Worthington Schools

What to Expect in
4th Grade

Purpose of the Grade Level Guide

- Provide parents with a general overview of the content taught at each grade level
- Provide information regarding the district instructional materials used to teach the content
- Provide parents with a general overview of the intellectual, social, physical, and emotional characteristics of a child at this grade level
- List resources that can be used to gain additional information regarding Worthington's Learning Standards in ELA, Math, Science, and Social Studies
- Provide resources to assist parents in supporting their child's learning
- Provide district contacts to whom questions can be directed

Communication with Parents

Communication regarding a student's program and progress in learning comes in many different ways and forms throughout the year. The chart below best describes the total "Communication Pie." The Grade Level Guide is one "slice" of the pie. It is intended to give you a snapshot of what to expect at each grade level and resources to help you gain more information about Worthington's Learning Standards for ELA, Math, Science, and Social Studies.

- **PROGRAM INFORMATION**
  - ✓ Ohio Academic Content Standards
  - ✓ Graded Courses of Study
  - ✓ Grade Level Guides
  - ✓ Course Handbooks
  - ✓ Structured Literacy Approach
  - ✓ Newsletters
  - ✓ Websites

- **INDIVIDUAL COMMUNICATIONS**
  - ✓ Phone Calls
  - ✓ Student Plan Books
  - ✓ Email
  - ✓ Assessed Student Work

- **STUDENT/PARENT/TEACHER CONFERENCES**
  - ✓ Goal Setting
  - ✓ Progress Reporting
  - ✓ Intervention Plans

- **FORMAL PROGRESS REPORTS**
  - ✓ Trimester Reports
  - ✓ Student/Parent/Teacher Conferences
  - ✓ Electronic
  - ✓

4th Grade Guide

This Grade Level Guide is intended to give you an overview of the content in the core academic courses, materials used, and resources to help you gain more information about Worthington's Learning Standards in ELA, Math, Science, and Social Studies.

Language Arts

Worthington's Learning Standards in English Language Arts, adopted by the Worthington Board of Education, are K-12 standards that provide the basis for a rigorous education in the Worthington Schools.

In fourth grade, students read stories independently and then retell the stories in their own words, both orally and in writing. They compare and contrast information on a single topic or theme across different texts and select, create, and use graphic organizers to interpret textual information. They continue their study of spelling and vocabulary as they read a variety of genres and demonstrate their comprehension through discussions, assessments, activities, and projects. Students read and comment critically on information sources such as news items, magazine articles, and advertisements while they identify different informational text structures. Students write in a variety of text forms and understand which forms are more appropriate for their purposes. Using their listening and viewing skills, students identify important information and document it in note form. They share their ideas, thoughts, and information clearly and appropriately with others during a variety of speaking opportunities such as group discussions, storytelling, drama, and oral presentations.

District Instructional Materials: *Core Knowledge Language Arts*

Mathematics

Students begin to apply many of the skills learned in the primary grades to the concepts taught in the intermediate grades. Instructional time in Grade 4 should focus on three critical areas: *Critical Area 1*: Developing an understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends as part of effectively and efficiently performing multi-digit arithmetic, *Critical Area #2*: Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers, and *Critical Area #3*: Understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, and particular angle measures. The end of year expectation for fourth grade students is that they use the four operations with whole numbers to solve problems; gain familiarity with factors and multiples; generate and analyze patterns; generalize place value understanding for multi-digit whole numbers less than or equal to 1,000,000; use place value understanding and properties of operations to perform multi-digit arithmetic with whole numbers less than or equal to 1,000,000; extend understanding of fraction equivalence and ordering limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100; build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. (Fractions need not be simplified); understand decimal notation for fractions, and compare decimal fractions limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100; solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit; represent and interpret data; understand concepts of angle and measure angles; draw and identify lines and angles; and classify shapes by properties of their lines and angles. Problem solving with an emphasis on writing explanations is another focus.

The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

District Instructional Material: *Stepping Stones – Origo Education, ST Math*

Social Studies

Ohio in the United States
The fourth-grade year focuses on the early development of Ohio and the United States. Students learn about the history, geography, government, and economy of their state and nation. Foundations of U.S. history are laid as students study prehistoric Ohio cultures, early American life, the U.S. Constitution, and the development and growth of Ohio and the United States. Students begin to understand how ideas and events from the past have shaped Ohio and the United States today.

District Instructional Materials: *Social Studies Alive: Ohio in the United States* (Teachers' Curriculum Institute); *Ohio as America* (Ohio Historical Society)

Science

The fourth-grade Science theme focuses on interconnections within systems. This theme focuses on helping students recognize the components of various systems and then investigate dynamic and sustainable relationships within systems using scientific inquiry. The Earth Science portion of the class will focus on the variety of processes that shape and reshape Earth's surface. The Physical Science portion will focus on the conservation of matter and the processes of energy transfer and transformation, especially as they relate to heat and electrical energy. The Life Science portion of the class will focus on using fossil evidence and living organisms to observe that suitable habitats depend upon a combination of biotic and abiotic factors.

District Instructional Material: *Interactive Science, and Gizmos*

Health

The fourth grade level expands the focus to include public issues and people in various roles and jobs in our world. Students develop an awareness of people less fortunate, and for whom social issues impact the health and well-being of society as a whole. The human growth and development unit taught in fourth grade focuses on the digestive system. Also in the curriculum are safety and risk reduction, exercise and nutrition, and an awareness of alcohol, tobacco, and other drugs.

District Instructional Material: *Harcourt Health and Fitness*; and Health Resource Guide – 4

Visual Arts

Students will learn: *Art History*, applies knowledge of different art forms and how they have been influenced by various cultural groups, creates artworks which show possible uses of tools, materials, and techniques; *Communicating Through Art*, uses elements and principles of design in organizing artwork, plans, reflects and revises when creating works of art; *Art Criticism*, recognizes that a group's beliefs and values are reflected in its art form and stylistic choices; *Valuing Art*, verbalizes artistic preferences.

Music

Students will learn: *Historical, Cultural, and Social Contexts*, demonstrates knowledge and understanding of a variety of music styles, cultures, and musicians both past and present; *Creative Expression and Communication*, sings, plays instruments, moves, reads, notates, improvises, and creates music; *Analyzing and Responding*, listens to a varied repertoire of music and responds by analyzing and describing music using correct vocabulary, evaluates the creating and performing of music; *Valuing Music/Aesthetic Reflection*, develops an understanding of why people value music and is encouraged to respect diverse opinions regarding music preferences, expresses the significance of music in his/her life; *Connections, Relationships, and Applications*, identifies the similarities and differences and recognizes the relationship between music and other arts disciplines, as well as other curricular subjects, develops a desire for lifelong learning in music.

Wellness 4 Life

Students will learn: *Value of Lifetime Fitness*, engages in regular physical activity inside and outside of school to meet national recommendations for daily physical activity, meets or exceeds criterion-referenced health-related physical fitness standards, understands the principles, components, and practices of health-related physical fitness; *Sport Skills and Strategies*, applies the critical elements of fundamental manipulative skills in a variety of physical activities, demonstrates and applies basic tactics and principles of movement, demonstrates knowledge of critical elements for more complex motor skills; *Character Development*, understands the purpose of and applies appropriate rules, procedures, and safe practices in physical activity settings, interacts and communicates positively with others; *Wellness Connections*, appreciates physical activities that promote self-expression and social and group interaction.

General Characteristics of Grade 4 Children

- **INTELLECTUAL**
  - ✓ Are capable of prolonged interest
  - ✓ Think logically; thought is flexible and reversible
  - ✓ Like challenges
  - ✓ Begin to make decisions and proceed alone
  - ✓ Develop time and space concepts
  - ✓ Enjoy reading many different things
  - ✓ Seek specific information
- **EMOTIONAL**
  - ✓ Have increased self-awareness
  - ✓ Are generally self-accepting
  - ✓ Want to proceed; become frustrated if discouraged
  - ✓ Enjoy slapstick humor
  - ✓ Develop a sense of loyalty
  - ✓ Are decisive, responsible, dependable, and have a strong sense of right and wrong
  - ✓ Want to take responsibility
  - ✓ Want frank answers to questions
- **PHYSICAL**
  - ✓ Continue slow, steady growth
  - ✓ Improve coordination; have good hand-eye coordination
  - ✓ Increase the use of small muscles
  - ✓ Have nearly adult-sized eyes ready for close work without strain
  - ✓ Enjoy physical activity
- **SOCIAL**
  - ✓ Strive for acceptance by friends and are easily swayed
  - ✓ Begin to feel the impact of school status through appearance, clothes, etc.
  - ✓ Show greater gender differences in interests
  - ✓ Develop friendly relationships with parents and teachers
  - ✓ Begin to see viewpoints of others; develop empathy
  - ✓ Display individual differences that become more apparent
  - ✓ Spend a greater amount of time in group discussion in informal talk

District and State Testing Schedule

Click here to view the District and State Testing Schedule.

Resources

For additional information regarding our curriculum and programs, please refer to the following resources:

Worthington Schools Website: http://www.worthington.k12.oh.us/
Ohio Department of Education Website: http://www.ode.state.oh.us/

If you have questions, please feel free to discuss them with your child's teacher or the building principal. You can also use the district website to contact any administrator in the district through email.