

VIRGINIA BEACH CITY PUBLIC SCHOOLS

FOURTH GRADE

PARENT/STUDENT COURSE INFORMATION



DEPARTMENT OF TEACHING AND LEARNING

Dear Parents:

The purpose of this guide is to provide you with insight into the instructional program and learning expectations for your child. The guide contains the emphasis of instruction for each subject area. The instructional program focuses on the Virginia Beach objectives which include the Virginia Standards of Learning (SOL). Please take time to become acquainted with the helpful information in this guide.

Your interest and involvement in your child's education promotes positive attitudes toward learning, enhanced academic achievement and emotional well-being. We are excited about the opportunity to join you in providing the best possible education for your child.

Thank you for your careful review of this guide. If you have any questions, please contact your child's teacher.

Sincerely,
Department of Teaching and Learning

Using the Guide

The contents of this guide provide information about the elementary instructional program. The following are recommendations for using the *Parent/Student Course Information*.

- Become familiar with the introduction and the objectives for each subject area, as well as the overview provided for additional resources
- Refer to the guide as you prepare for conferences with your child's teacher
- Use the guide to promote conversation about your child's classroom learning and homework assignments

Invite Success

It is important that the following practices, critical for school success, be established and reinforced at home. Parents should encourage the following behaviors from their children.

- Attend school regularly
- Eat well, exercise regularly and get enough sleep
- Put forth his/her best effort
- Listen attentively
- Select an appropriate study place and develop a consistent study routine
- Have available necessary supplies
- Be prepared and organized
- Plan ahead
- Read for fun and information

General Information

Elementary Guidance Program

Each elementary school offers a comprehensive and developmental counseling program that is an integral part of the total educational program designed to promote the academic, social and career development of all students. As an essential part of the instructional program, school counseling helps to build a foundation for student learning and academic success. Certified school counselors provide a variety of services, including classroom guidance; crisis intervention; individual and group services; support for parents, teachers and administrators; and coordination of services with outside agencies.

Parent/Student Handbook

Each school's parent/student handbook is sent home at the beginning of the school year. It contains general information about the school's program, the school division calendar, availability of school services and materials, regulations and general guidelines.

Report Cards

The Report Card formally advises parents of their child's proficiency. It is issued four times a year. Other informal progress reports are sent home at regular intervals. In addition, parents who register for the online Parent Portal can monitor their children's progress throughout the year.

Language Arts

The fourth grade language arts program focuses on the broad areas of communication, reading, writing and research. Students will be introduced to a wide variety of fiction and nonfiction literature which will serve as a basis for instruction and practice in phonics, vocabulary, comprehension, fluency and writing.

Reading and Responding to Literature

- Apply knowledge of word study to expand vocabulary when reading
- Read and demonstrate comprehension of fictional texts, narrative nonfiction texts and poetry
- Read and demonstrate comprehension of nonfiction texts

Written Communication and Research

- Write for a variety of purposes, including to inform, to explain, to describe, to defend an opinion and to tell about a personal experience
- Edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure and paragraphing
- Demonstrate comprehension of information resources to research a topic

Communication: Speaking, Listening and Media Literacy

- Use effective communication skills in a variety of settings
- Make and listen to oral presentations and reports
- Learn how media messages are constructed and for what purposes

Mathematics

The fourth grade mathematics program allows students to examine place value of whole numbers and decimals as they expand their understanding of the Base-10 number system. Students use their knowledge and fluency with basic facts to become more efficient problem solvers. Comparisons between fractions and decimals and an examination

of their equivalent forms are explored. Students identify equivalent measurement units within the U.S. customary or metric systems and estimate as well as measure using various units. Opportunities to explore polygons and three-dimensional figures along with categorizing transformations of plane figures will be provided. Students will analyze categorical data and look at continuous sets of data and represent them graphically. Students represent the probability of simple events as a value and predict the likelihood of an event occurring. Students will further their understanding of algebraic properties of equality with numbers and deepen their understanding of repeating and growing patterns.

Numeration and Computation

- Understand the ways of representing whole numbers and rational numbers and the relationships that exist among these numbers and number systems
- Understand the meanings of addition, subtraction, multiplication and division and compute using whole numbers and rational numbers

Geometry and Measurement

- Understand measureable attributes of objects and events, units of measure and systems of measurement and apply appropriate techniques and tools to determine measurements
- Analyze characteristics and properties of plane (two-dimensional) and solid (three-dimensional) geometric shapes
- Apply geometric transformations to analyze mathematical situations

Probability and Statistics

- Create questions and construct answers by collecting, organizing and displaying data
- Understand and apply basic concepts of probability

Patterns, Functions and Algebra

- Understand a variety of patterns
- Represent and analyze mathematical situations and structures using algebraic symbols

Science and Social Studies

In fourth grade science and social studies, students use the process of inquiry to evaluate information and establish arguments supported by evidence through the exploration of the relationship between physical geography and earth science. The objectives stress the importance of using the inquiry process to explore the world. These skills include observing, asking questions, measuring, classifying, inferring, predicting, analyzing data and validating experimental results. Questioning and hypothesizing become more detailed. The importance of the physical geography of Virginia is emphasized throughout the units.

Scientific Investigation

- Demonstrate an understanding of inquiry, using knowledge gained to analyze data and make reasoned conclusions

Earth, Moon, Sun Relationships

- Understand the organization of the solar system and the relationship among Earth, the moon and the sun

Geography and Weather

- Understand physical geography and its relationship with weather

Earth Resources

- Understand important natural resources on Earth and in Virginia

Land and Ocean Ecosystems

- Understand the interactions of plants, animals and nonliving components in an ecosystem

Structure of Earth

- Understand the structure of Earth and how it is constantly changing

Physical Relationships in Virginia

- Understand the physical landscape of Virginia

Health and Physical Education

The fourth grade health and physical education objectives reflect the National Health Education Standards and the Virginia Standards of Learning.

Instruction reinforces the Standards of Learning in the core subject areas.

Motor Skill Development

- Expand and apply movement skills to modified games and physical activities to include overhand throw/catch with a partner while moving, overhand throw to a target for distance, dribbling and passing soccer ball while moving, dribbling with non-dominant/non-preferred hand, catching thrown objects, striking a ball with short-handled and long-handled implement and underhand volley/strike
- Create and perform a continuous educational gymnastic sequence
- Create and perform a partner dance sequence
- Demonstrate the use of pacing, speed and endurance in a variety of activities.
- Demonstrate the ability to self-pace in a cardiovascular endurance activity.
- Provide appropriate feedback to a peer to improve performance.
- Create and perform a jump-rope routine (self-turn or long rope).

Fitness Planning

- Create a plan to meet the daily requirement for physical activity, rest and sleep; identifying activities that can be done at school or home
- Describe the components of health-related fitness, list associated measurements and create a SMART (specific, measurable, attainable, realistic, timely) goal for at least one health-related component of fitness to improve or maintain fitness level
- Analyze baseline and post-fitness testing results, and reflect on goal progress/attainment data from a standardized health-related criterion-referenced test
- Explain the FITT (frequency, intensity, time and type) principle.
- Explain the importance of warming up and cooling down

Anatomical Basis of Movement

- Describe the major components of the cardiorespiratory system to include heart, lungs, blood vessels and radial/carotid pulse
- Identify the concept of closing space during movement sequences

- Identify major muscle groups and the major components of the skeletal system
- Identify the bones and muscles needed to perform one fitness activity and one skilled movement.

Social Development

- Define etiquette and demonstrate appropriate etiquette and application of rules and procedures
- Identify and demonstrate conflict-resolution strategies for resolving disagreements
- Identify a group goal and the strategies needed for successful completion while working productively and respectfully with others
- Define integrity and describe the importance of it in a physical activity setting

Energy Balance

- Explain the role of moderate to vigorous physical activity (MVPA) for energy balance
- Evaluate the importance of balance, variety and moderation in a meal plan and the importance of different hydration choices
- Determine how the sugar content, salt content and serving sizes for a variety of foods and beverages affect health
- Calculate the number of calories per gram of fat (9), protein (4) and carbohydrates (4)
- Describe how the body uses each macronutrient (fat, protein, carbohydrates)

Personal Health

- Describe how sleep affects your mood and academic performance
- Compare and contrast communicable and non-communicable diseases
- Identify effective communication skills to resist/refuse peer pressure on use of alcohol, tobacco, inhalants and other drugs.
- Explain the health consequences of not following safety practices
- Describe health concepts and behaviors that prevent injury during fire, tornado, earthquake, lightning storm, or other disaster drills

Technology

The fourth grade technology proficiencies offer children a variety of instructional technology

experiences. All technology experiences are to be integrated into curricular activities, emphasizing the use of technology as a tool for learning.

Creativity and Innovation

- Digitally design and create illustrations and graphic organizers depicting ideas and abstract concepts as a means of expression and communication
- Produce media-rich products related to curriculum content (e.g., digital stories, web pages, presentations, etc.)
- Interact with simulations to explore developmentally-appropriate concepts
- Use digital tools to gather data, examine patterns and make predictions

Communication and Collaboration

- Demonstrate the use of digital tools for communication (e.g., word processing, spreadsheets, databases, graphics software, podcasts, wikis, blogs, etc.)
- Write, revise and share digital products (e.g., compositions, brochures, postcards, presentations, digital stories, etc.)
- Participate in age-appropriate learning activities with learners from multiple cultures
- Collaboratively plan, create and present digital products that contribute to the learning of others

Research and Information Fluency

- Utilize a research/problem-solving process when using digital tools to seek knowledge for personal or academic purposes
- Use appropriate electronic resources to access information (i.e., electronic resources and subscription databases)
- Locate and collect information for a specific purpose using teacher-created “jump pages” and web-based bookmarking tools
- Use simple electronic search techniques
- Evaluate information found in electronic resources on the basis of accuracy, relevance, validity, appropriateness for needs, importance and social and cultural context
- Identify misconceptions, conflicting information and point-of-view or bias from a variety of electronic sources
- Organize and record information using a variety of visual formats/technology tools

Critical Thinking, Problem Solving and Decision Making

- Conduct investigations using digital instruments or measurement devices
- Utilize digital tools to plan, organize, manage and visually represent information and ideas
- Use electronic tools to collect, organize and analyze data; solve authentic problems; draw conclusions; and/or report results
- Utilize and access interactive digital games and simulations for construction of knowledge

Digital Citizenship

- Comply with the school division's Acceptable Use Policy by demonstrating the responsible and ethical use of technology systems and software
- Recognize, discuss and demonstrate internet safety principles (i.e., do not share passwords, do not share your name, age or location while online; ask an adult before using the computer; tell an adult when you feel threatened or scared; use the internet responsibly)
- Demonstrate the cooperative and collaborative use of technology
- Demonstrate the basic principles of ownership of ideas and original works and follow copyright laws
- Cite electronic sources when given a template or model
- Recognize, discuss and demonstrate an understanding of appropriate, ethical and socially responsible electronic communication
- Recognize and discuss the potential consequences of responding to online advertising, surveys and contests
- Practice injury prevention by using appropriate posture when using a computer

Technology Operations and Concepts

- Use developmentally appropriate computer and troubleshooting skills
- Demonstrate basic keyboarding skills including the use of both hands on the keyboard and awareness of the location of special keys and their purposes
- Communicate about technology using developmentally appropriate and accurate terminology
- Select and effectively utilize appropriate digital tools for a variety of tasks (e.g., wikis, blog,

word processing, spreadsheet, database, multimedia, graphics software, etc.)

- Explore existing and emerging technologies and their effects on individuals, society and the global community
- Demonstrate the ability to log onto a network; locate, retrieve and save files to and from a variety of locations

Essential Information Literacy Skills (EILS)

The fourth grade Essential Information Literacy Skills (EILS) enhance student experiences for developing skills in information literacy, independent learning and social responsibilities. These skills are achieved through the collaboration of the classroom teacher and the library media specialist (LMS).

Inquire, think critically and gain knowledge

- Utilize a research/problem-solving process in seeking knowledge for personal and academic purposes (e.g., Big 6, I-Search, etc.)
- Use prior and background knowledge as context for new learning
- Develop and refine questions to guide the research process
- Identify a variety of potential sources of information for a given purpose
- Use the library classification system to effectively differentiate between and utilize sections of the library media center
- Utilize the online catalog, subscription databases and other electronic sources to locate materials for research and personal use
- Select and evaluate the appropriate source for a given purpose
- Utilize search strategies as needed when locating materials or information
- Demonstrate the ability to use information from a variety of print and electronic sources such as dictionary, index, glossary, thesaurus, encyclopedia, almanac and atlas
- Evaluate information found in selected sources on the basis of accuracy, relevance, validity and appropriateness for needs, importance and social and cultural context
- Collaborate with others to broaden and deepen understanding

- Identify misconceptions, conflicting information and point of view or bias from a variety of sources

Draw conclusions, make informed decisions, apply knowledge to new situations and create knowledge

- Summarize, analyze and synthesize information from a variety of sources
- Organize and record information using a variety of visual formats/technology tools
- Use technology and other tools to create products demonstrating application and creation of knowledge
- Collaborate with others to exchange ideas, develop new understandings, make decisions and solve problems

Share knowledge and participate ethically and productively as members of our democratic society

- Show social responsibility by working collaboratively with others
- Use writing and speaking skills to share knowledge with others
- Use technology and other tools to share knowledge with others
- Reflect on and evaluate the quality of the learning process and product
- Connect learning to community issues
- Recognize the importance of citing sources
- Provide citation information when given a template
- Understand and explain the meaning and consequences of plagiarism
- Use Internet appropriately and safely as a means of personal and academic learning and the respectful exchange of ideas and products
- Comply with the school division's Acceptable Use Policy

Pursue personal and aesthetic growth

- Select, read and use appropriate books and other sources of information for personal growth and pleasure
- Recognize and respond to a variety of genres
- Recognize and respond to a variety of poetic forms
- Use information tools (e.g., databases, bookmarks, wikis, blogs, etc.) to gather, organize and share information

Art

The elementary art program is designed as a concept-based, sequential curriculum that makes connections between art and life through the disciplines of art history, art production, aesthetics and art criticism and the core curriculum.

Art in the fourth grade develops an understanding of the disciplines of art history, art criticism, aesthetics and production. The study of art in the fourth grade develops concepts and skills essential to appreciating art and understanding cultural heritage. Through learning and creating, the students examine historical and contemporary arts and crafts. Elementary art focuses on skills needed to become an informed consumer and producer of art. Students participate in an art class each week that is taught by an art teacher.

Inquiry, Critical Thinking, Problem Solving and Communication

- Apply universal concepts to art making
- Explore the role of the artist in society
- Explore the many reasons why people make art
- Expand vocabulary for explaining the nature of art
- Expand an appreciation for the artistic choices of others
- Recognize the value of an informed opinion for understanding artworks
- Appropriately connect artworks to time and place
- Relate artwork to important historical events and ideas
- Compare and contrast the functions of artworks
- Raise thoughtful questions about the relationship of art to time, place and culture
- Make appropriate comparisons between artworks of different times, places and cultures
- Describe artworks in a perceptive manner
- Use an increasingly sophisticated vocabulary for describing and interpreting artworks
- Develop skills for interpretation of artwork with persuasive evidence
- Construct more than one interpretation of an artwork
- Raise significant questions about artworks
- Use personal ideas in an innovative manner

- Demonstrate inventive use of various materials, techniques and tools
- Apply prior knowledge of elements and principles in making effective visual choices
- Demonstrate individual responsibility for the proper care of art materials and tools
- Demonstrate increasing mastery of art-related motor skills
- Communicate a wide range of moods and emotions through artwork
- Develop self-assessment skills for evaluating artwork
- Explain and use the steps of the artmaking process
- Investigate art and cross-curricular connections
- Explore existing technologies and their effects on artists and artmaking

Music

The standards for Grade Four General Music emphasize a deeper understanding of musical concepts, including singing, playing instruments, listening, creating, composing and performing. Students begin to study the recorder. Students continue to expand their knowledge of orchestral instruments and music from various cultures. Students gain understanding of music styles and listen to, analyze and describe music. Students participate in a music class each week that is taught by a music specialist.

The elementary music program incorporates the Virginia Standards of Learning for Music and the National Coalition for Core Arts Standards and reinforces instruction in specific core Standards of Learning.

- Read and notate music on the treble staff, including steps, leaps and repeated pitches, and dotted quarter note followed by eighth note
- Read hexatonic melodies
- Read two-pitch accompaniment patterns
- Define and explain simple meter time signatures
- Identify dynamic markings
- Sing treble clef melodies in tune, expressively and with clear/head tone within the range of an octave

- Perform rhythmic patterns that include dotted quarter notes followed by eighth notes
- Sing songs and play pitched and non-pitched instruments alone and with others, in two-part ensembles, using appropriate and expressive vocal and instrumental techniques
- Play the recorder
- Accompany songs and chants, using I, IV and V chords
- Respond to music with expressive movement, demonstrating rondo form, choreographed and non-choreographed movements, dances from a variety of cultures and mood and contrast dramatizations
- Create by improvising rhythms and phrases
- Recognize composers and compositions from four different periods of music history
- Listen to and describe music from a variety of world cultures
- Examine how music from popular culture reflects the past and influences the present
- Demonstrate behaviors appropriate to different types of events/situations in which music is performed
- Compare the relationships between music and other fields of knowledge
- Create by composing, using contemporary media and technology
- Distinguish major and minor tonalities
- Describe performances and compositions using a variety of criteria to construct feedback
- Classify characteristics that lead to success as a musician
- Explain personal preferences for musical works and performances, using music terminology
- Explain how criteria used to value music varies from culture to culture
- Describe the influence of personal beliefs on responses to music

Gifted

The school-based program for gifted education is grounded in the content of the regular curriculum but is differentiated, modified and expanded to provide appropriate learning challenges for students identified for gifted services. The gifted resource teacher in each school works collaboratively with each cluster teacher to differentiate curriculum and

instruction to meet the needs of gifted learners. Opportunities are provided for students through flexible grouping, independent study and whole group instruction as teachers enhance creative, critical and logical thinking skills; use problem-solving strategies; strengthen communication skills; and enhance positive attitudes. For further information, contact the Office of Programs for Exceptional Children at 263-1405.

Gifted Dance Education and Gifted Visual Arts Programs

The Gifted Dance Education and Gifted Visual Arts Programs provide sequential skills and concept development for students identified as gifted in the areas of visual arts or dance. As a result of the visual arts or dance program, students will develop advanced skills and process in the art form, acquire knowledge in the history and careers of the fields, use advanced thinking and communication skills and demonstrate personal growth. Students participating in these programs attend Old Donation School one day a week. Applications are due in early February. For further information, call Old Donation School at 648-3240.

Old Donation School

Old Donation School is a full-time school for intellectually gifted students in grades two through eight. Students must apply to Old Donation School, be accepted and demonstrate Virginia Beach residency in order to attend. Applications are due in early February. Contact the guidance office at 757-648-3267 for program and application information. The curriculum at Old Donation School is designed to provide students with the depth and complexity necessary to challenge and stimulate the mind of the intellectually gifted student. Instruction is differentiated to meet the diverse needs of all students.

Academic Support

Academic support programs are designed to strengthen and improve the achievement of students who would benefit from additional academic

assistance. These programs are available to students in grades kindergarten through twelve. Academic support goals are established for eligible students, and student progress is monitored. For further information, call the principal of your child's school.

Special Education

Special education is specially designed instruction, at no cost to the parent, to meet the needs of a student with a disability as described in the Individuals with Disabilities Education Act of 2004 (IDEA) and the Regulations Governing Special Education Programs for Children with Disabilities in Virginia. Through a process of identification, evaluation and eligibility determination, students determined to require special education and related services are provided instruction as delineated in the individualized education program (IEP).

The IEP is developed through a collaborative process between parents, teachers, administrators, other service providers and students, when appropriate. An IEP is implemented according to the agreed upon services once written parental consent is obtained. For further information about special education, the process and/or delivery of services, please contact the Parent Support and Information Center at 263-2066.

English as a Second Language

The grades 1-5 English as a second language (ESL) program supports grade-level science Virginia Standards of Learning (SOL).

The goal of the ESL program is to teach English to English learners so that they may acquire the language communication skills and academic language necessary to participate successfully in the mainstream classroom. Instruction is designed to meet the needs of students at various levels of English proficiency. Language and culture taught in the ESL program reinforce skills and concepts taught in the standard curriculum. For further information concerning ESL, contact the Title III coordinator for English learners, Department of Teaching and Learning, at 263-1461.

MISSION STATEMENT

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

Aaron C. Spence, Ed.D., *Superintendent*

DEPARTMENT OF TEACHING AND LEARNING
2512 George Mason Drive • P. O. Box 6038 • Virginia Beach, Virginia 23456-0038

Notice of Non-Discrimination Policy

Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/ gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 4-6, 4-43, 5-7, 5-19, 5-20, 5-44, 6-7, 7-48, 7-49, 7-57 and Regulations 4-4.1, 4-4.2, 4-6.1, 4-43.1, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, counseling services, physical education and athletic, vocational education, instructional materials and extracurricular activities.

To seek resolution of grievances resulting from alleged discrimination or to report violations of these policies, please contact the Title VI/ Title IX Coordinator/Director of Student Leadership at (757) 263-2020, 1413 Laskin Road, Virginia Beach, Virginia, 23451 (for student complaints) or the Section 504/ADA Coordinator/Chief Human Resources Officer at (757) 263-1133, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (for employees or other citizens). Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Laskin Road Annex, 1413 Laskin Road, Virginia Beach, Virginia, 23451.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write the Department of Teaching and Learning, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD).

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CIE-0004 (Revised 8/17)