



NORTHERN VALLEY SCHOOLS CONSORTIUM

Closter, Demarest, Harrington Park,
Haworth, Northvale, Norwood,
Old Tappan and the
Northern Valley Regional High School District

CURRICULUM OBJECTIVES: GRADE FOUR

COMPREHENSIVE HEALTH

LANGUAGE ARTS

MATHEMATICS

MUSIC

PHYSICAL EDUCATION

SCIENCE

SOCIAL STUDIES

TECHNOLOGY

VISUAL ARTS

WORLD LANGUAGES

LIBRARY/MEDIA

**NORTHERN VALLEY SCHOOLS CONSORTIUM
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COMPREHENSIVE HEALTH

WELLNESS

All students will acquire health promotion concepts. Students will be able to:

- Analyze the importance of health choices and behavior on wellness.
- Describe the structure and function of human body systems. (See Science Curriculum Guide for specifications)
- Analyze factors that contribute to healthy, social, emotional, and intellectual growth and uniqueness.
- Classify foods by food group, food source, nutritional content, and nutritional value.
- Interpret food product labels.
- Describe the importance of the early detection of diseases and health conditions.
- Discuss how a balanced diet provides energy, lowers the risk of disease, helps to maintain a healthy weight, and supports overall wellness.
- Investigate how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls help to prevent diseases and health conditions.
- Discuss ways to maintain and improve mental health.
- Describe the importance of personal actions to prevent the spreading of disease (covering coughs, hand washing, etc.)
- Compare and contrast the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, the Internet and the community.
- Describe and demonstrate simple first aid procedures, including the assessment of choking and breathing, the control of bleeding, and the care of minor wounds and burns.
- Explain that abuse can take several forms, including verbal, emotional, sexual, and physical, and identify ways to get help should abuse be suspect.
- Discuss how culture, peers, and the media impact the way individuals communicate and express emotions, and how emotions can affect communications, choices and behaviors.
- Distinguish among conflict, violence, vandalism, harassment, and bullying and discuss factors that contribute to each.
- Act out strategies to prevent, reduce, or mediate conflict.
- Analyze the causes of stress and demonstrate ways to deal with stressful situations.
- Explain and demonstrate ways to cope with rejection, loss, and separation.

INTEGRATED SKILLS

All students will Develop and use personal and interpersonal skills to support a healthy, active lifestyle. Students will be able to:

- Discuss health information with peers.
- Explain how to use the decision making process to make healthy choices.
- Use effective communication skills when responding to conflict.
- Develop a personal health goal and track progress.
- Describe ways to support the achievement of health goals.
- Understand when health related decisions can be made personally or with the help of others.
- Describe how family, peers, community, media and culture impact thinking related to health and wellness.
- Discuss character traits and core ethical values such as trustworthiness, responsibility, respect, caring, empathy, attitude, fairness, and good citizenship.
- Discuss laws and regulations created to enhance wellness.

- Participate in a school or community services activity and discuss how helping others impacts personal and community wellness.
- List health services and resources available in the community.
- Understand when to get help for a health concern.

DRUGS AND MEDICINE

All students will acquire knowledge about alcohol, tobacco, other drugs and medicines and apply these concepts to support a healthy, active lifestyle. Students will be able to:

- Distinguish between over-the-counter and prescription medicines.
- Identify commonly used medicines and discuss why they are used.
- Discuss the importance of taking medicines as ordered, not sharing medicines with others, and reporting any side effects to a trusted adult.
- Explain why it is illegal to use or possess certain drugs/substances.
- Explain that brain damage, lung damage, and death can occur from inhaling certain substances, such as solvents, propellants, and medicinal gases.
- Compare long and short term effects of tobacco and alcohol.
- Discuss signs that a person might have a problem with the use of alcohol, tobacco, and other drugs.
- Identify where individuals with a substance abuse problem can get help.
- Differentiate among drug use, abuse, and misuse.
- Describe how advertising, peers, and adults influence children and teenagers to try alcohol, tobacco, and other drugs.

HUMAN RELATIONSHIPS AND SEXUALITY

All students will acquire knowledge about physical, social, and emotional aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. Students will be able to:

- Compare and contrast different kinds of families and discuss how families can share love, values and traditions, provide emotional support, and set boundaries and limits.
- Evaluate ways that families adjust to changes in the nature or structure of the family.
- Evaluate how culture and tradition influence personal and family development.
- Describe the physical, social, and emotional changes occurring at puberty.
- Discuss why puberty begins and ends at different ages for different people.
- Explain that after fertilization, cells divide to create a fetus/embryo that grows and develops inside the uterus during pregnancy.
- Explain how a mother's health directly impacts the development of a fetus.



LANGUAGE ARTS

Reading Literature

Student objectives (outcomes):

Students will be able to:

- develop identities as readers with good habits within a Reading Workshop community.
- make inferences and support them with text evidence.
- develop and revise theories in their books.
- work with partners to develop ideas about their books.
- use various structures to write about their thinking in stories.

Essential Question(s):

- How do readers learn about the world through non-narrative texts?
- Why do readers read?
- How do readers construct meaning?
- How do readers build stamina and independence to interpret about character ideas in their books?
- How do readers build ideas through with reading partners and groups about a text?

Reading Informational**Student objectives (outcomes):**

Students will be able to:

- refer to details and examples in a text when explaining what the text says explicitly and drawing inferences from the text
- determine main ideas of a text and explain how it is supported by the key details
- summarize a text
- explain events, procedures, ideas, or concepts in a historical, scientific, or technical text
- determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade appropriate topic or subject area
- describe overall structure of events, ideas, concepts, or information in a text or part of a text
- compare and contrast firsthand and secondhand account of the same event or topic; describe the differences in the information provided
- interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears
- explain how an author uses reasons and evidence to support particular points in a text
- research and integrate information from two or more texts on the same topic in order to write or speak about the subject knowledgeably
- read and comprehend grade level informational texts

Essential Question(s):

- Why do readers read?
- How do readers construct meaning?
- How do readers build stamina and independence to interpret about character ideas in their books?
- How do readers build ideas through with reading partners and groups about a text?
- How do readers learn about the world through non-narrative texts?

Writing – Informative/Explanatory**Student objectives (outcomes):**

Students will be able to:

- Analyze exemplar informative writing pieces
- Analyze Mentor Texts
- Use graphic organizers to plan
- Use proper conventions of English
- Reflect on the writing process
- Engage and orient the reader by establishing a context
- Engage the reader with an entertaining lead
- Construct an effective paragraph including an introduction, details, and a conclusion
- Organize an event sequence that unfolds naturally and logically

- Transition from one idea to the next by using appropriate words and phrases
- Use figurative language to aid in description
- Describe ideas by using sensory and specific language
- Revise and edit intentionally to improve writing
- Generate ideas to develop topic
- Revise writing with a partner or self-editing checklists
- Distinguish between editing and revising
- Use rubric to improve and reflect on writing.

Essential Question(s):

- How do writers present important information in an organized way to teach others?
- How do writers write long about their ideas with organization and text evidence?

Writing Narrative

Student objectives (outcomes):

Students will be able to:

- Analyze exemplar narratives
- Analyze Mentor Texts
- Use graphic organizers to plan story
- Use proper conventions of English
- Reflect on the writing process
- Engage and orient the reader by establishing a context
- Engage the reader with a story hook
- Introduce a narrator and/or characters
- Organize an event sequence that unfolds naturally and logically
- Use narrative techniques effectively to develop experiences, events, and/or characters
- Transition from one idea to the next by using appropriate words and phrases
- Use figurative language to aid in description
- Describe ideas by using sensory and specific language
- Write a conclusion that brings the story events to a meaningful close
- Clearly convey a conflict and a resolution to the conflict
- Revise and edit intentionally to improve writing
- Generate ideas to develop topic
- Revise writing with a partner or self-editing checklists
- Distinguish between editing and revising
- Use rubric to improve and reflect on writing

Essential Question(s):

- What stories do writers tell?
- How can writers write well-developed, descriptive and detailed stories about important moments that engage the reader?
- What makes an effective story?
- How can writers engage a reader with stories?
- What essential human qualities do my stories illustrate?
- What can I learn from other people's experiences?
- How can I use my own experiences to teach others?
- How can I use reader feedback to make my writing more powerful?

Writing Opinion

Student objectives (outcomes):

Students will be able to:

- develop an argument and defend it with evidence
- determine credibility of sources
- analyze mentor texts
- generate ideas, draft, revise, edit, share, conference, and publish argumentative pieces
- determine the purpose of an introduction and conclusion
- develop arguments using Claim, Proof, Reason structure

Essential Question(s):

- What makes a good argument?
- What is the best type of evidence to argue a point?
- How can research be used to support or enhance an argument?
- What is my own point of view?
- How can I use the experiences of others to enhance my argument?



MATHEMATICS

Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

Number and Operations in Base Ten

- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations - Fractions

- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.

Measurement and Data

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.

Geometry

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

Entering Expected Skills:

- Multiplication Facts Fluency
- Place value concepts
- Knowledge of \$ and rulers
- Addition and multiplication properties
- Unit/benchmark fractions
- Coin recognition
- How to write money using dollar symbol and decimal point

Mathematical Practices for Grades 3-8

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.



MUSIC

General Music

Performance

- Perform works of art that have a utilitarian purpose, including improvisation.
- Perform works of art that places an emphasis on structural arrangement.
- Demonstrate how the elements of music are used to achieve balance in composition.
- Demonstrate musical elements in response to aural prompts and printed scores.
- Sing independently and in groups in one or more parts.

Reading and Notation

- Read music from progressively complex notation, including mixed meters, compound meters, and the grand staff.
- Demonstrate knowledge of basic concepts of music.

Listening and Responding

- Employ basic, discipline-specific arts terminology to categorize works of dance, music, according to established classifications

- Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view
- Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference.

Critiquing

- Identify criteria for evaluating performances.
- Use evaluative tools for self-assessment.
- Use appropriate music terminology to express fact and opinion regarding a work of music.
- Define technical proficiency and analyze how artists apply the elements.
- Performance
- Consider the context for the creation and of the work when assessing works of dance, music, theatre and visual art. What is the purpose, who is the intended audience?

History and Culture

- Recognize works of dance, music, theatre, and visual arts as a reflection of societal values and beliefs.
- Relate common artistic elements that define distinctive genres in music.
- Determine the impact of significant contributions of individual artists from diverse cultures throughout history.

Connections

- Make connections between music and real life experiences.

Grade 4 Instrumental Music

Performance

- Perform works of art that have a utilitarian purpose, including improvisation.
- Perform works of art that places an emphasis on structural arrangement.
- Demonstrate how the elements of music are used to achieve balance in composition.
- Demonstrate musical elements in response to aural prompts and printed scores.

Reading and Notation

- Read music from progressively complex notation, including mixed meters, compound meters, and the grand staff.
- Demonstrate knowledge of basic concepts of music.

Listening and Responding

- Incorporate personal life experience into an aesthetic response about an artwork.
- Communicate ideas about the social and personal value of music.

Critiquing

- Use appropriate music terminology to express fact and opinion regarding a work of music.
- Critique performances based on the elements of music and technical proficiency.
- Identify and differentiate among basic formal music structures.
- Listen to and analyze recorded lessons, rehearsals, and performances using digital tools, and media-rich resources to enhance musical knowledge.

History and culture

- Recognize chronology that exists in all music and hypothetically, how the arts have impacted world culture.
- Compare and contrast the contributions of musical artists from an historical period and evaluate feelings.



PHYSICAL EDUCATION

A. Basic Movement Skills & Concepts

- Explain and demonstrate locomotor skills using appropriate form:
 - Walk, run, jump, hop, gallop, skip, slide, leap, chase, flee, dodge, and animal movements
- Demonstrate non-manipulative skills:
 - Turn, twist, roll, balance, transfer weight, jump, land, stretch, curl, and climb
- Participate in manipulative skills:
 - Throw, catch, collect, kick, punt, dribble, volley
 - (Optional equipment used: rope, wand, hoops, scoops, parachutes, bean bags, pins, balls, ribbons/scarves, darts, deck rings, frisbee, balloons, hippity hops, sponges, foam paddles, plastic containers, striking equipment, jump bands, paddles, and foxtails)
- Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
- Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
- Correct movement errors in response to feedback and explain how the change improves performance.

B. Team Sports

- Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
- Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
- Explain and demonstrate the use of basic offensive and defensive strategies. (Ex. player positioning, faking, dodging, creating open areas, and defending space).
- Acknowledge individual contributions of team members.
- Choose appropriate ways to motivate and celebrate accomplishments as a team.

C. Individual Sports/Recreational Games/Lifetime Activities

- Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
- Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
- Explain and demonstrate the use of basic offensive and defensive strategies.
- Choose appropriate ways to motivate and celebrate accomplishments.

D. Fitness and Physical Activity

- Employ health related fitness.
- Demonstrate skill related fitness.
- Develop a health related fitness goal and track progress using health/fitness indicators (sweating, heart rate, heavy breathing, use of technology).
- Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- Discuss and describe personal fitness factors:
- Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

E. Project Adventure (Optional Enrichment)

- Participate in modified/cooperative games and initiative activities.
- Summarize the characteristics of good sportsmanship.
- Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

F. Guided Discovery (Optional Enrichment)

- Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

Attitudes and Values

1. Demonstrate positive feelings toward safety in physical education.
2. Demonstrate good sportsmanship.
3. Demonstrate positive attitude and behaviors toward self and others in physical education.
4. Appreciate physical activities for creating an avenue of self-expression.
5. Demonstrate a knowledge of rules, which enhances the success of the activity.
6. Understand the importance of maintaining physical fitness.
7. Appreciate physical activity for promoting mental and physical well-being.



SCIENCE

Unit 1: Weathering and Erosion

In this unit of study, students develop understandings of the effects of weathering and the rate of erosion by water, ice, wind, or vegetation. The crosscutting concepts of patterns and cause and effect are called out as organizing concepts. Students demonstrate grade-appropriate proficiency in planning and carrying out investigations and constructing explanations. Students are also expected to use these practices to demonstrate understanding of the core ideas.

This unit is based on 4-ESS2-1 and 4-ESS1-1.

Unit 2: Earth Processes

In this unit of study, students apply their knowledge of natural Earth processes to generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. In order to describe patterns of Earth's features, students analyze and interpret data from maps. The crosscutting concepts of patterns, cause and effect, and the influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in planning and carrying out investigations, analyzing and interpreting data, and constructing explanations and designing solutions. Students are also expected to use these practices to demonstrate understanding of the core ideas.

This unit is based on 4-ESS2-2, 4-ESS3-2, 3-5-ETS1-2, and 3-5-ETS1-3.

Unit 3: Structures and Functions

In this unit of study, students develop an understanding that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. The crosscutting concepts of systems and system models are called out as organizing concepts for this disciplinary core idea. Students are expected to demonstrate grade-appropriate proficiency in engaging in argument from evidence. Students are also expected to use this practice to demonstrate understanding of the core idea.

This unit is based on 4-LS1-1.

Unit 4: How Organisms Process Information

In this unit of study, students are expected to develop an understanding that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. By developing a model, they describe that an object can be seen when light reflected from its surface enters the eye. The crosscutting concepts of cause and effect, systems and system models, and structure and function are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in developing and using models. Students are expected to use these practices to demonstrate understanding of the core ideas.

This unit is based on 4-LS1-2 and 4-PS4-2.

Unit 5: Transfer of Energy

In this unit of study, fourth-grade students develop an understanding that energy can be transferred from place to place by sound, light, heat, and electrical currents. Students also obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment. The crosscutting concepts of cause and effect, energy and matter, and the interdependence of science, engineering, and technology, and influence of science, engineering, and technology on society and the natural world are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in planning and carrying out investigations and obtaining, evaluating,

and communicating information. Students are also expected to use these practices to demonstrate understanding of the core ideas.

This unit is based on 4-PS3-2 and 4-ESS3-1.

Unit 6: Force and Motion

In this unit of study, students are able to use evidence to construct an explanation of the relationship between the speed of an object and the energy of that object, and are expected to develop an understanding that energy can be transferred from object to object through collisions. The crosscutting concept of energy and matter is called out as an organizing concept. Students are expected to demonstrate grade-appropriate proficiency in asking questions, defining problems, and constructing explanations, and designing solutions. Students are also expected to use these practices to demonstrate understanding of the core ideas.

This unit is based on 4-PS3-1 and 4-PS3-3.

Unit 7: Using Engineering Design with Force and Motion Systems

In this unit of study, students use evidence to construct an explanation of the relationship between the speed of an object and the energy of that object. Students develop an understanding that energy can be transferred from place to place by sound, light, heat, and electrical currents or from objects through collisions. They apply their understanding of energy to design, test, and refine a device that converts energy from one form to another. The crosscutting concepts of energy and matter and the influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in asking questions and defining problems, planning and carrying out investigations, constructing explanations, and designing solutions. Students are also expected to use these practices to demonstrate their understanding of the core ideas.

This unit is based on 4-PS3-4, 3-5-ETS1-1, 3-5-ETS1-2, and 3-5-ETS1-3.

Unit 8: Waves and Information

In this unit of study, students use a model of waves to describe patterns of waves in terms of amplitude and wavelength and to show that waves can cause objects to move. The crosscutting concepts of patterns; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. Students demonstrate grade-appropriate proficiency in developing and using models, planning and carrying out investigations, and constructing explanations, and designing solutions. Students are also expected to use these practices to demonstrate their understanding of the core ideas.

This unit is based on 4-PS4-1, 4-PS4-3, 3-5-ETS1-2, and 3-5-ETS1-3.



SOCIAL STUDIES

Civics, Government, Human Rights

Students will be able to:

- Explain how fundamental rights guaranteed by the U.S. Constitution and the Bill of Rights (i.e. freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
- Explain how the U.S. Government is organized and how the U.S. Constitution defines and limits the power of government.
- Compare and contrast the roles and responsibilities of the three branches of the national government.
- Compare and contrast how government functions at the community, county, state, and national levels; the services provided (i.e. roads/highway maintenance), and the impact of policy decisions made at each level.
- Communicate with students from various countries about common issues and possible solutions.

Geography, People, And The Environment

Students will be able to:

- Identify the major world regions (i.e. Europe, Middle East, South America, Africa).
- Explain how to determine time zones and locations using latitude and longitude.
- Compare and contrast characteristics of regions in the U.S.
- Identify the states and state capitals of the U.S.
- Explain how geographic conditions can help us to understand cultural differences.
- Compare and contrast how science and technology have affected the environment.
- Identify and describe the actions taken to address the effect of science and technology on the environment.
- Plan a project to inform others about environmental issues and propose possible solutions. (i.e. fossil fuels) ***Language Arts link: persuasive writing

Economics, Innovation, and Technology

Students will be able to:

- Understand that opportunity is a factor in determining costs and in making decisions.
- Analyze the role of government in regulating the production of goods and services.
- Explain how importing and exporting affects global trade.
- Illustrate how markets and events affect production, distribution, and consumption of goods and services. (i.e. impact weather has on produce prices)
- Explain “debt” and “investment”.
- Recognize the importance of long-term goals of financial decision making within the school community.
- Evaluate the impact of ideas, inventions, and other contributions of prominent figures that lived in New Jersey and the United States. ***Language Arts link: biographies
- Describe the qualities of entrepreneurs in a capitalistic society. (i.e. Bill Gates, Oprah Winfrey, Thomas Edison) ***Language Arts link: biographies
- Describe the development of different transportation systems over time.
- Explain how changes in transportation have affected the economy in the U.S.
- Develop and implement a group plan to address an economic issue impacting children (i.e. work with student council or PTO)

History, Culture, and Perspectives

Students will be able to:

- Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- Explain how key events led to the creation of the U.S. and the state of New Jersey.
- Relate key historical documents (i.e. Declaration of Independence, U.S. Constitution, and the Bill of Rights (to present day government and citizenship).
- Explore key historical figures in the American Revolution. (i.e. George Washington, Benjamin Franklin, and Thomas Jefferson)
- Explain the role Governor William Livingston played in the development of New Jersey government.
- Determine the significance of New Jersey's role in the American Revolution.
- Identify actions that are unfair or discriminatory, such as bullying and propose solutions to address such actions.



TECHNOLOGY

K - 4 Objectives

Technology Operations and Concepts

- Identify and use the basic features of a computer and its operating system
- Identify basic hardware problems and solve simple problems (i.e. freezing, refresh/stop, force quit, restart, minimizing/closing windows, empty trash, quitting applications, login/log out).
- Use technology terms in daily practice.
- Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages both at home and at school.
- Demonstrates appropriate keyboarding/mouse skills and correct posture.
- Create a document with text using a word processing program.
- Create a visual composition using basic tools (brush, bucket, spray can, color palette, eraser, shape, line and text tools).
- Demonstrate the ability to navigate in developmentally appropriate virtual environments (websites).
- Use a digital camera to take a picture.
- Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
- Produce a media-rich digital story about a significant local event or issue based on first-person interviews.

Digital Citizenship

- Model legal and ethical behaviors when using both print and non-print information by citing sources.

- Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.
- Analyze the need for and use of copyrights.
- Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.

Research and Information Literacy

- Use the Internet to explore and investigate information with a teacher’s support.
- Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.
- Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.
- Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.

Critical Thinking, Problem Solving, and Decision-Making

- Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.
- Use mapping tools to plan and choose alternate routes to and from various locations.
- Select and apply digital tools to collect, organize, and analyze data that support a scientific finding.



VISUAL ARTS

Objectives for Grades 3, 4, 5

The Creative Process:

- Identify elements of art and principles of design that are evident in everyday life.
- Compare and contrast works of art in various mediums that use the same art elements and principles of design.

History of Arts and Culture:

- Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
- Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
- Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

Performing:

- Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.

- Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
- Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/non objective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
- Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
- Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.

Aesthetic Responses & Critique Methodologies

A. Aesthetic Responses

- Employ basic, [discipline-specific arts terminology](#) to categorize works of dance, music, theatre, and visual art according to established classifications.
- Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
- Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

B. Critique Methodologies

- Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
- Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
- Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
- Define technical proficiency, using the elements of the arts and principles of design.
- Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.



WORLD LANGUAGE

Telling Time

Students will be able to:

- State the time in Spanish
- Express specific time of assorted activities.
- Compare and contrast meal and school schedules in target countries and the US

Food

Students will be able to:

- Express food likes and dislikes.
- Identify main meals in target cultures.
- Identify basic foods; use verbs “to eat” and “to drink” in 1st, 2nd, and 3rd person.

- Use definite/indefinite articles with foods and beverages.

House and Home

Students will be able to:

- Identify the rooms in a house
- Compare and contrast American houses and those in target countries.
- Locate objects and characters inside and outside the house.



LIBRARY/MEDIA

The mission of the school library media center program is to provide an inclusive environment which promotes a love of reading, and lifelong learning. The Library Media Center is also a unique instructional site in which certified school library media specialists design and implement instructional strategies to ensure that students master the critical skills for locating, analyzing, evaluating, and utilizing complex literary and informational resources.

Students in grade 4 will be able to:

- Understand the role of the media specialist as a teacher and resource person utilizing primary and electronic resources.
- Demonstrate ethical and safe use of the Internet and electronic resources.
- Demonstrate appropriate use and care of materials.
- Learn how to identify, locate, select and access print and non print materials.
- Identify, locate and utilize the parts of books: print and electronic.
- Understand that fiction and non-fiction books can be used as resources for recreational reading.
- Understand that libraries provide diverse collection of information presenting many viewpoints.
- Identify, locate, select and utilize dictionaries/Thesauruses from the reference collection.
- Understand fiction and nonfiction books can be used as resources for research and class assignments.
- Utilize technological resources as available and appropriate.
- Utilize computer applications and software (databases, spreadsheets, presentations and word processing) as needed.
- Perform a basic search by (a) Author, Title SUbject; (b) Keyword.
- Utilize electronic resources (eg eBooks, apps etc..)
- Identify, locate, select and utilize fiction and nonfiction literature.
- Perform a basic search by (a) Author, Title SUbject; (b) Keyword and assess results.
- Understand and utilize singer user and/or networked information resources (menu bars, help screens, search strategies, print, save, send/attach).
- Understand and use the internet to locate, evaluate, print and save information.

- Identify, locate, select and utilize dictionaries/Thesauruses and Encyclopedias from the reference collection.
- Identify, locate, select and utilize electronic reference materials, ie. online databases, encyclopedias, EBSCO etc.
- Identify, locate, select and utilize dictionaries/Thesauruses, Encyclopedias, Almanacs, Atlases, and collective biographies from the reference collection.
- Demonstrate ethical and appropriate use of property and materials (copyright and plagiarism).
- Apply district guideline for bibliographic citations eg, Modern Language Association (MLA) American Psychological Association (APA) and others.

