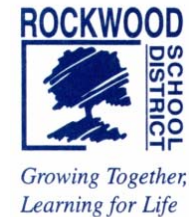


# ROCKWOOD SCHOOL DISTRICT

## CURRICULUM CONTENT and ESSENTIAL SKILLS

### GRADE 4



#### ROCKWOOD SCHOOL DISTRICT MISSION STATEMENT

The Mission of the Rockwood School District is that all students, with support from the community, parents, and staff, will be provided a dynamic curriculum within a safe and caring environment so they will develop the skills, abilities and attitudes to be lifelong learners and citizens of good character who are prepared to contribute to an ever-changing, global society.

Dear Parents:

The Rockwood School District Board of Education formally adopts all written curricula for all subject areas and all individual courses the District offers. Curriculum committees consisting of teachers, parents, administrators, and students follow a formal curriculum development process to determine the standards, skills, and content to be mastered at each grade level and in each course. Through this formal process, curriculum in each content area has been also revised and aligned to the state and national standards.

The curriculum committees conduct formal reviews of current literature and current teaching and learning practices in the content area; analyze survey feedback from parents, students, and staff; and examine achievement data for the particular content area. Also involved in this comprehensive process, is securing input and feedback on the documents from college/university staff and the community.

The purpose of this flier is to communicate information about what students should know and be able to do at each grade level, grades K-5. Included in the flier are the essential content and skills from the curriculum documents described above. Copies of the K-5 curriculum documents are located in all elementary school libraries.

A commitment to excellence that ensures Rockwood's graduates are able to meet the real-life challenges of the business community and/or postsecondary institutions is our constant goal. We appreciate the opportunity to educate your child and work with your family.

Craig H. Larson, Ed.D.  
Superintendent of Schools

Kathy Peckron, Ph.D.  
Deputy Superintendent  
for Curriculum & School  
Leadership

Dr. Kathy Peckron Phone: 636-938-2210  
Deputy Superintendent for Curriculum & School Leadership  
Email: [peckronkathy@rockwood.k12.mo.us](mailto:peckronkathy@rockwood.k12.mo.us)

Mrs. Kathy Ryan Phone: 636-938-2339  
Coordinator of Language Arts, K-12; Speech  
Email: [ryankathy@rockwood.k12.mo.us](mailto:ryankathy@rockwood.k12.mo.us)

Ms. Patty Strauss Phone: 636-938-2326  
Coordinator of Math, K-12  
Email: [strausspatty@rockwood.k12.mo.us](mailto:strausspatty@rockwood.k12.mo.us)

Mr. Mike Szydlowski Phone: 636-938-2328  
Coordinator of Science, K-12; Science Expo  
Email: [szydlowskimichael@rockwood.k12.mo.us](mailto:szydlowskimichael@rockwood.k12.mo.us)

Mrs. Roxanna Mechem Phone: 636-938-2341  
Director of Social Studies, K-12; Character Education; Assessment  
Email: [mechemroxanna@rockwood.k12.mo.us](mailto:mechemroxanna@rockwood.k12.mo.us)

Mr. Mark Sissom Phone: 636-938-2333  
Coordinator of Health/Physical Education, K-12  
Email: [sissommark@rockwood.k12.mo.us](mailto:sissommark@rockwood.k12.mo.us)

Dr. Cheryl Venet Phone: 636-938-2331  
Coordinator of Fine Arts  
Email: [venetcheryl@rockwood.k12.mo.us](mailto:venetcheryl@rockwood.k12.mo.us)

For more information, see the District's web site at  
[www.rockwood.k12.mo.us](http://www.rockwood.k12.mo.us)



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## HEALTH/PHYSICAL EDUCATION – GRADE 4 CONTENT and ESSENTIAL SKILLS

### Skills

#### Locomotor skills:

Walk, Hop, Skip, Gallop, Leap, Jump, Run, Slide, Roll

#### Non-locomotor skills:

Push, Pull, Bend, Stretch, Twist, Turn, Lift, Swing, Stop, Dodge, Fall, Balance

#### Manipulative skills:

Passing, Throwing, Catching, Striking, Kicking, Dribbling (hand and foot), Volleying, Rebounding, Striking a moving object, Throwing at or to a moving object

### Content

#### Movement Ed

Self or personal space, general space, directions, levels pathways, extensions; Body parts, kinesthetic feelings, body in space, body in relation to others; Time, force, flow; Relationships between body parts, relationships with objects and people; Combining two or more locomotor/non-locomotor movements into a sequential pattern; Combining manipulative skills while maintaining a fluid motion; Timing movements in relation to other obstacles/variables; Keeping an object continuously in motion; Passing accurately in game conditions; Low to high level skill progression.

#### Fitness Ed

Flexibility, muscular strength, muscular endurance, and cardiovascular endurance; Target heart rate; Aerobic and anaerobic exercise; Three parts of a workout: warm-up, workout, cool-down; Exercise training principles (frequency, intensity time); Body composition; Measuring pulse; Flexibility, muscular strength, muscular endurance, and cardiovascular endurance.

#### Socialization/Cooperation Ed

General classroom rules and procedures; Rules for games and activities; Body awareness and control; Safety procedures when using equipment; Listening skills; Cooperative play; Respect for others; Respect for rules; Sportsmanship; Problem solving; Team building; Team strategies; Self discipline; Goal setting; Decision making; Problem solving; Risk taking.

#### Health Ed

Circulatory system; Muscular system; Respiratory system; Skeletal system; Digestive system – digestive process; Nervous system; Personal health care; Growth and development; Boys: hygiene, Girls: hygiene and body changes; Nutrition; Life management skills; Substance abuse; Effects of tobacco, alcohol and other drugs on body systems, Tobacco/nicotine, Alcohol, Marijuana, Inhalants; Refusal skills - Peer pressure, Influence of advertising; Disease prevention and control; Types of diseases (reinforce 3<sup>rd</sup> grade diseases); Body's basic line of defense, Reduction of risk - Healthy lifestyle choices, Safety and first aid; Responding to emergencies, First aid for minor injuries, Weather emergencies.

## MATH – GRADE 4 CONTENT and ESSENTIAL SKILLS

### Problem Solving

Utilize problem solving strategies (interpreting remainders and interpreting the data in a graph).

### Number Sense

Read numbers to the 100ths place.

### Data, Probability, and Statistics

Define and create fair and unfair games.

### Number Theory

Manipulate fractions (add and subtract unlike denominators/equivalent fractions/ lowest terms/compare values).  
Manipulate numbers with decimals (compare/add/subtract/order).

### Operations

Memorize multiplication and division facts through the number 12.  
Compute multiplication problems which have zeros in the tens or hundreds place.  
Solve multiplication problems with numbers representing monetary values.  
Solve subtraction by accessing zeros.

### Measurement

Determine the amount of elapsed time.  
Convert ounces to pounds.  
Determine and count the amount of change to be returned (up to \$10.00).  
Measure to the nearest 1/4 inch.

### Geometry and Spatial Sense

Identify and measure a right angle.  
Determine the properties of a circle (circumference/radius/diameter).  
Classify quadrilaterals (square/rectangle/ trapezoid/parallelogram) and polygons (triangle/quadrilateral/hexagon/octagon).  
Calculate the area of squares/rectangles.

### Patterns, Functions, and Algebra

Solve an equation by determining the missing factors.

## LANGUAGE ARTS – GRADE 4 CONTENT and ESSENTIAL SKILLS

### Reading

Read fluently.  
Distinguish fact and opinion.  
Track cause and effect.  
Identify main ideas and supporting details.  
Identify author's purpose.  
Use context clues to support meaning.  
Read a wide variety of literature including fiction, nonfiction, mysteries, poetry, science fiction, and realistic fiction.  
Apply comprehension strategies (such as creating mental images, sequencing, summarizing, adjusting rate, questioning and text structure) to read independently.  
Answer open-ended comprehension questions with text-based support.

### Writing

Write compound sentences with conjunctions.  
Use commas in a series.  
Use commas for cities and states.  
Use commas after introductory words.  
Use apostrophes in contractions.  
Write a persuasive paragraph.  
Write multi-paragraph expository essay.  
Write in cursive handwriting (end of first quarter).  
Use the writing process to write expository paragraphs with good ideas, organization, conventions, word choice, sentence fluency, and voice. (6 Traits)

## MUSIC – GRADE 4 CONTENT and ESSENTIAL SKILLS

### Performance of musical elements

Create and perform rhythm patterns using quarter note, two beamed eighth notes, quarter rest, half note, half rest, separated eighth notes, tie, whole note, whole rest, dotted half note, four sixteenth notes and syncopa.  
Sing, write or perform melodic patterns using absolute pitches on a treble clef.  
Sing, write or perform melodic patterns using do, re, mi, sol and la.  
Perform partner songs.  
Accurately perform crescendo and decrescendo in a piece of music.  
Vocally demonstrate simple song forms and their sections (Rondo, D.C. al Fine, Fine) through written or oral response.

### Vocal Production

Demonstrate appropriate breathing while singing.

### Responding to Music

Tell why certain elements are used in specific musical examples.

### Music History

Show knowledge of patriotic songs, hymns, and classic style through movement, oral or written response.

### Instrumental

Describe, through oral or written response, the unique timbre of each instrument family.

### Integration

Demonstrate an understanding of ritual, social, and classical dancing through written or oral response or performance.  
Create stage location/movement directions for a song or poem.

## ART – GRADE 4 CONTENT and ESSENTIAL SKILLS

### Art Production – Elements of Art

Create artworks that show a monochromatic scale, earth colors, skin colors, and neutral colors.

Create artworks that show light, medium and dark values.

Create artworks that show the illusion of form through value changes on a 2D surface.

Create artworks that have both positive and negative space.

Create artworks that show a contrast of textures.

Create a portrait that has correct facial feature proportions.

Create artworks that show unified composition through repetition of chosen elements.

Create artworks that show emphasis through color contrast.

### Art Production – Media Skills and Processes

Create a painting using a graduated watercolor wash.

Create a painting by mixing earth colors.

Create a painting by mixing skin tone colors.

Create a painting by using neutral colors.

Create a painting with a variety of brush sizes.

Create a clay piece using the coil method.

Create a drawing with conte.

Create a three-dimensional artwork using paper mache.

Create a clear relief block print using EZ cut and/or styrofoam.

### Art Production – Subject Matter and Theme

Create an artwork showing illusion of form by looking at a person or object.

Create original artworks showing the following themes: a realistic and abstract still life, portrait using correct proportions of the face, Missouri life and scenery, a mask, and an original container.

### Responding to Art

Compare and contrast responses to artwork.

Evaluate whether an object should be called “Art” if: it copies life; it shows feelings or emotions; it arranges elements in an interesting way; it serves a purpose in a culture.

### Art History

Compare and contrast artworks from different times and places (Missouri, Americas, Asia, Africa, Ancient Greece, Ancient Egypt, Europe, and Contemporary America).

### Integration

Create an artwork that uses information learned about Missouri History in Social Studies.

## LANGUAGE ARTS – GRADE 4 CONTENT and ESSENTIAL SKILLS

### Word Study Skills

Spell one-syllable words with consonant blends.

Spell contractions, compounds, and common homophones.

Spell words with suffixes, prefixes, and syllable constructions.

Understand and generate word relationships such as antonyms, synonyms, homographs\*, and homophones\*.

Recognize contextual use of multi-meaning words.

Use content words appropriately.

Complete simple analogies.

### Study and Research

Summarize reading level text.

Evaluate usefulness of information gathered.

### Speaking and Listening

Use appropriate volume, tone of voice, rate of speech, and fluency to be understood.

Stay on topic.

Maintain eye contact.

Use appropriate grammar.

Sit quietly.

Follow teacher directions.

Listen without interrupting.

Identify topic and main idea.

Respond in a way that demonstrates effective listening.

Homograph – Two words with the same spelling that may or may not be pronounced the same. (pen – writing instrument or pen – animal enclosure)

Homophone – two words with the same pronunciation but different meanings. (hare/hair)

## SCIENCE – GRADE 4 CONTENT and ESSENTIAL SKILLS

### Living Systems

Classify plants based on structures and their functions.  
Understand that plant reproduction is essential to the continuation of species.  
Explain the process of photosynthesis.

### Ecology

Identify plants as producers within food webs.  
Explain the impact of changes in an environment on plants and animals.

### Earth Process

Classify rocks and explain rock formation.  
Study the effects of changes to the earth's surface: earthquakes, volcanoes, weathering, erosion.  
Examine causes for changes in weather and their effects.  
Explain the water cycle.  
Measure and forecast weather conditions.

### Force and Motion

Build simple machines.  
Analyze the interaction of forces on motion of simple machines.

### Scientific Process Skills

Identify testable problems.  
Develop hypotheses based on research.  
Write procedures and identify variables.  
Conduct tests. Record data using the metric system.  
Create, read, and interpret graphs.  
Communicate conclusions and formulate explanations.  
Evaluate the accuracy of procedures and data.

## SOCIAL STUDIES – GRADE 4 CONTENT and ESSENTIAL SKILLS

### Government/Civics

Explain how authoritative decisions are made, interpreted, and enforced by the state government.  
Name and describe the functions of the three branches of state government.

### History

Understand the Louisiana Purchase.  
Explain the purposes and outcomes of the Lewis and Clark expedition.  
Identify the contributions of Thomas Jefferson.  
Give examples of motivations and difficulties of Westward Expansion.  
Describe individuals who made contributions to Missouri.

Understand Missouri History:

- Missouri as gateway to West
- Missouri as a border state
- Missouri as a slave state
- Missouri Compromise
- Difficulties obtaining statehood

Describe ways Missourians have interacted, survived, and progressed from past to present.

### Economics

Understand the purposes of banking.  
Analyze economic factors in Missouri and the United States Regions.  
Explain, interpret, and predict consequences of economic decisions:

- Consumer
- Environmental

### Geography

Utilize a globe as a representation of the earth.  
Locate states as parts of regions.  
Locate important Missouri cities.  
Estimate distance and scale.  
Identify Human characteristics of place.  
Identify and compare features of United States Regions.  
Effects of transportation and communication on ideas and products.  
Identify geographic features of Missouri.  
Identify climate and ecosystems of Missouri.  
Use geography to interpret the past and predict the future.

### Cultural Awareness

Compare institutions and traditions of past and present societies.  
Give examples of how people and groups create places that reflect ideas, personalities, culture and needs.  
Identify settlement patterns of people of European and African descent in Missouri.  
Analyze the duties of individuals in various societies past and present.

### Social Science Processing

Apply narrative and expository writing to social studies topics.  
Interpret art and photographs.  
Interpret primary and secondary sources.  
Analyze and apply social studies vocabulary.  
Use basic word processing and database.  
Conduct investigations to study society.  
Read for inference.  
Distinguish fact from opinion.  
Explain reasoning using supporting detail.  
Examine problems and solutions from multiple perspectives.  
Evaluate the reliability of sources.

