

WHAT TO EXPECT IN 4th Grade

Purpose of the Grade Level Guide

- Provide parents 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 a general overview of the intellectual, social, physical, and emotional characteristics of a child in 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.



4th Grade

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.

NOTE: This document contains hyperlinks connecting you with samples of the resources used in Worthington Schools if the document is read electronically. These hyperlinks are meant to be a representative sample of the resources and not a comprehensive list of the materials used in our classrooms.

Worthington Schools – Grade Four Guide

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.

The board adopted approach to comprehensive literacy instruction is the [Strategic Balanced Literacy Framework](#) (SBLF) adopted by the Worthington Board of Education in April 2006. The [SBLF Frequently Asked Questions \(FAQ\)](#) document provides more information on the guiding principles of this framework.

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:
[Handwriting Without Tears](#) - *cursive*;
[Words Their Way](#); [Vocabulary Workshop](#)

Mathematics

Students begin to apply many of the skills learned in the primary grades to the concepts taught in the intermediate grades. Problem solving with an emphasis on writing explanations is another focus. In addition, the following concepts are experienced in fourth grade: using whole-number arithmetic to solve word problems, including problems with remainders and problems with measurements; adding and subtracting whole numbers quickly and accurately (numbers up to 1 million); multiplying and dividing multi-digit numbers in simple cases; understanding and applying equivalent fractions; adding, subtracting, and multiplying fractions in simple cases; understanding simple decimals in terms of fractions; and measuring angles and finding unknown angles in a diagram.

District Instructional Material:
[Stepping Stones](#)

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:
Macmillan/McGraw-Hill *Ohio*; Ohio Historical Society, *Ohio as America*

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 upon 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

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and living organisms to observe that suitable habits depend upon a combination of biotic and abiotic factors.

District Instructional Material:
[Harcourt Science](#) and [Focus Curriculum](#)

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

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

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

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
- Understands the mental, physical, and social benefits of physical activity

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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

Physical

- continue slow, steady growth
- improve coordination; have good hand-eye coordination
- increase use of small muscles
- have nearly adult-sized eyes ready for close work without strain
- enjoy physical activity

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

Social

- strive for acceptance of friends and are easily swayed
- begin to feel 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 which become more apparent
- spend greater amount of time in group discussion in informal talk

District and State Assessment Schedule

To view the [District Assessment Calendar](http://www.worthington.k12.oh.us), log on to the district website <http://www.worthington.k12.oh.us>, select the “Academics” tab, select “Academic Achievement” in the drop down menu, then click on “Assessment” on the left hand rail.

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, the building principal, or contact any of us in the Department of Academic Achievement. You can also use the district website to contact any administrator in the district through email.