

Windsor Public Schools' Elementary Directory

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CURRICULUM AT A GLANCE



GRADE 4

Windsor Public Schools
2009

CURRICULUM AT A GLANCE ***GRADE 4***

August 2009

Dear Families,

We are pleased to provide this updated *Curriculum at a Glance* for Grade 4. This booklet provides a quick view of the curriculum and expected student performances for Grade 4. Expected performances identify the specific knowledge and abilities from the broader curriculum that will be assessed. It is our expectation that every child will master each outcome. We believe that every child can and should learn at high levels. This belief recognizes that children have diverse needs, learn in different ways and rates, and have varied interests and experiences. We value and respect these differences. Working as a collaborative team of educational specialists, we will facilitate high-quality instruction for every child.

We recognize that to maximize each child's potential, Windsor families and staff must work as partners to create a respectful climate in which academic success is expected and the goal of lifelong learning is established. We look forward to working together so your child(ren) achieve(s) at high levels.

Sincerely,

Elementary Staff of the Windsor Public Schools

Elementary Literacy Coaches:

Clover	Carrie Canoni Susan Newcombe
J. F. Kennedy	Peggy Ellis Sally Hagan
Oliver Ellsworth	Sharon Sunega-Mooney Kathleen Zweiben
Poquonock	Mira Gnap Annette Rosca

Elementary Math Teacher Leaders:

Clover	Leanne Pratt
J. F. Kennedy	Nancy Dagenhart
Oliver Ellsworth	Ann Clark
Poquonock	Peggi Savage

Elementary Science Teacher Leader

Lisa Bress

LIBRARY MEDIA AND TECHNOLOGY

FINDING AND USING RESOURCES

- Alphabetize to the third letter.
- Use all sections of the library to find materials using classification numbers.
- Identify publisher and copyright as well as author, title and illustrator.
- Search the library catalog.
- Use online and print reference tools (including almanac) and begin to use basic keyword searching.
- Locate relevant information within a source and take notes using an organizer.
- Continue to use features such as table of contents, index, various text elements.
- Use information to answer questions, draw conclusions or summarize in their own words.
- Begin to cite sources using a simplified bibliography form.
- View and listens to media in order to learn specific information and ideas.

READING AND APPRECIATING LITERATURE

- Recognize multiple types of literature (e.g., realistic fiction, tall tales).
- Continue to select, read and respond to books on a regular basis.
- Continue to check out and return library materials.
- Describe the Newbery, Nutmeg and Coretta Scott King awards.

USING OTHER TECHNOLOGY SKILLS

- Use network accounts to access resources and save files.
- Begin to keyboard at a beginning level of speed and accuracy.
- Compose and edit text using a computer program.
- Create other computer products that combine writing and graphics (e.g., poster).
- Begin to present information using a computer program.
- Use specific computer programs to develop knowledge or skills.
- Demonstrate further understanding of acceptable and safe use of the Internet.

LANGUAGE ARTS

WORD RECOGNITION

- Know sounds for letter patterns common to multi-syllabic and low frequency words.
- Know wide range of prefixes and suffixes.
- Know content specific vocabulary.
- Use context to read and understand words with more than one pronunciation.
- Use letter sound correspondence, structural analysis, and analogy to decode unfamiliar words in all content areas.
- Read fourth grade vocabulary.
- Learn new words

COMPREHENSION

- Explain steps in a process.
- Summarize most important information from a variety of text genres.
- Describe and infer components of the setting, character traits, plot, conflict, and themes.
- Identify and explain elements of a variety of literary genres.
- Identify and explain the difference between first, second, and third person point of view.
- Make a variety of text connections.
- Make generalizations about topics after reading multiple texts.
- Identify and explain the author's use of onomatopoeia and metaphor.
- Recognize and discuss ethics, values and beliefs in texts.
- Synthesize information to extend meaning.

WRITING

- Write using description.
- Compose writing pieces using narrative and expository structure.
- Write in a variety of genres.
- Use process writing: brainstorming, drafting, revising, editing, publishing.
- Use appropriate capitalization and punctuation.
- Spell words correctly in daily writing.

MATHEMATICS

MATHEMATICAL THINKING AND TOOLS

- Learn and use problem-solving strategies to organize, explain, write and solve problems.
- Identify needed and extraneous information in story problems.
- Demonstrate calculator skills in computing numbers.
- Use estimation strategies to determine and justify the reasonableness of an answer.

NUMBER SENSE AND OPERATIONS

- Use place value models, diagrams, pictures, number patterns and number lines to identify, order, round and compare the magnitude of 2-, 3-, and 4-digit whole numbers.
- Solve or estimate a reasonable answer to problems involving whole numbers and money amounts.
- Maintain fluency with basic multiplication facts for all factors 0 - 9.
- Acquire fluency for division facts 1-9.
- Multiply 2- and 3-digit numbers by 1-digit with and without regrouping.
- Identify the appropriate number sentence or operation to solve story problems.
- Write story problems to match a given addition, subtraction, or multiplication sentence.

FRACTIONS AND DECIMALS

- Relate fractions, equivalent fractions, mixed numbers and decimals to pictures.
- Label and shade fractional parts to regions and/or sets.
- Add and subtract fractions with like denominators.
- Estimate the magnitude of decimals and money amounts.
- Compare and order fractions and decimals.

MEASUREMENT, TIME AND MONEY

- Identify appropriate metric or customary units of measure for a given situation.
- Estimate lengths and areas by comparing
- Measure lengths and draw lines to nearest half-inch or centimeter.
- Solve problems involving the elapsed time (5 minutes increments) and calendar.
- Identify a reasonable answer to a problem including estimating change to \$10.00.
- Estimate, measure and determine area and perimeter.

RESPONSIBLE BEHAVIOR DURING PHYSICAL ACTIVITY

- Work cooperatively and productively with a partner or group as well as independently by staying on-task for short periods of time.
- Utilize safety principles in activity situations.

RESPECT FOR DIFFERENCES

- Cooperate with peers with disabilities and those of different gender or ethnicity in a physically active setting.
- Work cooperatively with both more and less skilled peers during activities.

OPPORTUNITIES PROVIDED THROUGH PHYSICAL ACTIVITIES

- Enjoy the practice of activities to increase skill competence.
- Use physical activities as a means of self-expression.



PHYSICAL EDUCATION

MOVEMENT FORMS

- Demonstrate mature form in all locomotor patterns and selected manipulative and non-locomotor patterns.
- Combine skills in applied settings.

APPLYING MOVEMENT CONCEPTS

- Recognize general characteristics of a movement that can be applied to a specific setting (e.g., changing direction of running in a basketball activity).
- Apply critical elements to improve personal performance in fundamental and selected specialized motor skills.

EXHIBITING A PHYSICALLY ACTIVE LIFESTYLE

- Choose and participate regularly in physical activities for the purpose of improving health and skill.
- Identify the benefits of regular physical activity.
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ACHIEVING A HEALTHY LEVEL OF FITNESS

- Engage in sustained physical activity increasing the heart rate and breath intake.
- Recognize physiological indicators that accompany moderate to vigorous physical activity (e.g., effects of increased heart rate).

GEOMETRY

- Identify, describe and draw 2– dimensional geometric shapes and figures.

GRAPHING, PROBABILITY AND STATISTICS

- Create bar graphs, point graphs and pictographs from given data.
- Draw reasonable conclusions from graphs, tables and charts.
- Solve problems involving probability.
- Solve or complete open-end, multi-step problems.

PATTERNS

- Extend patterns involving whole numbers and attributes and state rules for given patterns.
- Identify the missing term in patterns.

ALGEBRA

- Solve simple one-step algebraic equations.

SOCIAL STUDIES

GOVERNMENT/CIVICS

- Develop and understand decision-making and problem-solving, listening, speaking, and personal and group interaction skills.
- Begin understanding of democratic process and three branches of government.
- Explain the meaning and important characteristics of citizenship in the United States.
- Explain the importance of taking an active role in political leadership and public service in their school and community.
- Explain the purposes of laws and the ideas and principles that make just laws.

GEOGRAPHY

- Recognize, compare, and label continents and major bodies of water around the world.
- Compare and contrast major regions of the United States.
- Explain how human and natural processes shape places.
- Describe how places and regions change and are connected.
- Identify and label states and capitals.
- Use latitude and longitude to locate places.
- Use a map key to interpret information.
- Compute distance and scale.

HISTORY

- Develop historical thinking skills and chronological thinking.
- Develop an awareness of current events.
- Recognize that historians learn about the past utilizing primary and secondary sources.
- Understand that the U.S. is a nation of immigrants.
- Cite examples of diverse cultural influences in regions of the United States.
- Explain reasons why people have moved throughout history.

ECONOMICS

- Describe how exchange of goods and services benefit all parties involved and create interdependence among people in different places.
- Explain how natural resources impact settlement and occupations.

SCIENCE

FORCES AND MOTION

- Demonstrate that a force can cause an object to start moving, stop, or change speed or direction.
- Design and conduct experiments to determine how the motion of objects is related to the mass of the object and the strength of the force applied.
- Describe how friction forces caused by air resistance or interactions between surface materials affect the motion of objects.

MAGNETS AND ELECTRICITY

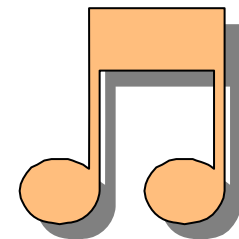
- Construct complete (closed) and incomplete (open) series circuits in which electrical energy is transformed into heat, light, sound and/or motion energy.
- Draw labeled diagrams of complete and incomplete circuits and explain how necessary components must be arranged to make a complete circuit.
- Develop a method for testing conductivity, and analyze data to generalize about which materials are good electrical conductors and which are good insulators.
- Observe magnetic effects associated with electricity and investigate factors that affect the strength of an electromagnet.

LISTENING/EVALUATING

- Describe the function of the G clef staff.
- Distinguish consonance and dissonance.
- Describe musical elements using appropriate terminology.
- Demonstrate through movement, an understanding of inner hearing of phrase lengths.
- Apply criteria for evaluating performances and explain personal preference using appropriate music terminology.
- Identify similarities and differences in the meanings of common terms used in the various arts.
- Demonstrate appropriate audience behavior.
- Identify and describe roles of musicians in various settings and cultures, (e.g., work songs).
- Identify by function or style, aural examples of music from various historical periods and cultures.

UNDERSTANDING CULTURE/HISTORY

- Make connections between music and other disciplines.
- Identify similarities and differences in the meanings of common terms used in the various arts.
- Demonstrate appropriate audience behavior.
- Identify and describe roles of musicians in various settings and cultures, (e.g., work songs).
- Identify by function or style aural examples of music from various historical periods and cultures.



MUSIC

SINGING

- Sing songs independently, including rounds, partner songs, and a varied repertoire of unison songs.
- Demonstrate good breathing techniques, accurate pitch, vocal range extension, correct use of vowels and consonants, and good tone quality.

PERFORMING/IMPROVISING

- Play more difficult melodies on a xylophone.
- Play percussion instruments using appropriate technique.
- Begin playing recorders, using correct fingerings, good hand position, and appropriate timbre.
- Improvise “answers” in the same style to given rhythmic and melodic phrases.
- Begin to improvise simple rhythmic variations on familiar melodies.

COMPOSING

- Create short songs and instrumental pieces using specified guidelines.

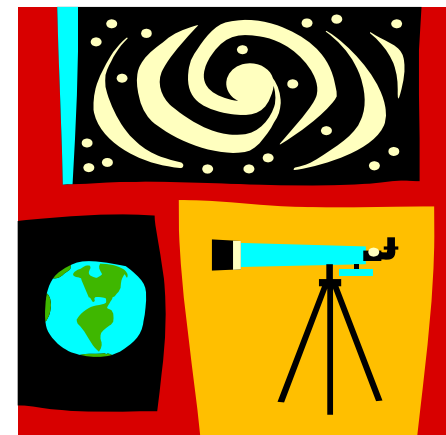
READING/NOTATING

- Notate melodic movement by step, skip, and repeated notes.
- Read treble clef lines and spaces.
- Read quarter notes, eighth notes, half notes, whole notes, dotted half notes, and rests.

- Describe materials that are attracted by magnets.
- Investigate how magnets react with other magnets and analyze findings to identify patterns in the interactions between north and south poles of magnets.

WATER CYCLE AND EROSION

- Describe the role of the sun’s energy (e.g., heating and cooling) in the continuous cycling of water between the earth and the atmosphere through evaporation, condensation and precipitation.
- Use models to demonstrate that topography causes precipitation landing on earth to move in streams and rivers from higher to lower elevations.
- Design and conduct simple investigations to determine how moving water (flowing downhill or in ocean waves) causes changes to the land, the coastline or the course of a stream or river.
- Present evidence to support a scientific claim about the relationship between the amount and speed of moving water and the size of earth materials moved (e.g., silt, pebbles, boulders).



PERSONAL HEALTH

PERSONAL DEVELOPMENT AND SAFETY

- Study effects of drugs on the mind and body.
- Practice decision-making and refusal skills.
- Become informed on personal responsibility for prevention of communicable and non-communicable diseases.
- Become informed of responsibility for personal safety.
- Understand tools of conflict resolution and peer mediation.
- Reflect on desirable character traits and how to demonstrate them.

ART

MEDIA, TECHNIQUES, AND PROCESSES

Understand, select and apply a variety of media, techniques and processes, including: ceramics (combined forms), drawing (contour, constructive), fiber arts (weaving), painting (applications), and printmaking (relief).

ELEMENTS AND PRINCIPLES OF ART

- Understand and apply the elements of art: color, line, space, shape/form, and texture, and some of the principles of art: balance, contrast, repetition, dominance, variety, proportion, and movement.

CONTENT

- Consider, select and apply a range of different subject matter, symbols and ideas when studying and creating art to communicate ideas.

ART HISTORY AND CULTURES

- Begin to understand visual art in history and in different cultures that includes representational, abstract, and non-objective art.

REFLECTING AND RESPONDING TO ART

- Describe, analyze, interpret, and evaluate their art and art of others using grade level visual art terminology.

CONNECTIONS TO OTHER SUBJECT MATTER AND EVERYDAY LIFE

- Make connections between visual arts and other subject matter and daily life including math (symmetry), language arts (writing-descriptive, narrative), science (habitats), social studies (land forms), music (movement), and physical education (body movement, form/function).

