

Learning Expectations

FOURTH GRADE

Dear Parents,

This curriculum brochure provides an overview of the essential learning students should accomplish during a specific school year. It is a “snapshot” of the instructional focus at a particular grade level.

The Literacy and Math learning expectations described in this brochure are based on the Common Core Learning Standards adopted by the Illinois Legislature in 2010. Science curriculum is aligned to the Next Generation Science Standards and were fully implemented during the 2016-2017 school year. Illinois Social Science Standards were fully implemented in 2017-2018. Fine Arts are based on the Illinois Learning Standards adopted in 2016. All District 89 students are expected to work toward mastery of these standards. To accomplish this goal, students at each grade level must build on the concepts and skills previously learned. Daily curricular plans, instructional strategies and assessment of student work are designed to help students make progress and meet or exceed the learning standards.

Parent awareness and support for the grade level expectations contribute to establishing an effective partnership between the home and school. Parents with questions about their child’s program are encouraged to contact their child’s teacher or principal for more information.

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English Language Arts

Building the stamina and skills to read challenging fiction, nonfiction, and other materials is fundamental in 4th grade. Your child will continue to learn about the world as well as build vocabulary skills by reading more complicated stories and poems from different cultures and a range of books on history, science, art, and music. Fourth grade students also will make important strides in their ability to explain plainly and in detail what a book says — both explicitly and what is implied from its details. By 4th grade, your child will be writing effective summaries, book reports, and descriptions of characters or events that use correct grammar and punctuation.

A Sample of What Your Child Will Be Working on in 4th Grade

- Describing the basic elements of stories — such as characters, events, and settings — by drawing on specific details in the text
- Paying close attention to key features of informational books and articles: these include understanding the main and supporting ideas; being able to compare and contrast information; and explaining how the author uses facts, details, and evidence to support particular points
- Comparing ideas, characters, events, and settings in stories and myths from different cultures
- Writing summaries or opinions about topics supported with a set of well-organized facts, details, and examples
- Independently conducting short research projects on different aspects of a topic using evidence from books and the Internet
- Paraphrasing and responding to information presented in discussions, such as comparing and contrasting ideas and analyzing evidence that speakers use to support particular points
- Reporting orally on a topic or telling a story with enough facts and details
- Writing complete sentences with correct capitalization and spelling
- Relating words that are common in reading to words with similar meanings (synonyms) and to their opposites (antonyms)

Talking to Your Child's Teacher

Keeping the conversation focused.

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 4th grade, these include:

- Comprehending a range of grade-level stories, poems, and informational texts such as biographies, articles, or guidebooks about history, science, or the arts
- Building understanding of relationships between words and nuances in word meanings — synonyms, antonyms, idioms — and using this knowledge to convey ideas precisely

Ask to see a sample of your child's work. Ask the teacher questions such as: Is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?

Additionally, here are some English Language Arts activities you can do with your child to support learning at home:

- Urge your child to use logical arguments to defend their opinion. If your child wants a raise in allowance, ask them to research commonsense allowance systems and, based on that research, explain reasons why, supported by facts and details.
- Talk about the news together. Pick one story in the news, read it together, and discuss with your child what it means. Keep books, magazines, and newspapers at home. Make sure your child sees you reading.

Mathematics

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In 4th grade

Students focus intensively on the three critical areas specified by the Common Core State Standards for Mathematics in Grade Four:

- Developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends
- Developing an understanding of fraction equivalence, addition, and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers
- 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

The first two units focus on multiplication and multiplicative thinking. Unit 1 reviews and extends multiplication work from third grade and examines factors and products, as well as prime and composite numbers. Unit 2 delves deeper as students explore and extend strategies, concepts, and models related to multi-digit multiplication. Unit 3 utilizes a variety of tools to model, read, write, compare, order, compose and decompose fractions and decimals.

Units 4, 6 and 7 focus on fractions, decimals, division, and more multiplication. Various models help students understand more about operations with fractions and fraction equivalence, as well as the relationship between fractions and decimals. Students also discover the relationships between multiplication and division as they see that many multiplication strategies also apply to division problems. They solve division problems with and without remainders and begin exploring multiplication and division of simple fractions.

Unit 5 focuses on geometry and extends students' understandings of area, volume, and symmetry. Students investigate, draw, and build two-dimensional shapes and the properties of those shapes to classify and analyze them. They also learn to use protractors to measure and construct angles.

Unit 8 integrates many key skills and concepts in the context of science and engineering by giving students the opportunity to design playgrounds. In the process, they generate and analyze data, and use a line plot to represent that data.

Talking to Your Child's Teacher

Keeping the conversation focused.

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 4th grade, these include:

- Doing arithmetic and solving word problems with multi-digit numbers
- Doing arithmetic and solving word problems with fractions

Ask to see a sample of your child's work. Ask the teacher questions such as: Is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?

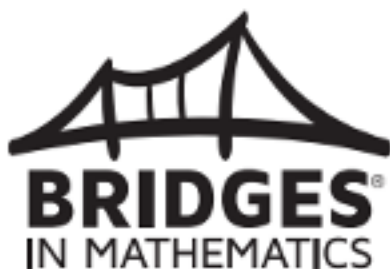
Additionally, here are some Math activities you can do with your child to support learning at home:

Look for "word problems" in real life. Some 4th grade examples might include:

- Ask your child to compare numbers using phrases like "times as much." For example, if the family cat weighs 8 lbs. and the family dog weighs 56 lbs., how many times as much does the dog weigh?
- Ask your child to help you compare fractional amounts — for example, if one recipe calls for $\frac{2}{3}$ of a cup of oil, but another recipe calls for $\frac{3}{4}$ of a cup of oil, which recipe calls for more oil? (In 5th grade, your child will learn ways to determine just how much more oil.)

Mathematics

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How Will My Child Learn Math This Year?

Your child's classroom will use Bridges in Mathematics second edition, a comprehensive curriculum for grades K–5. Bridges is a rigorous program designed to address the new math standards in a way that's enjoyable and accessible to all learners.

The curriculum focuses on developing in students a deep understanding of math concepts, proficiency with key skills, and the ability to solve new and complex problems. Learning activities tap into the intelligence and strengths all students have by presenting mathematically powerful material alive with language, pictures, and movement.

Students in a Bridges classroom talk about math, describe observations, explain methods, and ask questions. They are encouraged to find multiple ways to solve problems and show different ways of thinking. This is a vital way to help students build more flexible and efficient ways to solve increasingly complex problems. Hands-on activities engage them in exploring, developing, testing, discussing, and applying mathematical concepts.

How can families help?

Visit the Support for Families page on the Math Learning Center website, where you will find:

- Unit overviews that explain what your child will be learning
- Tips for helping your child with homework
- Links to more information about each grade level of Bridges
- Links to additional resources, including books and free online games

Support for Families
mathlearningcenter.org/families

How Is the Program Structured?

Bridges features a combination of whole-group, small-group, and independent activities that are problem centered.

Problems & Investigations

Problems & Investigations often begin with a problem posed to the whole class. Students think and work independently or talk in pairs before sharing and comparing strategies and solutions as a whole class. The teacher monitors and guides the class discussion to make sure that students understand important mathematical concepts.

Work Places

Work Places are engaging math exploration activities that reinforce key skills. The teacher observes and interacts to address students' need for support and enrichment.

Number Corner

Number Corner is a skill-building program that revolves around the classroom calendar and gives students an active role. They receive daily practice as well as steady encounters with broader mathematical concepts.

Homework

Home Connections assignments are sent home at the discretion of your child's teacher. At times, your child may bring home math games or activities for you to enjoy together, but the main role for parents is not to teach but to guide your student and take an interest in their work. You'll be receiving Unit Overviews throughout the year that explain the math concepts the class is currently focused on and suggest specific ways you may support your child.



The MATH LEARNING CENTER



Science

Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

Physical Science:

- 4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- 4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- 4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- 4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
- 4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that wave can cause objects to move.
- 4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
- 4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.

Life Science:

- 4-LS1-1. Construct an argument that plants, and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- 4-LS1-2. Use a model to describe animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways

Earth Science:

- 4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
- 4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
- 4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features.
- 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- 4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

Social Studies



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Students develop an understanding of American government, economics and how history, geography and social/cultural relations influence decisions and the development of a state and country. An in-depth study of Illinois provides a point of reference for fourth grade social studies.

Civics:

SS.CV.1.4: Distinguish the responsibilities and powers of government officials at the local, state, and national levels.

SS.CV.2.4: Explain how a democracy relies on people's responsible participation and draw implications for how individuals should participate.

SS.CV.3.4: Identify core civic virtues (such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives) and democratic principles (such as equality, freedom, liberty, and respect for individual rights) that guide our state and nation.

SS.CV.4.4: Explain how rules and laws change society and how people change rules and laws in Illinois

Geography:

SS.G.1.4: Construct and interpret maps of Illinois and the United States using various media.

SS.G.2.4: Analyze how the cultural and environmental characteristics of places in Illinois change over time.

SS.G.3.4: Describe some of the current movements of goods, people, jobs, or information to, from, or within Illinois, and explain reasons for the movements.

Economics:

SS.EC.1.4: Explain how profits reward and influence sellers.

SS.EC. 2.4: Describe how goods and services are produced using human, natural, and capital resources (e.g. tools and machines).

SS.EC.FL.3.4: Analyze how spending choices are influenced by price as well as many other factors (e.g. advertising, peer pressure, options).

SS.EC.FL. 4.4: Explain that income can be saved, spent on goods and services, or used to pay taxes.

History:

SS.H.1.4: Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.

SS.H.2.4: Using artifacts and primary sources, investigate how individuals contributed to and the founding and development of Illinois.

SS.H.3.4: Explain probable causes and effects of events and developments in Illinois history



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Fine Arts

The fine arts are an essential part of a child's education. In art and music classes, students begin to develop the language, skills and techniques of the arts. They create their own art and music and begin to understand how works of art and music are produced and how they provide a means for enjoyment and creative expression.

Art...

- Develop personal interests and ideas into art form.
- Utilize design principles in art production
- Analyze historical and contemporary works of art
- Explore media choices, processes, and tools in art production

Music...

- Demonstrate good vocal technique
- Perform in an instrumental ensemble
- Read and perform syncopated rhythm patterns
- Demonstrate an understanding of the lines and spaces on the treble clef staff
- Demonstrate good recorder technique
- Sing and play instruments in canon



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Health & Physical Education

Health and physical education help students develop the knowledge, skills and habits that can lead to life-long health enhancing behavior and activity.

- Demonstrate physical competency in a variety of motor skills and movement patterns
- Analyze various movement concepts and applications
- Demonstrate knowledge of rules, safety, and strategies during physical activity
- Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities
- Assess individual fitness levels
- Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan
- Demonstrate personal responsibility during group physical activities
- Demonstrate cooperative skills during structured group physical activity

Learning for Life

Addressing Student Differences

Children enter school with different abilities and different learning needs. The Learning Expectations brochures describe what an average learner is likely to accomplish by the end of a specific grade level. But not all students progress at the pace of a typical learner. Teachers recognize the need to modify, adapt or enrich the learning experiences of those students who are developing knowledge and skills at different rates. The District also provides support programs to address the diverse needs of students beyond the general classroom program of instruction. These programs include English as a Second Language, Challenge, Literacy and Math Skills, and Special Education.

Assessing Student Performance

Classroom learning experiences are designed to help students make progress toward meeting District 89 grade level expectations and the Illinois Learning Standards. Students receive teacher feedback on the accuracy and quality of their work in a variety of ways. Teachers assess student performance based on the level of mastery towards the learning standards.

Communicating Student Results

Each school and teacher have a system for communicating with parents about instruction and the behavioral and academic progress of students. School and classroom newsletters, websites and other print materials are sent home to give parents an on-going stream of information about current topics of study and classroom activities. Teachers rely on phone messages, e-mail, and personal notes to convey information about individual students. The comments and scores on graded work help parents gauge how well their child understands assigned tasks. Parent/teacher conferences are scheduled each November and at other times upon request. A Student Performance Report Card summarizes a child's performance in the classroom and in any support program in which they participate at the end of designated reporting periods at each grade level. These reports align with grade level expectations and State Standards.