



EAST MAINE
SCHOOL DISTRICT 63

Grade Level Standards

Fourth

Updated July 2017

Grade 4 Standards

English Language Arts

Reading Standards for Literature	
Key Ideas and Details	<ul style="list-style-type: none"> • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • Determine a theme of a story, drama, or poem from details in the text; summarize the text. • Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
Craft and Structure	<ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>), drawing on a wide reading of classic myths from a variety of cultures and periods. • Explain major differences between poems, drama, and prose, and refer to the core structural elements of poems (e.g., stanza, verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, acts, scenes, stage directions) when writing or speaking about a text. • Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Integration of Knowledge and Ideas	<ul style="list-style-type: none"> • Integrate information gained from illustrations and other visual elements in a text with the words to demonstrate understanding of how the characters, setting, and plot interact and develop. • Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Range of Reading and Level of Text Complexity	<ul style="list-style-type: none"> • By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text	
Key Ideas and Details	<ul style="list-style-type: none"> • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • Determine the main idea of a text and explain how it is supported by key details; summarize the text. • Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Craft and Structure	<ul style="list-style-type: none"> • Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>. • Describe the overall structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect) in a text or part of a text. • Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Integration of Knowledge and Ideas	<ul style="list-style-type: none"> • Interpret factual information presented graphically or visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to understanding the text in which they appear. • Explain how an author uses reasons and evidence to support particular points in a text. • Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably
Range of Reading and Level of Text Complexity	<ul style="list-style-type: none"> • By the end of year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.

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Foundational Skills	
Phonics and Word Recognition	<ul style="list-style-type: none"> ● Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> ○ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.
Fluency	<ul style="list-style-type: none"> ● Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> ○ Read on-level text with purpose and understanding. ○ Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. ○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening	
Comprehension and Collaboration	<ul style="list-style-type: none"> ● Engage effectively in range of collaborative discussions (one-on-one and in groups) on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> ○ Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions. ○ Follow agreed-upon rules for discussions and carry out assigned roles. ○ Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. ○ Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. ● Paraphrase portions of written texts read aloud or information presented graphically, orally, visually, or multimodally. ● Identify the reasons and evidence a speaker provides to support particular points.
Presentation of Knowledge and Ideas	<ul style="list-style-type: none"> ● Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. ● Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. ● Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Writing Standards	
Text Types and Purposes	<ul style="list-style-type: none"> ● Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> ○ Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. ○ Provide reasons that are supported by facts and details. ○ Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). ○ Provide a concluding statement or section related to the opinion presented ● Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> ○ Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. ○ Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. ○ Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

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Writing Standards	
	<ul style="list-style-type: none"> ○ Use precise language and domain-specific vocabulary to inform about or explain the topic. ○ Provide a concluding statement or section related to the information or explanation presented. ● Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> ○ Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. ○ Use dialogue and description to develop experiences and events or show the responses of characters to situations. ○ Use a variety of transitional words and phrases to manage the sequence of events. ○ Use concrete words and phrases and sensory details to convey experiences and events precisely. ○ Provide a conclusion that follows from the narrated experiences or events.
Production and Distribution of Writing	<ul style="list-style-type: none"> ● Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. ● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. ● With some guidance and support from adults, use technology, including the Internet, to produce and publish writing (using the keyboard) as well as to interact and collaborate with others.
Research to Build and Present Knowledge	<ul style="list-style-type: none"> ● Conduct short research projects that build knowledge through investigation of different aspects of a topic. ● Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. ● Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> ○ Apply <i>grade 4 Reading standards</i> to literature (e.g., —Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text). ○ Apply <i>grade 4 Reading standards</i> to informational texts (e.g., —Explain how an author uses reasons and evidence to support particular points in a text).
Range of Writing	<ul style="list-style-type: none"> ● Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language Standards	
Conventions	<ul style="list-style-type: none"> ● Observe conventions of grammar and usage when writing or speaking. <ul style="list-style-type: none"> ○ Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). ○ Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb aspects. ○ Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. ○ Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). ○ Form and use prepositional phrases. ○ Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.* ○ Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).* ● Observe conventions of capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ○ Use correct capitalization. ○ Use commas and quotation marks to mark direct speech and quotations from a text. ○ Use a comma before a coordinating conjunction in a compound sentence.

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Language Standards	
	<ul style="list-style-type: none"> ○ Spell grade-appropriate words correctly, consulting references as needed.
Effective Language Use	<ul style="list-style-type: none"> ● Use language to enhance meaning and achieve particular effects when writing or speaking. <ul style="list-style-type: none"> ○ Choose words and phrases to convey ideas precisely. ○ Use punctuation for effect.
Vocabulary Acquisition and Usage	<ul style="list-style-type: none"> ● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> ○ Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. ○ Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). ○ Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. ● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> ○ Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. ○ Recognize and explain the meaning of common idioms, adages, and proverbs. ○ Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). ● Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and words and phrases basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).

Math

Operations and Algebraic Thinking	
Use the four operations with whole numbers to solve problems.	<ul style="list-style-type: none"> ● Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. ● Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. ● Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
Gain familiarity with factors and multiples.	<ul style="list-style-type: none"> ● Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.
Generate and analyze patterns.	<ul style="list-style-type: none"> ● Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i>

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Number and Operations in Base Ten	
Generalize place value understanding for multi-digit whole numbers.	<ul style="list-style-type: none"> • Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i> • Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. • Use place value understanding to round multi-digit whole numbers to any place.
Use place value understanding and properties of operations to perform multi-digit arithmetic.	<ul style="list-style-type: none"> • Fluently add and subtract multi-digit whole numbers using the standard algorithm. • Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. • Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Number and Operations – Fractions	
Extend understanding of fraction equivalence and ordering.	<ul style="list-style-type: none"> • Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. • Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	<ul style="list-style-type: none"> • Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. <ul style="list-style-type: none"> ○ Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. ○ Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1 + 1/8 = 8/8 + 8/8 + 1/8$.</i> ○ Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. ○ Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. • Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. <ul style="list-style-type: none"> ○ Understand a fraction a/b as a multiple of $1/b$. <i>For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.</i> ○ Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. <i>For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)</i>

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Number and Operations – Fractions	
	<ul style="list-style-type: none"> ○ Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. <i>For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</i>
Understand decimal notation for fractions, and compare decimal fractions.	<ul style="list-style-type: none"> ● Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. (Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.) <i>For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.</i> ● Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i> ● Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.

Measurement and Data	
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	<ul style="list-style-type: none"> ● Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i> ● Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. ● Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i>
Represent and interpret data.	<ul style="list-style-type: none"> ● Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i>
Geometric measurement: understand concepts of angle and measure angles.	<ul style="list-style-type: none"> ● Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: <ul style="list-style-type: none"> ○ An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles. ○ An angle that turns through n one-degree angles is said to have an angle measure of n degrees. ● Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. ● Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram

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in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Geometry

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

- Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
- Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
- Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Science and Health

Science

- Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
- Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
- Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
- Generate and compare multiple solutions that use patterns to transfer information.
- Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
- Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
- Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
- Analyze and interpret data from maps to describe patterns of Earth's features.
- Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
- Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Health

- Explain and practice proper hygiene for family members and classmates
- Learn how to protect the body from physical injury, (e.g., wearing seat belts /helmets; using sunscreen)
- Describe how individuals and groups affect/influence the health of others, (e.g., peer pressure, media and advertising, tobacco, alcohol, drugs)
- Discuss ways to make school and community a safer place
- Demonstrate proper safety procedures on buses and playground
- Describe and explain the structure and function for the human body systems, (e.g., digestive, circulatory, nervous) and how they interrelate

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- Explain how health choices affect the performances of the body's systems
- Differentiate between positive and negative effects of health-related actions on body systems, (e.g., drug use)
- Describe factors that affect growth and development of the human body
- Use communication effectively to promote better interpersonal relations

Social Studies

Inquiry Skills

- Develop essential questions and explain the importance of the questions
- Create supporting questions to help answer essential questions in an inquiry
- Determine sources multiple points of view, assist answering essential questions
- Gathering and Evaluating Sources
- Developing Claims and Using Evidence
- Communicating Conclusions
- Critiquing Conclusions
- Taking Informed Action

Civics

- Distinguish responsibilities and powers of government at local, state, national
- Explain how a democracy relies on participation and draw implications
- Identify core civic virtues (honesty), democratic principles (equality, freedom)
- Explain how rules and laws change society and how to change laws in Illinois

Geography

- Construct and interpret maps of Illinois and United States using various media
- Analyze how cultural/environmental characteristics in Illinois change over time
- Describe movements-goods, people, jobs, information in Illinois, explain reasons

Economics and Financial Literacy

- Explain how profits reward and influence sellers
- Describe how goods, services are produced using human, natural, capital resources
- Analyze how spending choices are influenced by price, advertising, peer pressure
- Explain that income can be saved, spent on goods and services, used to pay taxes

History

- Explain connections in historical contexts, why individuals differed perspectives
- Using sources, investigate how individuals contributed, founded and developed IL
- Explain probable causes and effects of events, developments in Illinois history

Art

Concepts

- Understands warm and cool colors
- Define and recognize 3D forms
- Introduce and demonstrate contour lines
- Examine patterns found in visual culture
- Demonstrate knowledge of asymmetrical balance.
- Experiment with contrast in color
- Create and understand the use of value
- Examine and identify the differences in the styles of various different artists

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Production

- Apply lines to create visual texture
- Use size, placement, and overlapping to suggest depth
- Learn and understand the use of available creative technologies related to current projects when relevant
- Continue to learn and understand the safe and responsible use of tools and media related to current projects
- Paint, draw, cut, glue, sculpting, printing, mixed media

Engagement and Integration

- Learn and understand careers in the arts related to current projects when relevant
- Follows directions
- Stays on task
- Completes projects

Music

Understands Music Concepts

- Expand repertoire
- Identify pitch relationships: fa, ti
- Identify meters 2/4, 3/4, and 4/4, and recognize meter changes
- Identify music forms: AB, ABA
- Identify tone colors in voices: heavier, lighter
- Identify how dynamics and tempo affect music
- Understand the function of music within communities and cultures in various places and times
- Identify by style and genre aural examples of music from various historical periods and cultures
- Begin to identify major and minor tonalities, and tonal centers
- Identify musical phrases
- Become aware of similarities and differences in music of various cultures
- Introduce recorder as a classroom instrument
- Identify families of the orchestra/band
- Introduce basic chords: I, V7
- Identify a variety of musical styles such as folk songs, spirituals, rap, and classical
- Detail connections between music and other subject areas
- Describe similarities and differences of terms as applied to music and other art forms

Demonstrates Music Skills

- Sing independently or in small groups with correct pitches and in tempo
- Sing with appropriate expression
- Perform basic rhythmic and melodic patterns on instruments in tempo, alone or in groups, with correct technique
- Improvise short songs and pieces, and simple melodic embellishments to known melodies
- Compose short songs within guidelines using a variety of sources
- Read and use notation of all the note and rest values
- Sing partner songs

Engages in Music Activities

- Follow directions
- Stays on task during class
- Participates by singing, moving, playing instruments, creating, and listening

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Physical Education

Fitness Concepts

- Describe and explain the structure of body systems and how they interrelate
- Actively engages in moderate-to-vigorous physical activity during class
- Know and apply fitness principles

Movement Concepts and Skills

- Demonstrate physical competency in a variety of motor skills-movement patterns
- Identify and perform manipulative skills
- Identify and perform non-locomotor skills

Engagement and Sportsmanship

- Is prepared for class (has necessary equipment, shoes tied, etc.)
- Demonstrates personal responsibility during group physical activities
- Demonstrates cooperative skills during physical activity