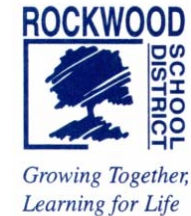


ROCKWOOD SCHOOL DISTRICT

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.

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For more information, see the District's web site at
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 3rd 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

Number and Operations

Read, write, and compare whole numbers to millions.

Read, write, compare, and order numbers with decimals to the hundredths place.

Judge the size of fractions using models, benchmarks (0, 1/2, and 1)

Add and subtract fractions with like denominators.

Recognize and generate equivalent representations for the same number.

Classify and describe numeric relationships (odd, even, multiples, factors).

Represent and recognize multiplication sets, arrays.

Describe or represent mental strategies used to compute a given multiplication problem – 2-digit by 2-digit.

Develop and demonstrate automatic recall of multiplication and division facts through 12. Apply and describe the strategy used when given addition, subtraction, multiplication, division problems.

Estimate and justify the results of multiplication of whole numbers.

Utilize problem-solving strategies in relation to number and operations.

Algebra

Recognize and extend patterns.

Create and analyze patterns using words, tables, graphs.

Represent mathematical situations as an expression or number sentence.

Apply the following properties of multiplication to whole numbers: commutative, associative, identity.

Model problem situations using graphs, tables, or number sentences.

Describe mathematical relationships in terms of constant rates of change.

Utilize problem-solving strategies in algebraic situations.

Geometry

Identify and describe attributes of 2- and 3-dimensional shapes.

Describe results of subdividing, combining, and transforming shapes.

Use the coordinate system.

Predict, draw, and describe the results of transforming a polygon through sliding/translating, flipping/reflecting, turning/rotating.

Construct a figure with multiple lines of symmetry and identify the lines of symmetry.

Create figures that are symmetric, similar, and congruent.

Recognize and draw 3-dimensional representations.

Utilize problem-solving strategies to solve problem involving geometry.

Measurement

Identify and justify the customary and metric unit of linear measure including perimeter.

Identify equivalent measures within a system of measurement.

Tell time and utilize units of time – (to nearest minute, elapsed time).

Count and compute money to \$10.00.

Select and use benchmarks to estimate measurements.

Select and use benchmarks to estimate measurements of 0, 45, and 90 degree angles.

Apply a strategy to find the area of a polygon on a rectangular grid.

Utilize problem-solving strategies to solve problems involving measurement.

Data and Probability

Formulate questions and collect data.

Create tables or graphs to represent categorical and numerical data.

Describe the important features of the data set.

Develop and evaluate inferences.

Solve problems that involve creating and interpreting an appropriate graph to display given data.

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

Demonstrate correct singing posture while standing.

Sing a varied repertoire including American folk music, spirituals, and work songs.

Demonstrate a short melody on a pitched percussion instrument.

Music Elements

Demonstrate relative and absolute pitches of the treble clef.

Demonstrate 4 sixteenth notes, syncopa, time signatures 2/4, 3/4, and 4/4.

Demonstrate mezzo piano (mp) and mezzo forte (mf) dynamics.

Demonstrate knowledge of instrument families (strings, woodwinds, brass, and percussion).

Aesthetics and Music Criticism

Describe responses to folk and Classical music.

Compare and contrast works on: pitch, tempo, dynamics, timbre, and performance techniques.

Demonstrate knowledge of: rondo, fine, and partner songs.

Integration

Connect Missouri music to Missouri art.

Music History

Explain the contexts in which Britten, Joplin, and Dvorak composed music.

ART – GRADE 4 CONTENT and ESSENTIAL SKILLS

Art Production – Elements of Art

- Create artworks that show a monochromatic scale, 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 show positive and negative space.
- Create artworks that show a contrast of textures.
- Create a portrait that has correct facial feature proportions.

Art Production – Media Skills and Processes

- Create a painting using a graduated watercolor wash.
- Create a painting by mixing skin tone colors.
- Create a painting by mixing neutral colors.
- Create a painting with a variety of brush sizes.
- Create a clay piece using the coil method.
- Create a drawing using conte crayon.
- Create a three-dimensional artwork using paper mache.
- Create a clear relief block print using EZ cut and/or Styrofoam.
- Use the computer to create an original polygon, copy and paste it four times and then fill each shape with custom-selected colors to create a monochromatic scale.

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: realistic and abstract still lifes, portrait using correct proportions of the face, Missouri life and scenery, a mask, and a container.

Responding to Art

- Compare and contrast responses to artwork.
- Describe, analyze, interpret, and evaluate artworks.

Art History

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

Integration

- Connect artwork created by Missouri artists to Missouri history.

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

Understand that the United States Constitution is the supreme law of the land.
Understand that the Missouri Constitution establishes laws to govern the state.
Explain how decisions are made, interpreted, and enforced by the state government.
Name and describe the functions of the three branches of state government.
Name and describe the functions of the three branches of United States government.
Identify main ideas in the Bill of Rights.
Compare and contrast state and national government.
Examine rights and responsibilities of citizens.
Explain democratic decision making.

History

Identify the contributions of Thomas Jefferson.
Explain the causes, purposes, and outcomes of the Lewis and Clark expedition.
Gives 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 Compromise.
Missouri statehood.
Describe ways Missourians have interacted, survived, and progressed from past to present.
Create a timeline.

Economics

Understand the purposes of banking (saving, lending, investment).
Analyze economic factors in Missouri and the United States Regions.
Explain, interpret, and predict consequences of economic decisions.
Understand supply and demand, scarcity, and opportunity cost.
Understand regional interdependence.

Geography

Locate states as parts of regions.
Locate important Missouri cities.
Estimate distance and scale.
Use the five themes of geography.
Identify and compare features of United States Regions.
Identify geographic features of Missouri.
Use geography to interpret the past.
Identify landforms and major cities of Missouri.
Understand physical systems (seasons, water cycle, and climate).

Cultural Awareness

Give examples of how people and groups create places that reflect ideas, personalities, culture and needs.
Identify settlement patterns of people and groups in Missouri.
Investigate the influence of cultural groups in regions of the United States.
Describe how people influence and are influenced by their environment.

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.
Read for inference.
Distinguish fact from opinion.
Explain reasoning using supporting detail.
Examine problems and solutions from multiple perspectives.
Evaluate the reliability of sources.

