

# Community Consolidated School District 62

## Grade 4 Curriculum Highlights



Teacher representatives and administrators, with guidance from various universities, develop the Community Consolidated School District 62 (Des Plaines, IL) curriculum. National and state documents are also used to help form the curriculum. This is an ongoing process as revisions and updates are made on a regular basis.

## Literacy

Students will:

### Reading Comprehension

- apply self-monitoring comprehension strategies: predict, make connections, question, visualize, infer, determine importance, and synthesize
- draw inferences, conclusions, or generalizations about text
- support text meaning with evidence from the text and prior knowledge
- develop self-monitoring literary and content area reading through application of guided reading strategies: skim, story map, resolution, climax, Venn diagram (compare/contrast), semantic (word) maps, and learning logs
- use text structures to develop comprehension: titles, captions, classify/categorize, cause/effect, compare/contrast, and draw conclusions from information in maps, charts, graphs, and diagrams
- summarize the events of a story or nonfiction passage
- identify story elements: character, setting, problem, solution, narrator, mood, conflict, rising action, falling action, and resolution
- identify purpose for reading: to be entertained, informed, follow directions, and persuade
- identify structure of fiction and nonfiction

- distinguish main ideas from supporting details in nonfiction text
- identify literary elements: alliteration, personification, metaphor, simile, idiom, hyperbole (exaggeration), onomatopoeia (word sounds create meaning), and imagery
- compare themes, topics, and story elements using different texts
- identify and understand key vocabulary words in the context of literature
- determine a character's feelings toward the surroundings or other characters using text evidence
- identify cause/effect relationships in fiction and nonfiction
- identify and compare characters' attributes and causes for behavior
- differentiate between fact and opinion
- identify and read a wide range of fiction and nonfiction: myth or legend, drama, biography/autobiography, story, poem, folktale, fable, essay, and article
- determine author and illustrator point of view, using the text and illustrations
- read age appropriate material at a fluent rate with accuracy and expression

### Word Recognition/Decoding

- decode words with the application of fix-up strategies: pictures, phonics, graphs, charts, context clues, reread, continue reading, and confirm meaning

- develop key vocabulary to increase reading fluency: words from literature, root words, synonyms/antonyms, homonyms, homographs, compound words, multiple meanings, and words from content areas
- use common prefixes, suffixes, and word roots to determine word meanings
- use dictionary skills: correct spelling, pronunciation, and word meanings

#### Writing and Research

- use a variety of written genre to express self creatively and critically, applying developmentally-appropriate vocabulary
- express ideas through process writing: prewrite, draft, revise, edit, publish, and share
- write well-developed narrative, expository, and persuasive essays
- organize paragraph(s) with a clear beginning, middle, and end appropriate to the purpose, audience, and context
- develop ideas in paragraphs using first and second level supporting details: facts, description, reasons, and narration
- use transition words to connect ideas within and between paragraphs: e.g., also, therefore
- use a variety of sentence structures: simple, compound, and complex
- write paragraphs that include a variety of sentence types: question, statement, command, and exclamatory
- include adjectives and adverbs to enrich written language
- use a thesaurus to find synonyms and antonyms
- use a language arts resource book to find and apply grammar and punctuation rules
- spell high frequency words correctly
- proofread one's own work, the work of others, and edit accordingly
- use conventional cursive handwriting
- develop keyboarding skills
- define the focus of research

- formulate questions using visual aids: webs and graphic organizers
- use a variety of sources (reference books, newspapers, magazines, encyclopedias, interviews, and available technology) to collect information relevant to a topic
- use text aids to locate information: table of contents, glossary, chapter heading, index, and captions
- recognize criteria for determining credible resources
- gather, organize, and put together information
- present information in oral and written form and use available technology
- use graphic aids (charts, graphs, diagrams, pictures, and models) to present information
- list sources of information selected for use in the proper form

#### Speaking and Listening

- use language that is clear, audible, and grammatically correct
- adapt language to purpose and audience
- organize information for different purposes: inform, entertain, and persuade
- use notes and outlines
- use details to elaborate and develop main ideas
- formulate both a response statement and a question at appropriate times
- determine the appropriate level of focus to listen
- record appropriate notes from the content of a formal presentation
- demonstrate the ability to listen for different purposes: gather information, entertain, and interact socially
- contribute meaningfully to small and large group discussions

- paraphrase and summarize the content of both formal and informal presentations or messages: directions, announcements, conversations, speakers, and media presentations
- paraphrase or repeat and follow multi-step directions

## Mathematics

Students will:

### General

- use mathematical ideas to examine real-world situations
- show reasonableness in thinking when computing mentally, on paper, or with a calculator
- explore mathematical ideas with concrete, physical materials and natural language
- investigate and demonstrate these ideas with various representations such as pictorial, graphical, and symbolic
- generalize their understanding through activities that require translating among different representations and working with more abstract representations (symbolic, graphical, and algebraic)
- discuss and write about mathematical ideas and situations
- create products, projects, and portfolios
- use objects (manipulatives) to represent problems
- use a calculator appropriately
- conduct mathematical explorations and investigations in cooperative groups
- link reading and mathematical thinking, such as, inferring, predicting, and comprehension

- explore, investigate, generalize mathematical ideas with real-world data from science and social studies
- work on math problem-solving

### Number Sense

- compare, read, order, and write numbers to 1,000,000
- investigate multiplying by ten and relate it to place value notation
- investigate the inverse relationship of multiplication and division
- explore the division with three-digit dividends and one-digit divisors
- investigate decimals (tenths and hundredths) with metric system measurements, money, and place value
- explore operations of addition and subtraction of decimals
- use a calculator to solve problems with large numbers and three or more addends
- investigate rounding to the nearest ten, hundred, and thousand, with numbers to five digits

### Measurement

- measure with half and quarter-inches
- estimate and measure objects using standard units of weight and capacity
- make change up to one dollar
- determine elapsed time in hours and minutes
- tell time on a circular clock and digital clock
- investigate fractional parts of the areas of rectangles and circles

### Geometry

- investigate vertices/angles of two-dimensional shapes
- explore relative size of angles encircling a point
- explore concepts of parallel and perpendicular lines

- continue investigations of graphing locations (points) on a rectangular grid by using ordered pairs of numbers (first quadrant, positive integers)

#### Data and Chance

- organize and display data using pictures, tallies, tables, charts, bar graphs, line graphs, line plots, and stem-and-leaf graphs
- explore formulating questions, predictions, and conclusions from a given representation of collected data
- interpret unfamiliar data presented in graphs, tables, maps, schedules, etc.
- formulate questions of interest and select methods to systematically collect data
- collect, organize and display data using tables, charts, bar graphs, line graphs, circle graphs, line plots, and stem-and-leaf graphs
- collect and investigate data on outcomes of experiments of chance using spinners, cards, dice, coin flip, colored objects, etc.

## Science

Students will:

#### General

- demonstrate knowledge and abilities necessary to conduct scientific inquiry
- describe, explain, and predict natural phenomena
- use technology for communication, inquiry, and creativity
- demonstrate understanding of scientific concepts required for participation in a digital age society
- recognize science as a human endeavor
- demonstrate abilities to distinguish between natural objects and objects made by humans
- identify and solve scientific and technological challenges in the local community

- ask, find, or determine answers to questions derived from curiosity about everyday experiences

#### Classifying Living Things

- explain how organisms are adapted to their environment
- explain how animals are grouped into different divisions on the basis of their characteristics
- identify the water cycle and the carbon dioxide-oxygen cycle as important for the survival of living things
- explain how organisms that share a habitat have unique relationships with each other

#### Magnetism and Electricity

- identify properties of magnets
- describe forms of electrical energy
- explain electric circuits
- identify sources of electric current
- explain how electric current can be changed into other forms of energy

#### Weather and Climate

- describe Earth's atmosphere and the effect of changes in the air on weather
- explain and predict weather patterns
- identify factors that affect seasonal weather changes and climate
- describe water cycle and cloud formation

## Social Studies

Students will:

- explain that the United States is a democratic political system comprised of fifty individual states and territories
- identify the relationship between the natural resources and manufacturing of United States regions and their economics

- compare the influence various cultures and ethnic groups have had on the shaping of United States regions
- identify the impact industrialization, immigration, urbanization, and technology played in history
- identify the location of the United States and its regions as they relate to the world
- demonstrate an understanding of map and globe skills
- demonstrate an understanding of the cultural and physical geography of regions in the United States
- develop an understanding of the ways people inhabit, modify, and adapt culturally to different physical environments
- explain how values, rules, customs, and beliefs influence behaviors
- demonstrate strategies for conflict resolution
- explain the interdependence between the individual and the community
- explain the need for participation in community service

## Art

Students will:

### Art Elements, Principles, and Ideas

- describe the use of line in visual art
- identify positive and negative space in an art work
- distinguish between 2-D and 3-D art works
- recognize rhythm created through the repetition of sensory elements
- recognize the relationship of parts to the whole in an art work
- demonstrate the issue of radial balance in a 2-D art work
- identify symbols from everyday life in a given art work

- compare mood in several portraits of famous people
- illustrate an original story
- use vocabulary of elements, principles, and tools when describing a work of art
- plan and create a work of art that expresses a specific idea, mood, or emotion using defined elements, principles, and tools

### Creating Art Work—Tools and Techniques

- evaluate audience behaviors of self and others
- react to performances/art works in a respectful, constructive, and supportive manner
- describe the roles of artists in society
- select a specific art material to communicate a given idea
- differentiate among photographs, paintings, weavings, prints, ceramics, sculpture, and drawing
- demonstrate fundamental processes in a variety of visual art forms

### Art in Civilizations—Past and Present

- evaluate audience behaviors of self and others
- react to performances/art works in a respectful, constructive, and supportive manner
- describe the roles of artists in society
- describe a variety of places where the Arts are produced, performed, or displayed
- explain ways dance, drama, music and visual art play a part in everyday life
- explain how the Arts are used in commercial applications
- describe occupations that are related to the Arts
- investigate the ways people (present and past) used the Arts to celebrate similar events
- list significant contributions made by artists in several art forms

# General Music

Students will:

## Elements, Principles, and Musical Ideas

- describe the tempo(s) and dynamic level(s) in a simple musical example
- identify tone colors (timbres) of a variety of musical instruments
- replicate the rhythm pattern of a given musical example
- demonstrate duple and triple meter
- identify major and minor tonalities in musical examples
- identify melodies going upward, going downward, and staying the same in a written musical example
- define melody and harmony
- describe the repetition and contrast in form in a musical example
- explain the selection of organizational and sensory elements to express a particular mood, emotion, or idea in an original composition with environmental sounds, body sound, or classroom instruments
- use the vocabulary of elements, principles, and tools when describing a work of art
- plan and create a work of art that expresses a specific idea, mood, or emotion using defined elements, principles, and tools
- classify voices by range
- identify orchestra/band instruments from aural examples
- describe how selected instruments produce their sound

## Creating and Performing

- demonstrate basic vocal and/or instrumental production techniques
- notate simple rhythmic and melodic patterns
- sing or play accurately simple rhythmic and melodic patterns from a written score

- identify general groupings of instruments and voices
- sing or play music that has a difficulty level of 1\* on pitch, in rhythm, with appropriate timbre, with a steady tempo, with good breath, bow, mallet or fingering control; and with clear articulation/diction
- improvise simple rhythmic variations or simple melodic embellishments on familiar themes
- create short songs or instrumental pieces within specific guidelines

## Role of Music in Civilization—Past and Present

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- describe the roles of artists in society
- describe a variety of places where the Arts are produced, performed, or displayed
- explain ways dance, drama, music, and visual art play a part of everyday life
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# Drama

Students will:

- alter body posture, facial expression, and movement to communicate a variety of emotions

- analyze how past experience and knowledge about past people and times are used in drama/theater
- identify the different types of conflicts
- match the dramatic story elements of who, what, why, when, where, and conflict resolution to plot, character, setting, problem, message, and time
- describe two ways a narrator can be used in a drama
- identify the role of the director and actor
- identify performing spaces at home or school that might be used or altered for drama/theater

## Physical Education

Students will:

### Health and Fitness

- describe and participate in various exercises
- identify major muscle groups of the body
- discuss and identify the healthful effects of exercise on the body
- explain the psychological benefits of exercise
- distinguish between appropriate and inappropriate clothing for various exercises

### Skill Development and Game Play

- refine developmental skill patterns and begin the development of mature skill patterns
- introduce game rules and strategies
- participate in games

### Teamwork

- develop a positive self-concept through success in movement activities
- form a positive self-concept through the development of security, belonging, and cooperation

- focus on trust, communication, and problem solving through participation in activities
- construct a personal and team goal

### Dance and Rhythms

- demonstrating rhythm and tempo in terms of timing and spacing with other students
- perform various movement patterns in a given sequence
- apply social etiquette

## LMC

It is the goal of the Library Media Center to help students and teachers become self-sufficient and efficient users of ideas, literature, technology, and information. The media specialist and classroom teacher plan cooperatively to implement the LMC curriculum.

- use an online catalog to locate materials
- use appropriate reference and other non-fiction material to locate information
- use classroom reading strategies to gather, select, and analyze information
- use appropriate book parts for specific information
- use graphic organizers to record information
- experience a variety of information systems and indexes
- use periodicals for information and recreation
- complete a research project including citations
- compare fiction and non-fiction, including poetry and drama
- interpret literature through illustration and text
- respect copyright