

MCPS
CURRICULUM
2.0

LEARNING FOR THE FUTURE

A PARENT'S GUIDE TO **GRADE 4 CURRICULUM 2.0**



MONTGOMERY COUNTY PUBLIC SCHOOLS

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VISION

We inspire learning by providing the greatest public education to each and every student.

MISSION

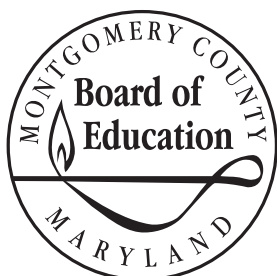
Every student will have the academic, creative problem solving, and social emotional skills to be successful in college and career.

CORE PURPOSE

Prepare all students to thrive in their future.

CORE VALUES

Learning
Relationships
Respect
Excellence
Equity



CURRICULUM 2.0 broadens instruction beyond reading and mathematics to engage the whole child. Ten subject areas at the elementary level—*art, health education, information literacy, mathematics, music, physical education, reading, science, social studies, and writing*—have been refocused around the critical and creative thinking and academic success skills students need for a lifetime of learning. There are four major features of Curriculum 2.0:

“We need to prepare students for THEIR future, not OUR past.”

Ian Jukes
Educator and
Futurist

New internationally driven standards in mathematics, reading, and writing:

Mathematics, reading, and writing are based on new strengthened standards, called the Common Core State Standards (CCSS). These standards, adopted by Maryland in June 2010, describe the content that students must learn at each grade level and are designed to help U.S. students compete favorably with students around the world.

A renewed focus on teaching the whole child: The curriculum provides more instructional focus on subjects such as the arts, information literacy, physical education, science, and social studies by blending them with mathematics, reading, and writing. Students will receive instruction across all subjects in elementary school.

Integrated thinking, reasoning, and creativity: The integration of thinking and academic success skills—or those skills that contribute to students’

ability to creatively solve problems collaboratively, interpret multiple perspectives, analyze complex data, and understand connections among a variety of ideas—is the unique aspect of Curriculum 2.0. These skills have been identified in the educational research as the tools necessary to thrive in the 21st century knowledge-based global economy.

Communication of student progress through an improved “standards-based” report card: The elementary school report card is aligned with the concepts and topics taught in Curriculum 2.0 each marking period. The quarterly report card provides feedback to students and parents throughout the year about how well students are meeting or exceeding academic standards compared with grade-level expectations.

Curriculum 2.0 will better engage students and help them develop the skills they need to thrive in school and beyond.

THINKING AND ACADEMIC SUCCESS SKILLS

Students who thrive academically, socially, and emotionally know more than just facts. They have a certain set of skills that enable them to learn and succeed in almost any environment. These include critical thinking, creative thinking, and academic success skills. The chart on the right describes the thinking and academic success skills that are integrated throughout Curriculum 2.0 as students progress through elementary school.





CRITICAL THINKING SKILLS

Critical thinking involves being objective and open-minded while thinking carefully about what to do or what to believe, based on evidence and reason.

Analysis

- Noticing what's alike and what's different
- Describing what parts make up a whole
- Looking for patterns
- Seeing how things fit together
- Sorting objects

Evaluation

- Questioning facts and claims, including your own
- Demanding evidence
- Checking the reliability of information you're viewing or reading
- Knowing what to do when two sources of information conflict
- Ranking options based on criteria

Synthesis

- Putting things back together after taking them apart
- Seeing how new ideas come from other ideas
- Making something new out of the parts you already have
- Organizing your thoughts



CREATIVE THINKING SKILLS

Creative thinking involves putting facts, concepts, and principles together in new ways and demonstrating a novel way of seeing or doing things.

Elaboration

- Including descriptive details in your writing, conversations, and art work
- Explaining something exactly how it happened takes time
- Explaining your thinking

Flexibility

- Considering the ideas and thoughts of others
- Questioning answers you're given
- Asking "why" questions
- Changing your thinking based on evidence or new ideas

Fluency

- Coming up with many new ideas
- Expressing your ideas or thoughts by writing, drawing, talking, or acting
- Showing the same thing in many ways
- Knowing many ways to answer a question

Originality

- Creating new ideas and products
- Explaining your answers in new and inventive ways
- Turning ideas and products of others into something new
- Seeing problems as a chance to solve something in a new way



ACADEMIC SUCCESS SKILLS

Academic success involves possessing attitudes and behaviors that enable students to reach their full potential in academic settings.

Collaboration

- Respecting the ideas of others
- Asking other people what they think
- Working with others to accomplish a goal or task
- Knowing how to lead a group and be a member of a group

Effort/Motivation/Persistence

- Challenging yourself to accomplish difficult tasks
- Thinking of additional ways to reach your goal when things get difficult
- Never giving up. Asking for help when learning is difficult

Intellectual Risk Taking

- Asking questions to help you understand—every day
- Sharing what you're thinking in a group
- Sharing your ideas and answering questions, even when you're unsure
- Challenging yourself to rise to the next level

Metacognition—Thinking about Thinking

- Thinking about what you already know about a topic before learning more
- Noticing the ways you learn best and asking for help when you're struggling
- Explaining your thinking



“Teaching for creativity aims to encourage self-confidence, independence of mind, and the capacity to think for oneself.”

Sir Ken Robinson, *Out of Our Minds: Learning to be Creative*

IN CURRICULUM 2.0, GRADE 4, specific critical and creative thinking and academic success skills are identified for each marking period. These skills are explicitly taught through the concepts and topics in the 10 content areas and provide a focus for integration across subjects.

| | |
|----------------------|--------------------------------------|
| Art | Physical Education |
| General Music | Reading/Language Arts |
| Health Education | Science, Technology, and Engineering |
| Information Literacy | Social Studies |
| Mathematics | Writing |

The following pages highlight the critical thinking, creative thinking, and academic success skills along with the curriculum concepts and topics that are the focus of instruction in each marking period for Grade 4 students.

Curriculum 2.0 is built around developing students’ critical and creative thinking skills, as well as essential academic success skills, which will lead to college and career readiness in the 21st century.

MARKING PERIOD 1

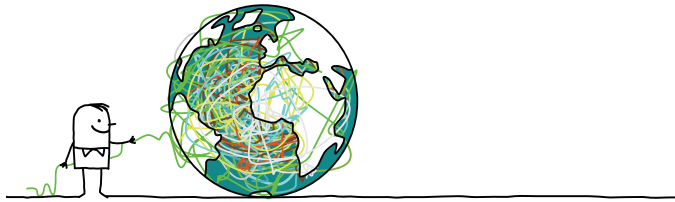
Bulleted concepts in red are graded on the report card for Marking Period 1.

Synthesis (Critical Thinking Skill)—Putting parts together to build understanding of a whole concept or to form a new or unique whole.

- **Integrate ideas**, information, and theories to invent or devise a solution.
- **Formulate generalizations** by examining parts and putting them together.

Collaboration (Academic Success Skill)—Working effectively and respectfully to reach a group goal.

- **Solicit and respect** multiple and diverse perspectives to broaden and deepen understanding.
- **Identify and analyze options** for sharing responsibility to reach a group goal.
- **Support group decisions** with criteria.



SOCIAL STUDIES

- **Geography:** Tools of geography; natural/physical and human-made features of the United States; settlement patterns in the United States; early Native American societies adapt to and modify the natural environment—Eastern Woodlands, Great Plains, Southwest Desert, Pacific Northwest.



SCIENCE, TECHNOLOGY, AND ENGINEERING

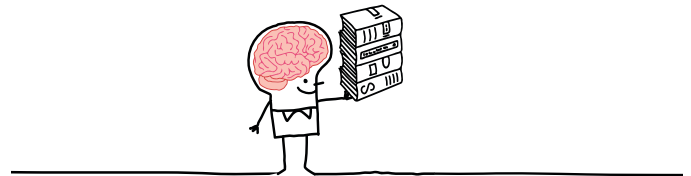
- **Life Sciences:** Diversity of plants and animals in their environments; flow of Sun's energy to plants and animals within an ecosystem; interactions of organisms with each other and their environment; features and behaviors that help organisms survive in an environment.
- **Engineering and Technology:** Engineering design process—models for solutions, design evaluation, and improvement.



PHYSICAL EDUCATION

- **Movement Skills and Concepts:** Passing with hands; passing with feet to a moving partner.
- **Health-Enhancing Physical Fitness and Activity:** Identify the health-related fitness components; define resting heart rate, target heart rate, and maximum heart rate; identify activities that develop muscular strength and muscular endurance; identify flexibility exercises and the associated muscle groups.

The curriculum provides more instructional focus on subjects such as the arts, information literacy, physical education, science, and social studies by blending them with mathematics, reading, and writing.



READING/LANGUAGE ARTS

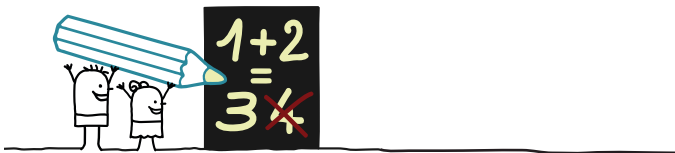
- **Literature:** Historical and realistic fiction, Junior Great Books; description of characters, setting, or events; comparison of narrators' points of view; use of text evidence when making inferences; comparison of themes in two texts.
- **Informational Text:** Explanation of events, procedures, or concepts in a text; use of text evidence when making inferences; main idea and key details; description of text organization; use of academic vocabulary; comparison of first- and secondhand accounts; integration of information from two texts; interpretation of visual and oral information.
- **Language/Vocabulary:** Collaborative discussions to deepen meaning; clarification of academic and content-specific vocabulary, figurative language, and word relationships; use of print and digital reference materials; paraphrasing information from diverse media; identification of reasons and evidence to support a speaker's points; Greek and Latin affixes and roots.

SYNTHESIS AND COLLABORATION



WRITING

- **Informative/Explanatory:** Short composition—introduce, develop, and conclude a topic; use evidence from research to develop ideas.
- **Narrative:** Establish a situation; describe character's experiences using sensory details; sequence events using transitional words; conclude events.
- **Opinion:** State an opinion; develop topic; use evidence from research to develop reasons that support an opinion.
- **Process, Production, and Research:** Organize ideas, plan, revise, edit writing; use technology tools to create a presentation for a specific audience.
- **Use of Language:** Conventions of standard English; use prepositional phrases and modal auxiliaries; choose words for effect; form complete sentences; use capitalization appropriately; include commas in compound sentences; use commas and quotations in dialogue; punctuate for effect; consult reference materials.



MATHEMATICS

- **Number and Operations in Base Ten** (to 1 million): Read, write, compare, and round numbers; identify and apply relationships among places in the base ten system; fluently add and subtract, including standard algorithms.
- **Operations and Algebraic Thinking:** Solve multistep word problems with four operations and assess reasonableness of solutions; distinguish multiplicative comparison from additive comparison.



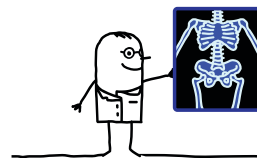
ART

- **Analyzing and Responding to Art/Creating Art:** Safety and responsibility in art class; art elements and design principles in the creation of unified works of art; theme, content, form, style—point of view and mood; criteria for judging art.



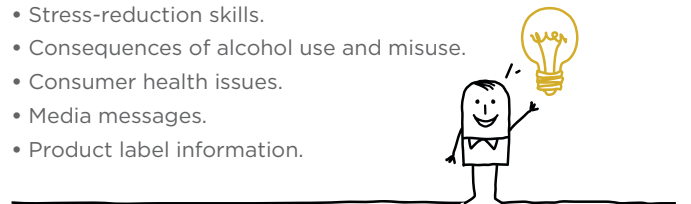
GENERAL MUSIC

- **Analyzing and Responding to Music:** Identify contrasting and repeating phrases; music of North American cultures; connections between music and other content areas; describe songs and dances of various periods and cultures.
- **Performing Music:** Perform a varied repertoire of songs and rounds; playing technique—world instruments; perform an ostinato against contrasting parts.
- **Music Reading**
- **Music Notation**



HEALTH EDUCATION

- Verbal and nonverbal communication skills.
- Emotional response.
- Personal well-being.
- Decision-making process.
- Stress-reduction skills.
- Consequences of alcohol use and misuse.
- Consumer health issues.
- Media messages.
- Product label information.



INFORMATION LITERACY

- **Inquiry process:** Developing and revising questions based on resources.
- **Resource identification and location.**
- **Source evaluation:** Authority and bias.
- **Information analysis:** Keywords, content.
- **Note taking:** Technology tools, format, organization.
- **Product development:** Design and format for specific audience, technology presentations.
- **Intellectual property:** Citation information, create list of sources.
- **Literature appreciation:** Intellectual freedom.
- **Cybersafety:** Rules for computer use.

MARKING PERIOD 2

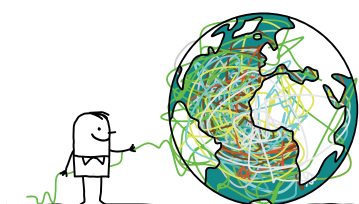
Bulleted concepts in blue are graded on the report card for Marking Period 2.

Elaboration (Creative Thinking Skill)—Adding details that expand, enrich, or embellish.

- Combine or add to thoughts, ideas, processes, or products.

Effort/Motivation/Persistence (Academic Success Skill)—Working diligently and applying effective strategies to achieve a goal or solve a problem; continuing in the face of obstacles and competing pressures.

- Identify an achievable yet challenging goal.
- Identify and describe the outcome of a goal.
- Identify the components of goal-setting.
- Develop and demonstrate a sequenced program of action to achieve a goal or solve a problem.



SOCIAL STUDIES

- **Economics:** Economics today—relationships among limited resources; economic decision making, specialization, and interdependence.
- **History:** European exploration—origins, destinations, and goals; interactions among European explorers and North American native societies.



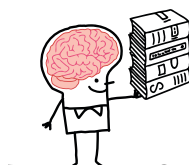
SCIENCE, TECHNOLOGY, AND ENGINEERING

- **Life Sciences:** Survival and reproduction of organisms in different habitats; characteristics contributing to survival and reproduction of organisms; changes to the natural environment—beneficial and harmful consequences to habitats; environmental issues—Earth's natural resources and human actions, individual and group decisions that harm or help the environment; human activities in Maryland impact the environment.
- **Engineering and Technology:** Experimentation to solve technological problems.



PHYSICAL EDUCATION

- **Movement Skills and Concepts:** Overhand throw to a moving target; catching a thrown ball while moving; striking with body parts (overhead pass).
- **Personal and Social Responsibility:** Goal setting; identify and develop a challenging and attainable physical activity goal.



READING/LANGUAGE ARTS

- **Literature:** Plays, poetry, traditional stories, Junior Great Books; description of characters, settings, or events; differences between poems, drama, and prose; comparison of text with visual or oral presentations; use of text evidence when making inferences; comparison of themes in two texts.
- **Informational Text:** Interpretation of visual and oral information; use of text evidence when making inferences; main idea and key details; description of text organization; explanation of events, procedures, or concepts in a text; use of academic vocabulary; integration of information from two texts; author's use of reasons and evidence to support points.
- **Language/Vocabulary:** Collaborative discussions to deepen meaning; clarification of academic and content-specific vocabulary, figurative language, antonyms, synonyms, word relationships; Greek and Latin affixes and roots; use of print and digital reference materials; paraphrasing information from diverse media; identification of reasons and evidence to support a speaker's points.



ART

- **Analyzing and Responding to Art/Creating Art:** Expression—personal meaning, point of view, mood; criteria for judging art; visual art processes.

ELABORATION AND EFFORT/MOTIVATION/PERSISTENCE



WRITING

- **Informative/Explanatory:** Extended writing—group-related information; link ideas; use precise language to develop a topic.
- **Narrative:** Short composition—introduce and develop a character using descriptions; draw evidence from literary text for research; use transitional words and phrases; conclude events.
- **Opinion:** Extended writing—introduce the topic; support reasons with facts and details; link ideas with phrases; draw conclusions.
- **Process, Production, and Research:** Organize ideas, plan, revise, edit writing; use technology tools to create a presentation for diverse audiences.
- **Use of Language:** Conventions of standard English; spell commonly confused words; use relative pronouns and adverbs; use reference materials; report on a topic using audio recordings or visual displays.



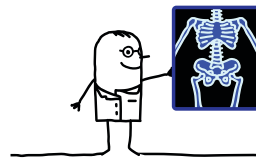
MATHEMATICS

- **Number and Operations in Base Ten:** Use equations, rectangular arrays, area models, place-value strategies, and properties of operations to multiply and divide up to 4-digit by 1-digit numbers; solve multistep word problems with four operations, including problems in which remainders must be interpreted.
- **Measurement and Data:** Develop and apply area and perimeter formulas for rectangles; convert larger measurement units to smaller units; solve multistep word problems with four operations involving intervals of time, masses of objects, and money.



GENERAL MUSIC

- **Reading and Notating Music:** Music reading—sight-reading with solfege; music notation.
- **Performing Music:** Three-part rounds; vocal technique—expressive qualities; perform singing games and dances of various periods and cultures.
- Identifying major and minor modes.
- Comparing music and other arts.
- Performance and audience behaviors.



HEALTH EDUCATION

- Responding to emergencies.
- Safety rules and procedures—electricity, gun, fire evacuation.
- Harassment.
- Abuse and assault prevention.
- Nutrient functions.
- Caloric intake, exercise, dietary guidelines for wellness.
- Media and social influences on body image.



INFORMATION LITERACY

- Inquiry process: Defining types of information needed.
- Resource identification and location: Search strategies for online resources.
- Source evaluation: Authority and bias.
- Note taking: Technology tools, content.
- Information analysis and synthesis: Summarize and paraphrase, point of view, conclusions.
- Product development: Design and formats for diverse audiences, technology presentations.
- Intellectual property: Citation information, create list of sources.
- Cybersafety: Rules for Internet use.

MARKING PERIOD 3

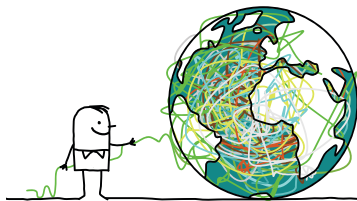
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Evaluation (Critical Thinking Skill)—Weighing evidence, examining claims, and questioning facts to make judgments based on criteria.

- Select and test possible alternatives.
- Justify a choice or solution based on criteria using evidence and reason.
- Question facts and claims.
- Determine the credibility of information and claims.

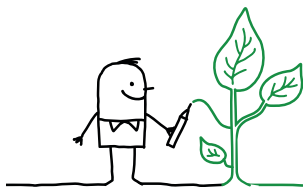
Metacognition (Academic Success Skill)—Knowing and being aware of one’s own thinking and having the ability to monitor and evaluate one’s own thinking.

- Self-monitor strategies to assess progress and apply new thinking.
- Seek clarification and adapt strategies to attain learning task/outcome.



SOCIAL STUDIES

- **Culture:** Social, political, and religious character of early European settlements in America; interactions among Native American, African, and European cultures; diversity and the sharing of culture in Maryland today.
- **History:** Early European settlements in colonial America—Roanoke, St. Augustine, Jamestown, Plymouth, St. Mary’s.



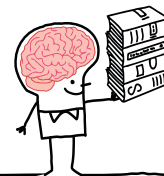
SCIENCE, TECHNOLOGY, AND ENGINEERING

- **Earth and Space Sciences:** Weather conditions and patterns; properties of water on Earth.
- **Physical Sciences:** Properties of matter; conservation of matter.
- **Engineering and Technology:** Characteristics and scope of technology; engineering design.



PHYSICAL EDUCATION

- **Movement Skills and Concepts:** Dance relationships (sequence, rhythm, formation, and coordinating movement with others); meet and part; unison and contrast; mirror and match; tumbling sequences (balance, weight transfer, and rolls).
- **Personal and Social Responsibility:** Create rules that are safe, fair, fun, and inclusive.



READING/LANGUAGE ARTS

- **Literature:** Traditional stories, fantasy; description of character, setting, or events; comparison of themes or topics in two texts; comparison of text to visual or oral presentations; allusions to mythology; use of text evidence when making inferences; comparison of narrators’ points of view.
- **Informational Text:** Comparison of first- and secondhand accounts; explanation of events, procedures, or concepts in a text; use of academic vocabulary; author’s use of reasons and evidence to support points; use of text evidence when making inferences; main idea and key details; description of text organization; integration of information from two texts.
- **Language/Vocabulary:** Collaborative discussions to deepen meaning; clarification of academic and content-specific vocabulary, figurative language, antonyms, synonyms, word relationships; Greek and Latin affixes and roots; use of print and digital reference materials; paraphrasing information from diverse media; identification of reasons and evidence to support a speaker’s points.

Curriculum 2.0 is designed to do an even better job of teaching students the academic, creative, and critical thinking skills that build confidence, generate success, and prepare children to thrive in the 21st century.



WRITING

- **Informative/Explanatory:** Short composition—incorporate text features; develop the topic with facts, definitions, and details; use evidence from research; draw a conclusion.
- **Narrative:** Short composition—compose a clear event sequence using sensory and descriptive details; draw ideas from narrative text; use transitional words and phrases.
- **Opinion:** Extended writing—state an opinion; provide reasons that support an opinion; determine a text structure such as cause and effect; use linking words and phrases; provide a conclusion.
- **Process, Production, and Research:** Organize ideas, plan, revise, edit writing; use technology tools to create a presentation for diverse audiences.
- **Use of Language:** Conventions of standard English; use progressive verb tenses, adjectives, reference materials; recount an experience using audio recordings or visual displays.



MATHEMATICS

- **Operations and Algebraic Thinking:** Determine factor pairs, multiples, prime and composite numbers within 100.
- **Number and Operations—Fractions:** Recognize and generate equivalent fractions; compare fractions using common numerators, common denominators, or benchmarks ($0, \frac{1}{2}, 1$); decompose a fraction into a sum of fractions in more than one way (e.g., $2\frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8} = 1 + \frac{9}{8}$); add and subtract fractions, including mixed numbers, with like denominators; solve word problems involving addition and subtraction of fractions; multiply a fraction by a whole number; solve word problems involving multiplication of a fraction and a whole number (Grade 4 limited to denominators of 2,3,4,5,6,8,10,12,100).
- **Measurement and Data:** Solve measurement word problems involving addition, subtraction, and multiplication of distances, intervals of time, masses of objects, and line plots.
- **Geometry:** Draw and identify line segments and lines, including perpendicular lines, parallel lines, and lines of symmetry.



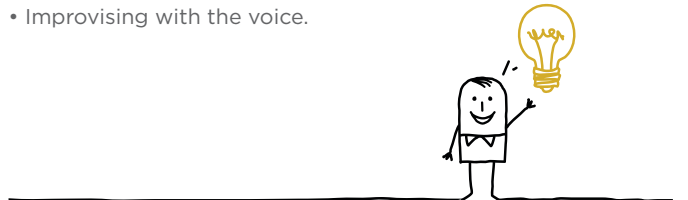
ART

- **Analyzing and Responding to Art/Creating Art:** Communication of ideas—texture (visual and tactile), movement (direction of the viewer's eye), aesthetic qualities; art and culture—point of view, different times and cultures, human experience; criteria for judging art.



GENERAL MUSIC

- **Analyzing and Responding to Music:** Explain use and significance of spirituals; describe music of various periods and cultures; connections between music and historical events; move to demonstrate musical characteristics; describe music of North American cultures; connections between music and other content areas.
- **Reading and Notating Music:** Music notation—rhythmic.
- Improvising with the voice.



INFORMATION LITERACY

- **Inquiry Process:** Developing and refining researchable questions.
- **Resource identification and location:** Search strategies for print, digital, and multimedia resources.
- **Source evaluation:** Authority and bias.
- **Note taking:** Design formats using technology tools.
- **Information analysis:** Determining fact and opinion, summarize and paraphrase different interpretations, conclusions.
- **Product development:** Design and format for intended audience, technology presentations.
- **Intellectual property:** Ethical use of information, Creative Commons.
- **Literature appreciation:** Defense of literature choices and intellectual freedom.
- **Cybersafety:** Rules for Internet use.

MARKING PERIOD 4

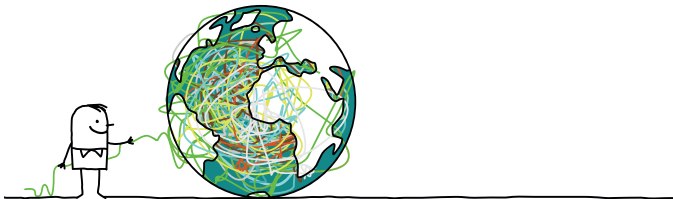
Bulleted concepts in yellow are graded on the report card for Marking Period 4.

Flexibility (Creative Thinking Skill)—Being open and responsive to new and diverse ideas and strategies and moving freely among them.

- Select and use multiple resources.
- Adapt and use information and multiple strategies to seek clarity.

Intellectual Risk Taking (Academic Success Skill)—Accepting uncertainty or challenging the norm to reach a goal.

- Adapt and make adjustments to meet challenges when seeking solutions.
- Demonstrate willingness to accept uncertainty by sharing ideas, asking questions, or attempting novel tasks.
- Challenge self and others to advance skill level.



SOCIAL STUDIES

- **Civics:** Foundations, functions, and purposes of government in early Maryland and Maryland today; rights and responsibilities in the United States; government in colonial America.
- **Economics:** Trade and economic growth in colonial America—regional specialization, interdependence, triangular trade routes.
- **Geography:** Colonial America—similarities and differences in geographic characteristics among colonial regions; ways colonists adapted to and modified the environment; population growth, migration, settlement patterns; consequences of migration.



SCIENCE, TECHNOLOGY, AND ENGINEERING

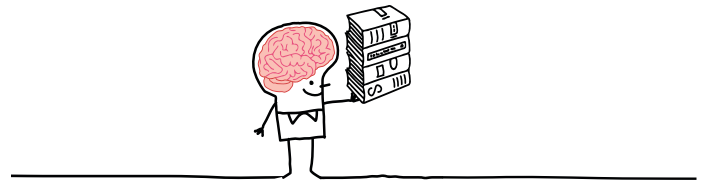
- **Physical Science:** Properties of matter.
- **Earth and Space Sciences:** Rock formation; properties of rocks and minerals; fossils as evidence of Earth's history; changes to Earth's surface—weathering and erosion.
- **Engineering and Technology:** Application of engineering design process; impact and use of technology.



PHYSICAL EDUCATION

- **Movement Skills and Concepts:** Strike with short-handled implements (backhand stroke); strike with long-handled implements (bat).
- **Health-Enhancing Physical Fitness and Activity:** Explain and demonstrate the FITT guidelines (frequency, intensity, time, and type).

The Curriculum 2.0 report card provides feedback to students and parents throughout the year about how well students are meeting or exceeding academic standards compared with grade-level expectations.



READING/LANGUAGE ARTS

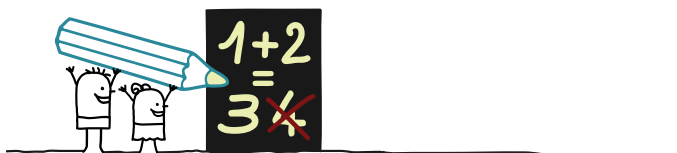
- **Literature:** Poetry, realistic fiction, William and Mary texts; comparison of genre; use of text evidence when making inferences; differences between poems, drama, and prose; comparison of themes in two texts; use of academic language; comparison of narrators' points of view.
- **Informational Text:** Literary nonfiction—autobiography and memoir; explanation of events, procedures, or concepts in a text; interpretation of visual and oral information; use of text evidence when making inferences; main idea and key details; description of text organization; use of academic vocabulary; integration of information from two texts; author's use of reasons and evidence to support points.
- **Language/Vocabulary:** Collaborative discussions to deepen meaning; clarification of academic and content-specific vocabulary, figurative language, word relationships; use of print and digital reference materials; paraphrasing information from diverse media; identification of reasons and evidence to support a speaker's points.

FLEXIBILITY AND INTELLECTUAL RISK TAKING



WRITING

- **Informative/Explanatory:** Extended writing—group-related information; link ideas; use domain-specific vocabulary to develop a topic; provide closure.
- **Narrative:** Short composition—use dialogue and description to develop a clear event sequence; conclude events.
- **Use of Language:** Conventions of standard English; use relative pronouns, concrete words and phrases, commas; consult references; use technology tools to create a presentation for diverse audiences.
- **Opinion:** Short composition—introduce the topic; support reasons with facts and details; link ideas with phrases; draw conclusions.



MATHEMATICS

- **Measurement and Data:** Understand and apply concepts of angle measurement; solve measurement word problems involving distances, liquid volumes, and intervals of time.
- **Geometry:** Classify 2-dimensional shapes by properties of their lines and angles; draw and identify lines, rays, and angles.
- **Number and Operations—Fractions:** Understand decimal notation for fractions with denominators of 10 or 100; add fractions with denominators of 10 and 100; compare decimals to hundredths by reasoning about their size.
- **Number and Operations in Base Ten:** Use equations, rectangular arrays, area models, place-value strategies, and properties of operations to multiply 2-digit by 2-digit numbers; solve multistep word problems with four operations.
- **Operations and Algebraic Thinking:** Generate and analyze number and shape patterns.



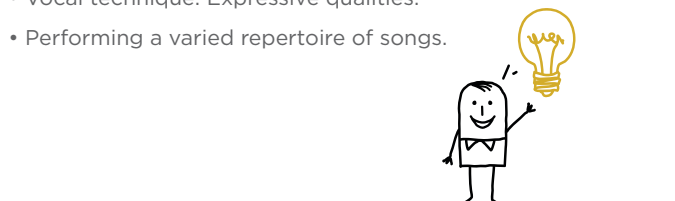
ART

- **Analyzing and Responding to Art/Creating Art:** Connections to the world; changes in technology—art forms and materials; aesthetic qualities; criteria for judging art; evaluation of art.



GENERAL MUSIC

- **Analyzing and Responding to Music:** Conduct meter of three and four; identify differences in performances.
- **Creating Music:** Composition—notate melodies; improvise with instruments.
- **Music Notation:** Melodic.
- **Music Reading:** Melodic and rhythmic.
- Vocal technique: Expressive qualities.
- Performing a varied repertoire of songs.



INFORMATION LITERACY

- Inquiry process: Apply process to determine, develop, and revise researchable questions.
- Resource identification and location: Search strategies for print, digital, and multimedia resources.
- Source evaluation: Authority and bias.
- Note taking: Design formats using technology tools.
- Information analysis: Point of view, accuracy, completeness, synthesize from multiple sources.
- Product development: Design and format for intended audience.
- Intellectual property: Components of and purpose for list of sources, Creative Commons.
- Literature appreciation: Defense of literature choices, intellectual freedom.

HOW PARENTS CAN HELP



You want your child to succeed in school and in life. There are many ways to encourage him or her to achieve. Following are some of the many ways you can help your child get the most out of school:

- **Show interest** in what your child is doing in school.
- **Set high expectations** for your child. Make it clear that school should be his or her first priority.
- **Dedicate at least 15 minutes** each day to talking with your child and reading with him or her.
- **Provide a quiet place** for your child to study.
- **Help your child** with his or her homework.
- **Limit the amount of television** your child watches and discuss what he or she sees on television.
- **Monitor the amount of time** your child spends playing video games or surfing the Internet.
- **Volunteer to help** with school activities and try to get other parents involved as well.
- **Talk with your child's teachers** regularly about your child's progress and what you can do to help him or her improve.
- **Encourage your child** to complete challenging work.

Adapted from *A Parent's Guide to Achievement Matters Most*, Maryland State Department of Education.

The MCPS Parent Academy offers free workshops that provide parents with information and resources to support their children's success in school. For more information, visit www.mcpsparentacademy.org.

Additional information about Curriculum 2.0 is available at www.montgomeryschoolsmd.org/curriculum/2.0/.



Montgomery County Public Schools

850 Hungerford Drive • Rockville, Maryland 20850 • 301.309.6277
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