

Grade 4 Level Benchmarks continued

FLES (Foreign Language in the Elementary School)

FLES is the introductory phase of a comprehensive foreign language program that extends from Grade 3 – Grade 12. The FLES Program includes opportunities for students to study the Spanish language as well as cultural elements of the Hispanic world. Students of all abilities receive fifteen-minute daily lessons in thematic and content-based units in order to develop listening and speaking skills, with attention also given to reading and writing skills. The program is designed to include Spanish language instruction that uses grade level math, science, social studies and language arts curriculum where applicable. Monthly newsletters communicate to students and parents the unit and vocabulary focus along with the cultural themes presented. Expectations at this introductory level of second language include:

- pronunciation which is acceptable and accurate
- participation in studied or guided conversations with acceptable and understandable responses
- recollection of vocabulary with visual aides
- participation in guided writing and prompted phrasing
- understanding similarities and differences between the Hispanic and their own culture
- geographic identification of the Spanish-speaking world
- completion of the weekly homework assignment that helps to reinforce the themes, vocabulary and structures.

The major goals of this course are based on the state and national goals: ability to **communicate** in the second language; knowledge of other **cultures**; making **connections** with other areas of study; **comparison** of other languages and cultures to our own; participation in a multilingual **community**.

Thematic & Content-Based Units Grade 4:

Central America and México-Centroamérica y México

Sports-Los Deportes

Geography Elements-Los Elementos Geográficos

Health Eating-Una Dieta Sana

Taking a Trip to Spain-Un Viaje a España

Wellness

Our Physical Education and Health program is fully integrated and follows national and state standards. It provides sequential and progressive opportunities for the development of motor skills, physical fitness, team building and responsible decision-making. Students will recognize the benefits and see the value of physical activities and responsible decisions toward a healthful lifestyle.

The following concepts are reviewed and enhanced:

- Benefits of exercise
- Chasing, dodging and fleeing
- Community and environmental health
 - o Community safety
- Disease prevention
 - o Communicable diseases
 - o Personal hygiene
- Fitness
- Goal setting
- Growth and development
 - o Digestive system
 - o Reproductive system
- Nutrition and fitness
- Offensive and defensive strategies
- Problem solving and cooperation
- Sequencing with travel & balance concepts
- Social skills
- Striking
- Substance abuse prevention
- Team building

Library/Information Technology

Students in grade four will demonstrate previously learned skills. Library media skills are taught at times in correlation with other subjects students are studying and there is collaboration between the classroom teachers and the media specialist

Expectations for students:

- access materials in the media center collection using OPAC (Online Public Access Catalog)
- locate information in encyclopedias, almanacs and atlases
- locate non-fiction books by using the Dewey Decimal System
- use key words, subject headings, and cross references to locate information in reference sources
- paraphrase information and understand copyright legalities in print and non-print material
- use computers as sources for report writing and presentations
- distinguish between various types of fiction: historical, fantasy and realistic
- identify glossary and bibliography among other items
- determine the value of a resource
- complete a Big 6© research project using media center reference materials
- identify Nutmeg and Newbery Award winning books

Homework

Students in fourth grade are assigned approximately 30 minutes of homework nightly. This may include math reinforcement, reading responses, social studies or science assignments. There may also be long term projects assigned. The purpose of these assignments is to teach the students responsibility, as well as, to reinforce skills learned in the classroom. Students are also encouraged to read independently for at least 30 minutes each day. In addition, students are expected to complete and return weekly activity logs, working towards our goal for all students to get at least 60 minutes of physical activity daily.



2012 - 2013 Regional School District #10 Grade Level Benchmarks

Experience and Expectations

Grade 4

This publication is presented to you by the Office of the Superintendent,
24 Lyon Road,
Burlington, CT 06013

Mr. Alan Beitman
Superintendent
(860) 673-2538

Ms. Megan Mazzei
Principal/Harwinton

Mrs. Rebecca Kennedy
Assistant Principal/
Harwinton
(860) 485-9029

Mr. Jack Gedney
Principal/Lake Garda

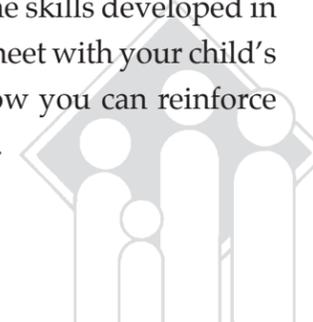
Ms. Stephanie Carbone
Assistant Principal/
Lake Garda
(860) 673-2511

Dear Parents,

This document provides you with a preview of the skills, knowledge, and concepts that are at the core of learning for this grade level. It also gives you a snapshot of what school life is like in Grade 4. "Benchmark" is a word used to identify target skills we seek to focus on and to develop in a particular year.

Teachers seek an active partnership with parents. Your involvement is critical to your child's success in school. Each teacher combines individual creativity with district wide goals. Different teaching strategies will be used in the instruction of these skills and concepts.

Please make opportunities to reinforce the skills developed in Grade 4 in your home. We invite you to meet with your child's teachers so that you will understand how you can reinforce what is taught in your child's classroom.



Grade 4 Level Benchmarks

Typical Day

During a typical day, students in fourth grade spend two and a half hours on language arts (reading, writing, listening and speaking), an hour on math, and approximately one hour on social studies or science/health. They have one 45 minute period of art, music, or physical education per day. Classes also visit the computer lab on a regular basis. Students in fourth grade have 15 minutes of beginning Spanish each day. Lunch is 25 minutes and there is a 20 minute recess daily. Please contact your child's teacher for the specific times and routines for the week.



Language Arts Philosophy

Communication is essential to lifelong learning and successful participation in today's world. Since reading, writing, speaking, listening and viewing are keys to thinking and learning, instruction in the language arts is integrated into all disciplines. Lessons build upon prior knowledge and skill development, progressing from mastery of simple concepts of print to understanding the structure and meaning of language.

In addition, students need to be immersed in language throughout their day. Therefore, teachers, as well as administrators, media specialists, and - most importantly - parents, must provide opportunities for children to become literate. As students progress through the grades, these experiences with language help them reach the goal of becoming independent thinkers and learners.

Through extensive experience with language students develop literary appreciation and communication skills. Students are encouraged to reflect, to analyze, to interpret and to evaluate as they engage in the various elements of language arts.



Speaking, Listening and Viewing

Expectations for students:

- listen to and participate in class discussion
- construct meaning from information presented orally.

Reading

Expectations for students:

- use phonetic, structural, syntactical and contextual clues to read and understand words
- read novels, short stories, and nonfiction and respond to texts orally or in writing to demonstrate understanding
- identify main idea, theme, supporting details and sequence
- summarize
- infer
- predict
- use new vocabulary
- sequence
- compare and contrast ideas
- make connections
- cite evidence to support responses to text

Writing

Expectations for students:

- understand and apply the process approach to writing (pre-writing, planning, drafting, revising, editing, publishing)
- write narrative stories in response to prompts that show evidence of organization, support, elaboration and fluency
- apply editing skills (spelling, sentence structure, punctuation and capitalization)
- write for a variety of purposes and audiences, in a variety of genres
- apply cursive writing
- introduction to expository writing

Science

Children are naturally curious and eager to investigate science ideas. They learn best through exploration of familiar materials, phenomena and issues using the tools and skills of science. Students need opportunities to use the scientific method to collect and analyze data from a variety of sources, develop informed opinions and communicate their ideas to others.

Concepts explored:

- Matter & Energy in Ecosystems
 - Organisms depend on other organisms and their environment for basic needs
 - Certain behaviors and body structures enable animals to survive in a particular habitat
- Electrical and Magnetic Energy
 - A complete electric circuit is required for electricity to light a bulb

Math

In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

1. Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.
2. Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., $15/9 = 5/3$), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.
3. Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry. (Common Core State Standards, pg. 27)

- Different types of circuits show different characteristics
- Some materials conduct electricity, and some do not
- Electricity can produce light and heat
- Switches can be used to interrupt the flow of electricity
- Using magnets with materials
- Magnets used with electricity forms an electromagnet

- Sound
 - Sound as a form of energy
 - Sounds are produced by vibration
 - Pitch and volume are characteristics of sound that can be changed

Social Studies

In the fourth grade social studies program, students will begin the year by learning about native Americans of the northeast and the early years of colonial settlement in Connecticut. Students will be able to recognize what makes Connecticut the way it is today, how history and geography have shaped our present as well as our past, how Connecticut developed into an industrial state, and how we function as a part of the northeast region and the United States as a whole.

Students will:

- Use various types of maps to locate and compare significant features, points and places in Connecticut and the Northeast.
- Identify characteristics of Northeast Woodland Native Americans.
- Compare and contrast the beliefs and cultures of these peoples with those of early settlers to Connecticut.
- Indicate how geography affected the location of early settlements and colonial life in Connecticut.
- Indicate major events in early Connecticut history including how our government was formed.
- Compare life in early Connecticut with life in Connecticut today.
- Explain the reasons for the changes that have taken place economically, demographically, and socially in Connecticut in the past 200 years.
- Be able to produce a research paper on a famous Connecticut person using a variety of sources including Internet and print materials.

Art

The children will be introduced to a wide variety of materials, techniques, and equipment. They will also be exposed to the vocabulary of art. We study famous artists, careers, historical significance and aesthetics through the use of books, art, reproductions and visual aids.

The following concepts will be covered:

- the elements of art
 - texture, shape, repetition rhythm
 - color, space
 - line, balance
- the subject matter of art
 - landscape/seascape, still-life, non-objective
 - human figure/portrait, abstract, 3 dimensional
 - interior, animals
- the skills of art
 - drawing, painting, printmaking, sculpting
 - weaving, stitching, pasting/gluing, creating art on the computer
 - cutting, tearing, handbuilding in clay

Music

The study of music is a vital part of our total education. Instruction will provide opportunities for children to enjoy themselves while engaging in various musical experiences. Music objectives focus on:

- **Singing** (pitch matching, vocal tone, expanding range, rounds, and canons with emphasis on expression, grade wide performance at school celebration)
- **Study of Instrument Families** (band and orchestral instruments, creation of homemade instrument, field trip to Hartford Symphony)
- **Listening** (variety of styles and periods from classical to contemporary with emphasis on tempo, dynamics, instruments, rhythmic patterns and form)
- **Reading/Notation** (treble clef, sharps, flats, following music scores)
- **Band** (opportunity to begin instruction on a band instrument and join Beginning Band, various band concerts throughout the school year)