

CURRICULUM SUMMARY

Fourth Grade
2009-2010



THAT ALL
WILL LEARN

PATTONVILLE

SCHOOL DISTRICT



Curriculum/Instruction

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Michael A. Fulton, Ed.D., Superintendent of Schools
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Dear Parent/Guardian,

The beginning of a new school year is always an exciting time for students, parents, staff, and community members. Every year there are many new concepts and skills to learn. This brochure provides an overview of the curriculum for your child's grade level. Important goals and objectives are listed for each curriculum area. We are emphasizing reading and writing in all the curriculum areas.

Parents/guardians play a critical role in helping children become successful in school. For example, we know from research on parent involvement that frequent parent/child conversations about what a child is learning at school are associated with high levels of student achievement. We believe the information in this overview can help you talk with your child and your child's teacher about learning.

We hope that this information is helpful as an additional support for you and your child. I have listed below staff members who were instrumental in developing this informational curriculum guide. If you have any questions, please do not hesitate to call my office or any coordinator that is listed below.

Sincerely,

Tim A. Pecoraro, Ed.D. (213-8007)
Assistant Superintendent,
Curriculum/Instruction

Curriculum/Coordinators/Directors

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Communication Arts	Pickett Lema	213-8238
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**FOURTH GRADE
CURRICULUM SUMMARY**

COMMUNICATION ARTS

PHILOSOPHY

The communication arts (reading, writing, listening and speaking) are integral to all the content areas of schooling and thus contribute to the total education of future citizens. This curriculum addresses student achievement through a focus on the individual as part of a broader society as well as on individual student perspectives and needs. This focus is paired with high expectations within designated, specific literacy skills and strategies.

GOALS: Students will

1. read and evaluate fiction, poetry and drama
2. read and evaluate nonfiction works and material
3. speak and write in standard English (including grammar, usage, punctuation, spelling, capitalization)
4. write formally and informally
5. comprehend and evaluate oral and visual presentations
6. participate in formal and informal presentations and discussions

The following items are expected to be mastered by the end of fourth grade.

I. Skills and Strategies Applied to Reading Process	
Phonics: Apply decoding strategies to “problem-solve” unknown words and challenging text	Pre-Reading
Fluency: choose appropriate text	Prior Knowledge
Fluency: Read grade-level instructional text	Determine personal reasons and author’s purpose for reading text
Fluency: read accurately and with expression	Connect what is already known to concepts/ideas in text
Fluency: Adjust reading rate to difficulty and type of text	Uses pre-reading strategies to increase comprehension
Vocabulary: Use root words, prefixes, suffixes and other structural analysis strategies to understand unknown words or meanings.	Connect previously read material to informational and fictional text
Vocabulary: Uses glossary and/or dictionary sufficiently to find meaning of unknown words.	Assigns meaning to text based on rules and principles of the content area
Vocabulary: Identify and explain similes and metaphors encountered during reading	Applies knowledge of character traits to predict character’s words and actions.
Making Connections	Preview: Skims text before reading
Connect Text-to-Self: Relates a connection between personal experiences and experiences or ideas in fiction and/or non-fictional text	Predict: Completes a graphic organizer
Connect Text-to-Text: Relates connection between various texts	Purpose for reading: Identifies author’s viewpoint in informational text with supporting evidence.
Connect Text-to-World: Demonstrates awareness that literature reflects a cultural and historic time frame	During Reading
Asks relevant questions seeking understanding	Self-Question and Correct: ask relevant questions
	Make inferences: in at least fourth grade level material
	Visualize: Draws pictures of stories or sections of story read without pictures provided
	Check prediction: Answers the question, “How did you know?” using meaning, structure and/or visual cues when confirming or adjusting a prediction

Post-Reading	
	Question to clarify: Asks questions related to meaning, creates a mental/written questions which proves or disproves what was read.
	Reflect/Analyze: Analyzes characters in a story and author's purpose/viewpoint
	Draw conclusions: Writes a summary of conclusions using multiple sources in science and/or social studies
	Draw conclusions: Generalize outcomes with a team or individual reporting the conclusion with supporting evidence
	Summarize a story and informational text
	Paraphrase/theme/main idea: Uses various sources of information to write a descriptive summary
II. Reading Fiction: Comprehend, Analyze and Evaluate	
Text Features	Text Elements
Uses title, table of contents and/or glossary to predict, understand vocabulary, or locate information.	Elements of Literature: Make inferences about character, setting, problem and solution and events in a story
Identifies and produces fiction, poetry and drama with appropriate features	Make predictions: Make predictions regarding story plot, character roles and story outcome
Literary Devices	Draw conclusions: Draw conclusions about nature of characters in a story and the outcome of the plot/problem
Identify sensory details in a story related to character and setting.	Cause and effect: Identifies the cause for actions and their effect within a story
Recognizes and interprets simile, metaphor and personification	Compare and contrast: Compares and contrasts stories of related text and their various elements
	Author's purpose: Explains author's reason for writing text.
	Retell main ideas: generalize central focus of text
	Organize a sequence of events: Determine and explain the sequence of events in a story
	Make inferences: Attend to indirect meaning supported by connections
	Make inferences about problems and solutions in fictional text
	Distinguish between fact and opinion using key words
III. Reading Nonfiction: Comprehend, Analyze and Evaluate	
Text Features	Text Elements
Apply text features: Use title, table of contents and/or glossary to predict, understand vocabulary or locate information	Main idea: Identifies the main idea of paragraphs and whole sections of factual text
Interpret graphic information: Use charts, graphs, maps, diagrams and timelines to find and related information.	Sequence of events: Creates a timeline and/or steps in a process
Literary Devices	Cause and effect: Identify the cause for actions and their related effect within informational material.
Identifies sensory details in a story related to factual text	Draw conclusions: Uses science and/or social studies text material to write a summary of conclusions
Identifies and defines figures of speech used in factual text	Make predictions: Anticipates outcomes
Understanding Directions	Compare/contrast: Compares and contrasts information between/among content areas
Read, follow, write multi-step directions to complete a task	Author's purpose: Identifies author's reason for writing text

	Inferences: Makes inferences within problems and solutions found in science and social studies
	Evaluate accuracy: Speculates on information and raises new questions in response to text
IV. Writing Skills and Strategies	
Writing Strategies	Writing Conventions
Writing contains an introduction, body and conclusion	Legible manuscript handwriting
Writing contains details	Legible cursive handwriting
Write a paragraph with a controlling idea	Standard spelling in a final draft
Application of word work includes adding endings, making connections between words (analogies and word parts), spelling patterns, prefixes and suffixes, use of print sources (dictionary, Spellex, word wall, books)	Application of: adjectives, subject/verb agreement, nouns, irregular verbs, present and past tense verbs, transitions and sentence combining
Accurate use of paragraph elements	Accurate capitalization
Reread to check for meaning	Accurate punctuation
Technology: Use word processing including appropriate keyboarding techniques	Varied word choices
Forms of Writing	Writing Process
Specific purposes for writing including: -Personal narratives -Compare/contrast text -Nonfiction report -Problem/solution text -Literature response -Cause and effect text -Correspondence -Persuasion/argumentation text -Process explanation text -Summary -Concept definition text -Poetry -Compare/contrast text -Nonfiction report	Use of steps in the writing process: -Pre-write -Rough draft -Revise -Edit -Final Draft
	Conference using peer/adult and peer/peer
	Sets writing goals using conference sheet
	Evaluate using self-assessment scoring guides
	Use and cite references
V. Listening and Speaking Skills and Strategies	
Listening	Speaking
Listening for different purposes: -Gaining information -Evaluating or coaching -Following multi-step directions -Paraphrasing or retelling presented ideas -Making connections -Identify and interpret tone, mood and emotion of verbal and nonverbal communication	Discussion and Presentation: -Present ideas in a logical sequence -Identify and apply appropriate speaking techniques -Maintain eye contact -Use appropriate body language -Use correct grammar -Use appropriate rate and voice -Speak at appropriate times
Listening behavior: -Prepare to listen -Maintains eye contact -Use appropriate body language -Listen without interruptions	Give directions: Give clear and concise multi-step oral directions to complete a task using correct grammar, appropriate rate & volume, and maintaining eye contact with listener
VI. Information Literacy	
Research plan: Formulate and research key words and questions to establish a focus and purpose for inquiry	Sources consulted: Give credit for others ideas, images and information found in various sources (Bibliography for research project)
Acquire information: Locate and use various resources to find information on key words and questions (e.g. encyclopedias, books and Internet)	Media messages: Identify and explain intended messages conveyed through oral and visual media— inferences in media (e.g. commercials, music, TV, movies, computer games, etc.)
Record information: Identify relevant information and record main ideas and important details in own words. Write summaries with main ideas and details.	

MATHEMATICS

PHILOSOPHY

The Pattonville School District is committed to an educational program that recognizes the importance of mathematics, sets high standards for student achievement in mathematics, and provides access to meaningful mathematics. This document provides teachers with the support needed to create an environment where students are actively involved in exploring, developing, testing, discussing and applying mathematical ideas.

The mathematics classroom of today is very different from the classroom of twenty years ago. In order to prepare our students for their futures, our curriculum must include a broad range of mathematical content. No longer can mathematics focus solely on arithmetic and be taught in isolation from other subjects. Learning and using mathematics must become an important aspect of the entire school curriculum.

GOALS: Students will

1. learn to value mathematics.
2. become confident in their ability to do mathematics.
3. become mathematical problem solvers.
4. learn to communicate mathematically.
5. learn to reason mathematically.

OBJECTIVES

Number and Operations

- solve addition and subtraction facts
- have a successful strategy for subtracting multi-digit numbers
- have a successful strategy for adding multi-digit numbers
- read and write numerals to hundred-millions; give the value of the digits to hundred-millions
- give equivalent names for numbers
- use dollars and cents notation
- compare large numbers
- estimate sums
- identify the whole for fractions
- identify fractional parts of a collection of objects
- identify fractional parts of regions

Problem Solving

- use rate tables, if necessary, to solve rate problems
- solve extended multiplication facts
- understand the relationship between multiplication and division
- give equivalencies between hundredths – fractions, decimals, and percents
- use a calculator to rename any fraction as a decimal or percent
- use and explain strategies for solving multiplication and division number stories

Geometric and Spatial Relationships/Measurement

- name, draw, and label line segments, lines, and rays
- name, draw, and label angles, triangles, and quadrangles
- identify and describe parallel lines
- draw and measure line segments to the nearest centimeter
- name and locate points specified by ordered number pairs on a coordinate grid
- identify acute, right, obtuse, straight, and reflex angles
- make turns and fractions of turns; relate turns and angles
- use a circular protractor and a half-circle protractor to measure and draw angles
- use a transparent mirror to draw the reflection of a figure
- identify lines of symmetry, lines of reflection, reflected figures, and figures with line symmetry

Data and Probability

- use the statistical landmarks maximum and minimum
- display data with a line plot, bar graph, or tally chart

SCIENCE/HEALTH

PHILOSOPHY

The Pattonville science/health program is founded on the basis of exploring a few topics in depth rather than trying to cover a broad spectrum of material. Over the course of twelve years in Pattonville, a student will study many facets of science and health with an emphasis on activities and experiences. Scientific inquiry, the relevance of science to everyday life and science content focus the curriculum development.

The science curriculum is organized to show connections between various content fields of science. Each grade level spirals specific content to upper grades. Science content is also connected to other curricular areas and expands the Pattonville Literacy Project.

GOAL: Students will:

1. Develop a better understanding of the natural world;
2. Develop higher-order thinking skills by building a foundation of basic science/health processes and content.
and
3. Understand the relationship between science/health and their daily life.

OBJECTIVES

Science Processes that form the foundation for scientific inquiry and showing relevance to daily life:

- observe, describe, measure, classify, compare, communicate, scientific method, inferring, predicting and identifying variables

Science Content

- Earth Systems - weather and weathering, classification of rocks and minerals, fossils, soils and changing characteristics of the Earth's surface
- Life Systems - life processes, characteristics of plant and animal diversity, single celled organisms, heredity and adaptation, comparing fossils and living organisms
- Ecology - interactions of organisms lead to constant flow of matter and energy, changes in the environment can be beneficial or harmful

Health

- Safety and first aid
- Mental health
- Personal health
- Substance abuse
- Family life and sex education

SOCIAL STUDIES

PHILOSOPHY

The Pattonville School District realizes the importance of the social studies. In the fourth grade student will continue to understand their role and obligations as a citizen. This is accomplished by instruction in geography, history and economics. In addition, the fourth grade student will gain an understanding of the different regions of the U. S., as well as the history of the state of Missouri, its peoples and resources and its relation to the world. The Social Studies MAP is given in fourth grade and covers Social Studies learning from Kindergarten through fourth grade.

GOALS: Students will

1. learn and apply map and globe skills.
2. understand the characteristics of US regions and the economic interdependence between them
3. study Missouri history, its peoples and resources in a global setting.
4. realize the contributions of both men and women to the development of Missouri

OBJECTIVES

Government and Civic Values

- identify the functions of the three branches of U. S. government and compare to Missouri
- study the differences in powers between U.S./state/local governments
- learn basic principles of US documents (U.S. Constitution, Bill of Rights, Declaration of Independence)

History

- study the history and development of Missouri, with emphasis through post Civil War
- study the contributions of important individuals in Missouri to both state and national life
- research and report on a topic related to Missouri using multiple resources and technology

Economics

- study the economic interdependence of Missouri and US regions
- study basic economic concepts and economic decision-making

Geography

- study the five themes of geography as applied to Missouri and U.S. (regions)
- use map keys, directions, compass to explain and construct geographic information
- identify role of resources (human, natural or capital) in movement, settlement and communications patterns in Missouri

Social/Cultural

- study Missouri emphasizing its multi-cultural populations, and connections to the international community

INSTRUCTIONAL TECHNOLOGY

PHILOSOPHY

Pattonville School District believes that technology is an integral part of a quality educational program. Learning to utilize technology as a tool to analyze, communicate, design, and research, will ensure our students' success now and in future real life situations.

GOALS: Students will

1. demonstrate knowledge and utilization of computer equipment e.g. how to operate, correct terminology, troubleshooting problems, etc.
2. demonstrate knowledge and utilization of other computer related technology, e.g. CD-ROM, video discs, digital cameras, optical scanners, sound recording, etc.
3. demonstrate how to utilize various types of computer software e.g. content based, word processing, desk-top publishing, spreadsheet, data base, drawing, etc.
4. demonstrate how to incorporate computer technology into language arts, mathematics, science, social studies, music, art and physical education.
5. demonstrate knowledge and utilization of Internet resources.
6. demonstrate knowledge and utilization of electronic mail.
7. demonstrate correct touch-typing keyboarding technique.
8. demonstrate an understanding and compliance with ethical issues as they relate to computer technology.
9. develop an understanding of how computer technology is used in our society.

LIBRARY MEDIA

Library Media Services formally integrates library and research instruction with the communication arts and social studies curriculum guides. Library Media Specialists collaborate with teachers to infuse the appropriate learning into the core content areas. Library Media Specialists serve on curriculum development committees as a part of this process. This approach has the advantage of synthesizing classroom activities with information literacy skills that are appropriate to the immediate task. Further advantages include focusing on practical student needs, on-going collaboration with classroom teachers and scheduling for optimal learning.

Specific content and processes identified in the Grade-Level Expectations provide teachers and Library Media Specialists the necessary context for achieving measurable learner objectives. Two major areas of focus include Communication Arts: Information Literacy and Social Studies: Tools of Social Science Inquiry. Samples of specific projects and activities are identified in the pages that follow. All projects and activities requiring the participation of the school librarian are not listed given the amount of creativity and diversity necessary to meet the learning needs of all students in our schools. Clearly, teachers and Library Media Specialists collaborate and integrate library and research instruction through the use of the Grade-Level Expectations.

ART

PHILOSOPHY

The Pattonville School District is committed to an educational program that recognizes the importance of art in the curriculum. Fourth grade art will develop and enhance creativity, communication, expressing of ideas, understanding cultural diversity, and prepare for the future. These will be emphasized through instruction in processes, application, thinking skills, and equal opportunities to learn.

GOALS: Students will

1. acquire skills to develop ideas.
2. understand people have visually recorded experiences and ideas throughout time.
3. create more complex art work with greater attention given to own way of expression.
4. contrast and compare the functions, culture, and materials of art in society.
5. learn that creating and studying art can lead to careers.
6. continue acquired skills to next grade level.

OBJECTIVES

- use a variety of tools and processes
- expand upon idea elaboration
- mix intermediate colors
- use color to create focal points
- identify artist and/or styles
- identify/discuss purpose of visual images in TV, film, and advertising
- examine how environment is impacted by art objects
- use elements and principles of design in making and discussing art
- identify how art is used in careers.

PHYSICAL EDUCATION

PHILOSOPHY

The Pattonville School District recognizes that physical education is a vital part of today's education. The general goal of education and physical education is the same, the well-rounded development of students as responsible citizens. It provides each child with maximal opportunities for involvement in situations calling for motor, mental and emotional responses which will result in optimal and desirable modifications in skills, knowledge, attitudes and behavior.

GOALS: Students will

1. develop and maintain a suitable level of physical fitness and healthy lifestyle.
2. develop body management and motor skills for lifetime physical activity.
3. develop a knowledge of fitness, skill and safety concepts.
4. develop self-esteem, cooperation and sportsmanship.

OBJECTIVES

PHYSICAL EDUCATION (Continued)

Developmental Games/Activities

- demonstrate motor skills and rules knowledge of lead-up games
- cooperate effectively in small group relays utilizing locomotor and manipulative skills

Gymnastics

- demonstrate basic tumbling skills (cartwheel, headstand)
- perform fundamental apparatus movements:
 - parallel bars (support, swing, seat)
 - vaulting stand (vault and landing)

Personal Fitness

- exhibit an approved level of health related fitness
- count and record resting and exercise pulse rate

Rhythms/Dance

- demonstrate an individual line dance
- perform a square dance with a partner

Sports and Lifetime Activities

- demonstrate age appropriate proficiency in fundamental sport skills:
 - basketball (dribble, pass)
 - hockey (dribble, pass)
 - football (carry, pass)
 - soccer (dribble, trap)
 - softball (field, hit)
 - track (sprint, long jump)
 - volleyball (serve, volley)

GENERAL/VOCAL MUSIC

RATIONALE

The Pattonville School District recognizes elementary music as a basic and vital part of the child's education. It is a valuable and usable lifelong skill like reading, writing and mathematics. Music is a unique aesthetic art and is necessary in a child's education. Because music is an art that can be expressed in many ways, the child should have an equal opportunity to participate in all music experiences and activities to his/her highest level of competence. Public performance is an important experience, but not the primary focus. It is a natural extension of the music curriculum.

GOALS: Students will

1. develop positive attitude toward music.
2. acquire the essential elements of music literacy.
3. gain a deeper understanding of music and its relationship to other arts.
4. develop a respect for all people and their ethnic culture/customs.

COURSE DESCRIPTION:

Fourth grade students receive instruction in forty minute class periods twice weekly for a total of eighty minutes per week. Learning in music is an ongoing developmental process. Student progress is formally reported each year. Through singing, moving, playing, listening, reading and/or improvising, the child will acquire skills related to the musical elements of rhythm, melody, texture/harmony, form, tone color. The learner objectives are as follows.

- | | | |
|------------------------|---|---|
| • Rhythm | - | Identify and perform four sixteenth note patterns. |
| • Melody | - | Read the notes on the treble clef music staff. |
| • Harmony | - | Sing partner songs. |
| • Expressive Qualities | - | Identify and define fermata, decrescendo and crescendo. |
| • Form | - | Follow music with first and second endings. |
| • History | - | Differentiate between different folk music styles with application to specific historical time periods. |
| • Tone Color | - | Classify adult voices in soprano, alto, tenor and bass. |

CHARACTER*plus* EDUCATION

PHILOSOPHY

The Pattonville School District has developed a character education program, CHARACTER*plus* of Pattonville, in coordination with regional and national character education programs

Teachers have unique opportunities within their classrooms to directly affect how students learn to appreciate themselves, their classmates, their teachers and their families. The classroom environment that we create, both socially and emotionally, influences what the students learn about their relationship to the world at large. It is important that teachers consciously teach children to show positive attitudes, be responsible, and realize their potentials.

GOALS

The goal of CHARACTER*plus* is to integrate character education into the core curriculum and all aspects of the school environment. Listed below is a list of character traits identified by a committee of Pattonville parents and staff. The Character*plus* of Pattonville committee selects a trait to be highlighted each month.

- Cooperation
- Courage
- Discretion
- Goal setting
- Honesty
- Assertiveness
- Initiative
- Kindness
- Commitment
- Compassion
- Peace
- Integrity
- Respect
- Responsible decision-making
- Responsibility
- Self-control
- Self-esteem
- Patience
- Service
- Time management
- Perseverance
- Reliability



Michael A. Fulton, Ed. D.
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