

Grade 4 Parent's Guide to Year-Long Learning

During Grade 4, students receive instruction on the concepts and skills described below.

SCIENCE

Marking Period 1	Marking Period 2
<p>During the marking period, students investigate how energy and information move. They learn energy can be transferred by sound, light, heat and electricity. Students also:</p> <ul style="list-style-type: none"> • Design, test and refine a device that converts energy from one form to another. • Compare how patterns are used to transfer info. 	<p>During the marking period, students investigate how senses send signals to the brain to be processed. Students learn what happens to energy when objects collide. They also:</p> <ul style="list-style-type: none"> • Identify structures of animals support survival, growth, behavior and reproduction. • Model how animals receive different types of info.
Marking Period 3	Marking Period 4
<p>During the marking period, students investigate when objects collide. Students design and test rubber band cars. Students investigate the effects of erosion. Students also:</p> <ul style="list-style-type: none"> • Relate the speed of an object to its energy. • Explain change using fossils in rock layers. 	<p>During the marking period, students investigate erosion and reducing impacts of resource use and natural hazards. Students engineer a design. Students also:</p> <ul style="list-style-type: none"> • Describe patterns of amplitude and wavelength. • Describe energy and fuels that come from natural resources and their effect on the environment.

SOCIAL STUDIES

Marking Period 1	Marking Period 2
<p>During the marking period, students learn about effects of geography on Native Americans before the establishment of the 13 colonies. Students also:</p> <ul style="list-style-type: none"> • Use geographic tools to locate places and describe the human and physical characteristics. • Compare ways Native American societies used the natural environment for food, clothing and shelter. 	<p>During the marking period, students examine the U.S. history through a study of economics today and during the time of European exploration. Students also:</p> <ul style="list-style-type: none"> • Learn that people must make choices because resources are limited. • Describe regional economic specialization in Maryland and the ways people live and work.
Marking Period 3	Marking Period 4
<p>During the marking period, students study the five European settlements in North America. Students learn about the establishment of slavery in Maryland. Students also:</p> <ul style="list-style-type: none"> • Explain how and why the Maryland colony was established. 	<p>During the marking period, students study the structure of government in Maryland and its Constitution. Students study of colonial America. Students also:</p> <ul style="list-style-type: none"> • Analyze documents and democratic ideas that developed in the Maryland colony.

MUSIC

Marking Period 1	Marking Period 2
<p>During the marking period, students contrast and repeat phrases within a given section of music. Students also:</p> <ul style="list-style-type: none"> • Perform rhythmic and melodic ostinati. • Learn vocal skills and technique. 	<p>During the marking period, students perform music with changes in expressive qualities. Students also:</p> <ul style="list-style-type: none"> • Learn major and minor tonality. • Notate rhythmic phrases from dictation.
Marking Period 3	Marking Period 4
<p>During the marking period, students learn simple vocal improvisations on familiar melodies. Students also:</p> <ul style="list-style-type: none"> • Identify and use musical elements to describe various types of music. 	<p>During the marking period, students compose a simple melody using a given rhythm. Students also:</p> <ul style="list-style-type: none"> • Conduct music with meter in three and four.

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ART

Marking Period 1 - 4 CREATING & CONNECTING TO ART	Marking Period 1 - 4 PRESENTING & RESPONDING TO ART
<p>During the marking periods, students engage in artmaking by drawing, painting, printmaking, collage/mixed media and sculpture/ceramics media. Students also:</p> <ul style="list-style-type: none"> • Infer information about the time, place and culture in which artwork is made. • Select and organize art elements and design principles to depict ideas about tradition. • Apply feedback to revise artwork in progress and refine craftsmanship. 	<p>During the marking periods, students will engage in art history, art criticism, aesthetics, and curation. Students develop connection by exploring big ideas relation to tradition. Students also:</p> <ul style="list-style-type: none"> • Select an artwork for display and justify the choice with an artist's statement. • Curate a group exhibition of artworks that communicates a selected theme. • Support personal interpretation with visual evidence from the artwork.

INFORMATION LITERACY

Marking Period 1	Marking Period 2
<p>During the marking period, students locate, select and evaluate sources. Students also:</p> <ul style="list-style-type: none"> • Use an appropriate and accepted citation style to create a source list. • Use safe practices when online. 	<p>During the marking period, students follow an inquiry process. Students determine scope of the info, and formulate and refine questions. Students also:</p> <ul style="list-style-type: none"> • use a variety of formats to prepare the findings/conclusions of the information to share.
Marking Period 3	Marking Period 4
<p>During the marking period, students formulate and refine questions. Students evaluate sources. Students also:</p> <ul style="list-style-type: none"> • Record data/information in a variety of formats. 	<p>During the marking period, students formulate and refine questions. Students identify and evaluate resources.</p>

PHYSICAL EDUCATION

Marking Period 1	Marking Period 2
<p>During the marking period, students pass with hands and feet to a moving partner. Students define resting heart rate, target heart rate and maximum heart rate. Students also:</p> <ul style="list-style-type: none"> • Identify activities that develop muscular strength and muscular endurance. • Identify flexibility exercises. 	<p>During the marking period, students throw and catch while moving right or left. Students practice an overhead pass. Students also:</p> <ul style="list-style-type: none"> • Identify and develop a personal physical activity goal that is challenging yet attainable. • Explain why personal activity is an achievable goal.
Marking Period 3	Marking Period 4
<p>During the marking period, students engage in a tumbling sequence using all characteristics to make a smooth transition. Students also:</p> <ul style="list-style-type: none"> • Practice dance relationships including meeting and parting, unison, contrast and mirror/matching. • Create rules to ensure activities are safe, fair, fun and inclusive. 	<p>During the marking period, students strike a dropped ball with a backhand stroke. Students also:</p> <ul style="list-style-type: none"> • Explain and demonstrate the four components of the FITT Guidelines (frequency, intensity, time and type).

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HEALTH EDUCATION

Marking Period 1	Marking Period 2
<p>During the marking period, students use mental and emotional health skills to enhance one's self concept and one's relationship with others. Students also:</p> <ul style="list-style-type: none"> • Practice using good decision-making skills with use and misuse of medication, drugs, and alcohol. • Study the impact of the abuse of medications, drugs and alcohol. 	<p>During the marking period, students use consumer knowledge, skills and strategies to develop sound personal health practices involving the use of health care products, services and community resources. Students also:</p> <ul style="list-style-type: none"> • Learn to apply prevention and intervention knowledge, skills and processes to promote safe living in the home, school, and community.
Marking Period 3	Marking Period 4
<p>During the marking period, students will demonstrate the ability to use nutrition and fitness knowledge, skills and strategies to promote a healthy lifestyle. Students also:</p> <ul style="list-style-type: none"> • Promote positive relationships, healthy growth and development throughout the life cycle. • Explore the family unit. 	<p>During the marking period, students demonstrate the ability to apply prevention and treatment knowledge, skills and strategies to reduce susceptibility and manage disease. Students also:</p> <ul style="list-style-type: none"> • Identify prevention practices.

BENCHMARK ELA READING

Marking Period 1	Marking Period 2
<p>During the marking period, students summarize texts, and explain how an author uses reasons and evidence. Students describe a character in depth, and compare and contrast fables and fairy tales. In vocabulary instruction, students understand and apply signal words. In the area of word study and foundational skills, students apply long vowel a. Students also:</p> <ul style="list-style-type: none"> • Identify key details. • Determine main idea. 	<p>During the marking period, students read literary texts and summarize. Students draw inferences about characters. In vocabulary skills instruction, students understand figurative language. In foundational skills and word study instruction, students learn and apply vowel-consonant-e syllable patterns. Students also:</p> <ul style="list-style-type: none"> • Determine main idea. • Explain key events.
Marking Period 3	Marking Period 4
<p>During the marking period, students identify key details, determine main idea and summarize text. Students read informational texts, such as an article, to refer to details and examples in a text to answer a question. In vocabulary skills instruction, students determine the meaning of domain specific words. In foundational skills and word study, students learn about prefixes and homophones. Students also:</p> <ul style="list-style-type: none"> • Determine a story's theme. • Integrate information from two texts. • Speak knowledgeably on a topic. 	<p>During the marking period, students read informational texts with text features. Students identify key details to determine the main idea, and explain how an author uses reasons and evidence to support points in a text. In vocabulary instruction, students determine and clarify the meanings of multiple-meaning words. Students learn and apply Greek and Latin roots. Students also:</p> <ul style="list-style-type: none"> • Interpret information presented visually: maps, diagrams and photos. • Summarize the text. • Refer to the structural elements of poems.

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BENCHMARK ELA WRITING

Marking Period 1	Marking Period 2
<p>During the marking period, students write a personal letter. Students will write a narrative fairy tale. Students read and analyze fairy tales to identify characteristics to include in their own fairy tale. Students also:</p> <ul style="list-style-type: none"> Engage in the writing process: pre-writing process, brainstorm, plan and write first draft. Read and analyze mentor text to guide writing: personal letter. 	<p>During the marking period, students write an informative report. Students read and find facts, and plan and draft a report. Students recognize and explain the meaning of idioms and use modal auxiliaries to express necessity. Students also:</p> <ul style="list-style-type: none"> Read and analyze mentor text to guide writing. Use the writing process. Analyze figurative language.
Marking Period 3	Marking Period 4
<p>During the marking period, students write several texts for different purposes. Students write an opinion essay and a narrative piece. Students also:</p> <ul style="list-style-type: none"> Use the writing process: drafting. Use characters and dialogue. Correct run-on sentences. 	<p>During the marking period, students write an informative report. Students include an opening sentence and concluding sentence. Students create a multimedia presentation and share their presentations. Students also:</p> <ul style="list-style-type: none"> Use notes from credible print sources. Write poetry.

EUREKA MATH

Marking Period 1	Marking Period 2
<p>During the marking period, students build knowledge of the pattern of times ten in the base-ten system on the place value chart. They use understanding of patterns to compare, round, add and subtract. They relate place value units to metric units. Students begin work with multi-digit multiplication and division. Students also:</p> <ul style="list-style-type: none"> Use the four operations with whole numbers to solve problems. Understand place value. Solve problems involving measurement. 	<p>During the marking period, students build an understanding of the distributive property in the multiplication algorithm. Two-digit by two-digit multiplication is then modeled. Students also solve word problems and accurately apply appropriate methods to estimate, mentally calculate or use written strategies to compute products and quotients. Students also:</p> <ul style="list-style-type: none"> Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Work with angles
Marking Period 3	Marking Period 4
<p>During the marking period, students solve unknown angle problems using letters and equations and build, draw and analyze two-dimensional shapes in geometry. Students find equivalent fractions. Students also:</p> <ul style="list-style-type: none"> Add and subtract fractions with like denominators. Multiply a fraction by a whole number. 	<p>During the marking period, students relate decimal place value units and fractional units. Students solve multi-step word problems focused on multiplication and measurement. Word problems involve all operations and multiplicative comparison. Students also:</p> <ul style="list-style-type: none"> Understand decimal notation for fractions, and compare decimal fractions. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.