrates formation, tempo, sequence, and performance of locomotor and non-locomotor skills.</p> <p>Identify, calculate, and monitor heart rate to determine appropriate levels of aerobic activity.</p> <p>Combine and apply health-related fitness components into the FITT Formula to identify a challenging and achievable personal physical activity goal.</p> <p>Create and justify rules collaboratively to promote responsibility for self and others.</p>
Reading Language Arts	<p>Apply grade level appropriate phonics/word analysis skills and word recognition to read with sufficient accuracy and fluency to support comprehension.</p> <p>Read and comprehend literature in the grades 4–5 text complexity band strategically, with scaffolding as needed at the high end of the range.</p> <p>Read and comprehend informational text in the grades 4–5 text complexity band strategically, with scaffolding as needed at the high end of the range.</p> <p>Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences using processes and traits.</p> <p>Listen and speak effectively when analyzing grade-level appropriate topics and texts.</p> <p>Acquire appropriate vocabulary and demonstrate command of grade-level conventions to use language effectively.</p>
Science and Engineering	<p>Formulate generalizations about how and why organisms are able to survive in particular environments.</p> <p>Integrate information and ideas regarding interactions of plants and animals, basic needs for survival and the environment to create an ecosystem.</p> <p>Determine and critique how human behaviors and decisions influence the environment.</p> <p>Formulate generalizations about processes that continually change the Earth’s surface by examining weather, rock formation and fossils.</p> <p>Formulate generalizations about matter through investigations to explain structures, changes, and conservation of matter.</p>
Social Studies	<p>Select, evaluate, and use information to describe roles and responsibilities of individuals, groups, and government in Maryland and the United States of America.</p> <p>Formulate generalizations about how interactions between peoples and/or the environment influenced life within different Native American societies.</p> <p>Infer and explain goals, and accomplishments, and impacts of North American explorers.</p> <p>Select, evaluate, and use information to describe early settlements in North America.</p> <p>Formulate generalizations about how interactions between peoples and/or the environment influenced life within colonial societies.</p>