

## Social Studies

In each of the following areas, students will:

### History

- Use examples from Michigan history from statehood to the present as case studies for learning about the United States.
- Use historical thinking to understand the past.

### Geography

- Draw on their knowledge of the 5 Themes of Geography to create understandings within the context of the United States.
- Assess the effects of human activities on the physical environment of the United States.

### Civics

- Explore the reasons rights have limits and the relationship between rights and responsibilities.
- Explain the responsibilities of citizenship and how citizens can work together to promote the values and principles of American Democracy.
- Identify situations in which Core Democratic values are involved.
- Describe the structure of government in the United States and how it functions to serve citizens.

### Economics

- Describe characteristics of a market economy.
- Participate in a market simulation which includes interaction between households and businesses.
- Explain how changes in the United States economy impacts levels of employment.
- Describe how global competition affects the national economy.

### Public Discourse/Decision Making/Citizen Involvement

- Identify public policy issues facing citizens in the United States.
- Use graphic data and other sources to analyze information about a public policy issue in the United States and justify the position with a reasoned argument.
- Participate in projects to help or inform others.

## Effort/Work Habits, Social and Physical Development

Students are expected to:

- Produce quality work.
- Write legibly in cursive.
- Work independently.
- Work cooperatively in a group setting.
- Demonstrate organizational skills.
- Use time effectively.
- Contribute productively to the classroom.
- Follow instructional directions.
- Complete assignments on time at school.
- Complete homework assignments on time.
- Follow rules.
- Resolve conflicts constructively.
- Respect others' rights, viewpoints, and feelings.
- Respect the property of individuals and school.
- Relate cooperatively with adults.
- Assume responsibility for own actions.
- Recover from situational setbacks.

## Elementary Level Standards for Music, Art and Physical Education

### Music Standards

Students will:

- Sing, alone and with others, a varied repertoire of music.
- Perform on instruments, alone and with others, a varied repertoire of music.
- Improvise melodies, variations and accompaniments.
- Compose and arrange music within specified guidelines.
- Read and notate music.
- Listen, analyze and describe music.
- Evaluate music and music performances.
- Understand relationships between the other arts and disciplines outside the arts.
- Understand music in relation to history and culture.

### Art Standards

- **Performing:** All students will apply skills and knowledge to perform in the arts.
- **Creating:** All students will apply skills and knowledge to create in the arts.
- **Analyzing in Context:** All students will analyze, describe and evaluate works of art.
- **Arts in Context:** All students will understand, analyze and describe the arts in their historical, social and cultural contexts.
- **Connecting to other Arts, other Disciplines and Life:** All students will recognize, analyze and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

### Physical Education

Students will:

- Develop a positive self-image.
- Be able to function as responsible citizens.
- Develop skills in critical thinking and decision making.
- Develop physical skills.
- Develop personal fitness.
- Develop knowledge and understanding of basic mechanical principles.
- Develop knowledge and understanding of factors that may inhibit, enhance or modify participation.
- Develop good safety habits.
- Develop an understanding of the rules, concepts and strategies of games and contests.
- Be able to perform movement patterns.
- Develop interest and skill toward lifetime and leisure activities.

## Suggestions For Parents - Grade 4

- Establish an evening and morning routine that prepares child for the school day and keeps him/her organized. Expect child to complete the routine without your assistance.
- Establish a quiet reading or working space for your child to use regularly.
- Designate a time for completing homework and other responsibilities.
- Encourage your child to read independently - provide with books or magazines that are at an appropriate reading level.
- Show your child that you are also a reader - share a common reading time.
- Have your child keep/continue a notebook to make a list and write about wonderings, memories and mind pictures.
- Ask your child to explain to you how he/she knows or got the answer.
- Practice addition, subtraction, multiplication and division facts throughout the day (while driving, at breakfast, while going for a walk).
- Talk about how you use mathematics in your job and throughout your day.
- Estimate amounts while shopping: Do we have enough money? How many of these could we buy?
- Place a map or globe somewhere in your home. While talking about various locations discussed in books/newspapers, with the family, on TV, etc., point out the locations.
- Notice and discuss events happening in and around the state, nation and world.
- Give informational sources as gifts - books, dictionaries, academic software, etc.
- Make resources such as a dictionary, thesaurus, encyclopedias, etc. available at home.
- Become involved in the school (PTA/PTO, classroom volunteer, media center volunteer, etc.).

## Assessments

Assessments are used as tools to monitor student progress and assist the teachers in knowing where to focus their instruction. They may or may not result in a formal grade. Types of assessments include:

- Observations
- Demonstrations
- Conferences
- Checklists
- District Assessments
- MLPP - Michigan Literacy Progress Profile

## Parent-Teacher Communication

Parent/school partnerships are essential to a child's education. We encourage parents to maintain open communication with teachers and school administration throughout the year. Formal reporting of progress occurs during the following intervals (note: report cards are viewable on Synergy)

<b>November:</b>	<b>End of Trimester 1</b> Report Card Conference with Teacher
<b>March:</b>	<b>End of Trimester 2</b> Report Card Optional Conference with Teacher
<b>June:</b>	<b>End of Trimester 3</b> Report Card



# 4<sup>TH</sup> GRADE

## Curriculum Expectations



The Rochester Community Schools Elementary Curriculum Department offers a curriculum that is steeped in rigor and challenge yet incorporates developmentally appropriate practices. The elementary curriculum provides rich experiences for students in all academic content areas as well as art, physical education, music, media, technology, and world language. The curriculum is reviewed frequently for alignment with state of Michigan standards.

The purpose of the elementary curriculum is to provide a strong foundation for future learning and success in which all students acquire high levels of literacy, problem-solving skills, collaborative abilities, and knowledge. The focus on the “whole” child is emphasized in the elementary years by building resiliency in the areas of social and emotional well-being. The information contained in this brochure provides an overview of the expectations for language arts, math, science, social studies, physical education/health, art, music, and world language for specific grade levels.

We invite you to visit your school, confer with teachers/administrators and engage in a dialogue about your child’s learning. A close working relationship between the home and the school helps each child have a meaningful and productive educational experience. It is also a key component in making Rochester Community Schools an exceptional learning environment. We welcome your input and hope this brochure will help you become an informed participant in your child’s education. It is our goal for all of our students to achieve “Pride in Excellence”!

Sincerely,

Michael H. Behrmann  
Executive Director of Elementary Education

#### Notice of Nondiscrimination

Rochester Community Schools does not discriminate on the basis of race, color, religion, national origin, creed or ancestry, age, sex, marital status, or handicap including but not limited to Title II, Title VI, and Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment Act of 1972, and Section 504 of the Rehabilitation Act of 1973. In addition, individuals will not be excluded from, or be denied, the benefits of participation in any program or activity for which the Board is responsible.

Rochester Community Schools has designated the following individual as Compliance Coordinator: Title IX, Section 504, Title II, Assistant Superintendent for Instruction, 501 W. University, Rochester, MI 48307, 248-726-3106.

## Literacy Model

Elementary teachers in Rochester Community Schools deliver literacy instruction using a balanced literacy approach which research has shown is most effective. Students progress along a continuum and build upon previous learning. Teachers provide instruction at various levels of the continuum in order to meet the needs of all their students. Most children remain at one stage for an extended period of time. It is not unusual for a child to be at a particular stage throughout a grade level.

### Read Aloud

The teacher reads aloud to the whole class using a carefully selected text which may be fiction or nonfiction. Some read aloud sessions include student responses with partners turning to talk to each other about the text to aid in comprehension, and other sessions are for enjoyment and vocabulary development.

### Shared Reading

A text is read together as a class. Texts are chosen based on literary value or a skill or strategy the teacher wants to target. It is often a text that would be too difficult for some students to read if they were asked to read it alone. Students read the text multiple times and are engaged in discussion about the text, skill or strategy. After practice, the teacher may ask the students to demonstrate their learning by completing a task related to the text.

### Reading Workshop

A variety of literacy activities may occur during reading workshop. The teacher begins with a whole class mini-lesson focusing on a skill or strategy that will benefit all students. Next, the teacher may meet with guided reading groups or have conferences with individual students about their reading. During this time, students self-select and read books that are at their **independent** reading levels where they can read almost all the words accurately and fluently. Comprehension of the text is of the utmost importance.

### Guided Reading

The teacher works with small groups of students who have similar reading needs. Books or articles that are at the students’ **instructional** level are used, and the teacher makes teaching points and supports the students as they read the text silently or aloud. The text may be above, below or at what is considered grade level. Students are able to learn and practice new skills or strategies that will help them grow as readers.

### Writing Workshop

Using a format similar to reading workshop, students engage in a variety of writing activities. The teacher guides the process and provides instruction through mini-lessons and conferences. Students use notebooks to collect ideas and practice strategies as they work their way through the prewriting, drafting, revising, editing and publishing process. An important aspect of the workshop involves students sharing their writing with others and getting feedback.

### Shared Writing

The teacher and students work together. At times, a “shared pen” technique is used that involves the children in the writing. It is an instructional approach with a focused outcome. In grades K-2 the outcome may be as simple as composing sentences, messages, or stories. In grades 3-5 the outcome might include writing dialogue, outlines or using previously-gathered information to generate a research paper.

### Spelling, Phonics and Grammar

Instruction in these areas is woven throughout all the elements of the Literacy Model. Teachers help students notice and use letters, sounds, and spelling patterns. Each grade level has a list of priority words that all students are expected to spell correctly in their everyday writing. Grammar is taught within the context of authentic writing experiences.

## English Language Arts

By the end of 4th grade, students are expected to at least be at the Refining level of development. At the Refining level, students will be able to:

### Reading

- Read and comprehend a variety of grade level literature and informational texts.
- Read with sufficient accuracy and fluency to support comprehension.
- Recognize and apply grade level phonics and word analysis skills to construct meaning, self-monitor and decode words.
- Determine the meaning of words and phrases as they are used in a text.
- Determine the main idea or theme of a text and explain how it is supported by details from the text.
- Identify the structure, text features, and purpose of narrative and informational texts.
- Analyze text features and story elements to construct meaning.
- Locate and interpret information from a variety of sources.
- Make connections and inferences using details and examples in a text.
- Compare and contrast using evidence from a variety of texts.

### Writing

- Write organized narratives with relevant details.
- Write organized informational pieces with supporting details.
- Write organized opinion pieces using supporting evidence.
- Write constructed responses across subject areas.
- Use conventions to edit (grammar, mechanics, spelling).
- Consistently apply spelling patterns.
- Plan, evaluate, and revise writing.
- Use technology to produce and publish writing with support

### Speaking & Listening

- Engage effectively in a range of collaborative discussions.
- Respond to multiple text types by reflecting, making connections, taking a position, pointing out evidence, contributing relevant details and sharing understanding.
- Incorporates media to enhance the development of main ideas or themes.
- Communicates effectively in multiple social contexts.

### Language

- Demonstrate command of the conventions of standard English grammar, sentence structure and spelling.
- Acquire and use accurately grade appropriate vocabulary and phrases.
- Demonstrate understanding of figurative language, word relationships and vocabulary.

## World Languages

Students will:

- Receive instruction in world languages that exposes them to cultural aspects.
- Acquire beginning conversational, reading, and writing skills.

## Science

### Energy and Waves

- Obtain information to determine how energy moves from place to place.
- Determine the relationship between energy and forces.
- Examine the properties of waves.
- Determine how waves are used in technology.

### Organization of Living Things

- Determine needs of plants and animals for growth and repair.
- Identify differences in organisms of the same kinds.
- Identify organisms as part of a food chain or food web and explain how environmental changes can produce a change in the food web.

### Earth in Space and Time

- Compare and contrast the characteristics of the sun, moon and Earth including relative distances and abilities to support life.
- Describe the orbit of the Earth around the sun and the motion of the moon around the Earth.
- Explain how fossils provide evidence of the history of the Earth.
- Compare and contrast life forms found in fossils and organisms that exist today.

## Mathematics

The Mathematical Strands are the end of year goals for 4th grade children. Although it is understood that children develop at different rates, the goal is that students will be able to demonstrate competency in these areas:

### Operations and Algebraic Thinking

- Demonstrate problem solving skills using the four operations with whole numbers.
- Write and solve equations and/or number story using a variable.
- Determine factor pairs of whole numbers through 100.
- Recognize and determines multiples of whole numbers 0 – 10.
- Determine whether a given whole number from 1 – 100 is prime or composite.
- Generate and analyze patterns.

### Number and Operation in Base Ten

- Read, write, and compare multi-digit whole numbers.
- Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- Multiply multi-digit numbers.
- Divide multi-digit numbers.

### Number and Operations – Fractions

- Recognize and generate equivalent fractions.
- Compare two fractions with different numerations and denominators.
- Add and subtract fractions to solve word problems.
- Add and subtract mixed numbers with like denominators.
- Use a visual model and/or equations to multiply a fraction by a whole number to solve a problem.
- Decompose a fraction into sum of fractions with the same denominators in more than one way.
- Add two fractions with respective denominators 10 and 100.
- Use decimal notation for fractions with denominators 10 or 100.
- Compare two decimals up to the hundredths place value.

### Measurement and Data

- Convert one unit to another (metric and U.S. customary).
- Use the four operations to solve word problems involving measurement.
- Apply the area and perimeter formulas for rectangles in real world and mathematical problems.
- Make a line plot to display a data set of measurements in fractions of a unit ( $1/2$ ,  $1/4$ ,  $1/8$ ). Use the line plot data to solve problems involving addition and subtraction of fractions.
- Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint.
- Understand concepts of angle measurements.
- Measure angles in whole-number degrees using a protractor.
- Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems.

### Geometry

- Draw points, lines, line segments, rays, angles (right, acute, obtuse) and perpendicular and parallel lines.
- Classify two – dimensional figures based on the presence or absence of parallel or perpendicular lines.
- Recognize right triangles as a category, and identify right triangles.
- Recognize and draw lines of symmetry of a given figure.