

MARKING PERIOD 4

Students' work in all subject areas 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.

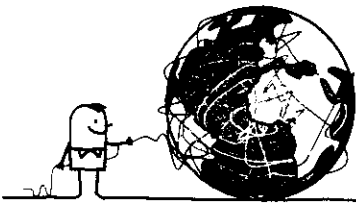
Adapt and use information and multiple strategies to seek clarity.

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.



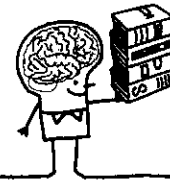
SOCIAL STUDIES

- **Government:** 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

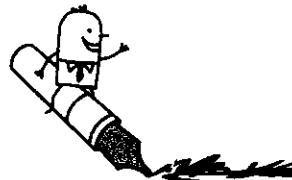
- **Earth and Space Sciences:** Rock formation; properties of rocks and minerals; fossils as evidence of Earth's history; changes to Earth's surface—weathering and erosion.
- **Physical Science:** Properties of matter.
- **Engineering and Technology:** Application of engineering design process; impact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



READING/LANGUAGE ARTS

- **Genre:** 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.
- **Academic 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.

Students will be able to demonstrate their understanding of the standards by using their knowledge of the standards to create a presentation for diverse audiences.



WRITING

- **Informational/Expository:** 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.
- **Formal Presentation/Oration:** Organize ideas, plan, revise, edit writing; use technology tools to create a presentation for diverse audiences.
- **Conventions:** 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.