

WHITEFISH BAY SCHOOL DISTRICT

Parent Curriculum Overview

Grade 4



SCHOOL DISTRICT OF WHITEFISH BAY
1200 E. FAIRMOUNT AVE
WHITEFISH BAY, WISCONSIN
www.wfbschools.com

Parents/Guardians of Whitefish Bay Elementary School Students,

Education in Whitefish Bay Schools is a partnership that includes the school, the family and the community. As partners in the education of your children, we want you to be informed about what your child will be learning during this school year. The purpose of this Curriculum Overview is to provide families with a basic overview of the core instructional program at each grade level.



Curriculum in the elementary level is designed to provide students with a strong foundation in general knowledge and skills that will make it possible for them to think creatively and critically as they progress through the K-12 system. To these ends, district curriculum is carefully established by committees composed of the professional staff and community representatives. All curricula undergo comprehensive review and are formally updated every six-seven years through the district curriculum renew and design cycle. Student performance data on a variety of classroom, local, state and national assessments are analyzed on an annual basis to ensure students are progressing toward the district's academic standards.

These standards challenge students to learn a broad range of content knowledge and skills while developing their ability to process that knowledge and use those skills. This balance between content (information and knowledge) and process (problem solving and real-world application) may be a shift in approach to the education you received when you were in primary school, yet should set the foundation for future learning for college and career readiness.

The methods and instructional strategies in our classrooms bring the curriculum to life. First, we embrace Flippen's saying, "Once you capture a child's heart, you have his mind." Teachers develop trusting relationships with students, and amongst the students in the classrooms, in order to maintain a nurturing climate wherein learning will flourish. Reading and mathematics instruction are offered in flexible, large and small group settings. Hands-on learning activities develop conceptual understanding of mathematics, science and social studies. Students in grades first through fifth will participate in an exposure to world language program (Spanish). Strong programs for art, music, physical education, library-media and guidance, along with the integration of technology as a learning tool, are other important components that contribute to the vitality of the elementary-level program.

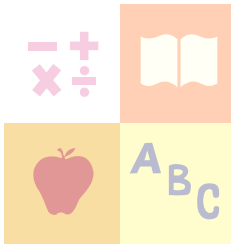
While teachers strive to meet the needs of all students in the classroom, some students benefit from additional assistance or challenge. Academic support programs are available in reading and math. Similarly, gifted and talented programming exists for students whose need for academic challenge far exceeds that of the regular classroom.

If you would like more information about the district curriculum, log on to www.wfbschools.com and select the district office link and then select Director of Teaching & Learning Services. On this webpage you will find links to curriculum overview documents, learning standards, and resources for parents. After you have reviewed these resources, if you wish to obtain additional information, please contact your child's teacher, your child's principal, or by contacting the Teaching & Learning Office at 963-3927.

As you support your child's academic and intellectual growth this year, encourage him or her to enjoy learning, take risks, confront misunderstandings, put forth diligent effort to develop new skills, and ask an abundance of questions. A tenacious curiosity and an ability to see challenge as an opportunity for growth will provide rewards for a lifetime.

Sincerely,

Maria Kucharski
Director of Teaching & Learning Services
School District of Whitefish Bay



Grade 4 Mathematics

When today's students become adults, they will face new demands for mathematical proficiency. All young Americans must learn to think mathematically, and they must think mathematically to learn (Adding It Up, National Research Council, 2001).

Math Expressions, our newly adopted math resource, is replacing *Everyday Math* beginning the 2013-2014 school year. In *Math Expressions Common Core*, teachers create an inquiry environment and encourage constructive discussion. Students invent, question, model, represent and explore, but also learn and practice important math strategies. Through daily Math Talk, students construct viable arguments and critique the reasoning of others. Mathematics content and models connect and build across the grade levels to provide a progression of teaching and learning that aligns precisely with the Common Core State Standards for Mathematics.

In fourth grade, instructional time will focus on three critical areas within a Common Core Curriculum; (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions by whole numbers; (3) 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.

In addition to the critical areas listed above, in fourth grade students will know and understand at a grade appropriate level:

- how to make sense of problems and persevere in solving them.
- how to model with mathematics and attend to precision.
- uses appropriate tools strategically.
- Uses place value understanding to read, write and compare using whole numbers, fractions, and decimals (to hundredths).
- fluently adds and subtracts multi-digit whole numbers using the standard algorithm.
- appropriate methods and tools for computation and estimation in all four operations.
- finds all factor pairs for a whole number in the range of 1-100.
- generates a number pattern that follows a given rule.
- solves problems involving measurement and conversion of measurement from a larger unit to a smaller unit.
- uses the four operations to solve problems involving distances, intervals of time, liquid volumes, masses of objects, and money.
- applies the area and perimeter formulas for rectangles in real world and mathematical problems.
- draws points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines.
- the design, exploration and use of geometrical and number patterns.
- measures angles in whole-number degrees.
- addition and subtraction to proficiency; developing multiplication and division skills.
- explore mathematical data by collecting, organizing, and interpreting information.



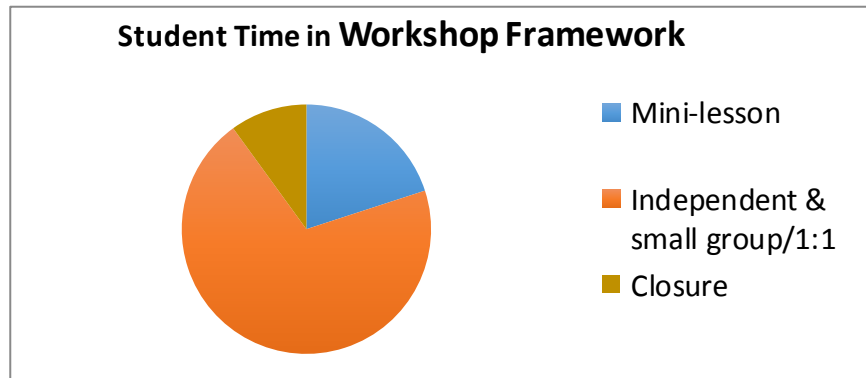
Grade 4 English Language Arts

The Whitefish Bay School District strives to foster a culture of literacy by providing students with a **cognitive apprenticeship** environment that would enable them to grow into successful readers, writers, listeners and speakers.

Starting in the fall of 2016, the WFB School District will begin a staggered implementation of a balanced literacy program that will be completed by the end of the 2017-2018 school year. A balanced literacy program includes:

Read Aloud	Independent Reading	Shared Reading
Guided Reading	Literature Discussions	Writing Process
Independent Writing	Phonics and Word Study	Language Investigation

The main instructional strategy that is utilized in our balanced literacy program is the workshop framework. Specifically, within each ELA block, which includes Language Studied, Writing Workshop and Reading Workshop, students participate in lessons that include: teacher instruction (modeling, teaching), guided/collaborative practice, independent practice, small group or conferring, and debriefing or closure.



Our District develops our own units of study through an integrated thematic approach. At the fourth grade level, your child will study the following integrated literacy units within our overarching themes of: community and relationships, literacy tradition, living things, sense of self, inspired by true stories and genre studies:

Building a Positive Community	Told and Retold	Surviving Natural Disaster
Empathy: Walking in Someone's Shoes	Those Who Have Inspired Change	Fantasy



Grade 4 Social Studies

The Whitefish Bay Social Studies curriculum will nurture attributes, knowledge, and skills through which young people become socially active and informed citizens who understand the structure and processes of society and have the ability to adapt in a changing social, political, and economic environment.

What Are the Social Sciences?	Examine “artifacts” gathered from around their homes to determine which social scientist—a geographer, a historian, an economist, or a political scientist—would be most interested in studying the artifact.
Exploring Regions of the United States	Actively develop key mapping skills as they analyze colorful maps of the United States. The maps reveal information about the five regions of the United States as well as population density, rainfall, elevation, and political boundaries.
The Peopling of the United States	Create a colorful classroom quilt filled with symbols and images representing the settlement experiences and contributions of five American racial and ethnic groups.
A Train Tour of the Northeast	Take a simulated tour of nine key sites in the Northeast region. Students learn about democracy at Plymouth, mass production in Hershey, Pennsylvania, and urbanization while “climbing” the stairs of the Empire State Building.
Population Density and Life in the Northeast	Experience the population density of New York City by using students and desks to represent the land area and population in the city. Afterward, students explore and discuss the advantages and disadvantages of urban and rural settings.
A Boat and Bus Tour of the Southeast	Take a simulated tour of nine key locations in the Southeast region. Students learn about English settlement at Jamestown, American musical traditions in Memphis, and civil rights in Montgomery.
The Effects of Geography on Life in the Southeast	Answer “Geography Investigation” questions on such topics as climate, elevation, natural resources, and bodies of water in the Southeast before hypothesizing and learning about these key geographical influences.
A Crop Duster Tour of the Midwest	Take a simulated tour of nine key locations in the Midwest region. Students learn about ranching in Dodge City, Kansas, the assembly line in Detroit, and American consumerism at the Mall of America.
Agricultural Changes in the Nation’s Breadbasket	Use investigative skills to compare and contrast farm life in the 1800s with farm life today.
A Big Rig Tour of the Southwest	Take a simulated tour of nine key locations in the Southwest region. Students learn about engineering at the Hoover Dam, U.S.—Mexico border relations in El Paso, and westward movement in Guthrie, Oklahoma.
A Case Study in Water Use: The Colorado River	Role play various water users in the Colorado River basin in four different time periods to understand how the river’s water is used and shared—and why it must be conserved.
A Van and Airplane Tour of the West	Take a simulated tour of nine key locations in the West region. Students learn about mining life in Leadville, Colorado, declining salmon populations along the Columbia River, and tourism in Hawaii.
Connecting to Our State’s Story	Learn how historians use artifacts, primary and secondary documents to interpret and write history.
Settlement in Wisconsin	Describe the roles and lives of early Indians, Explorers and Missionaries in Wisconsin.
State History, Immigration and Important People	Research and articulate how individuals have made important impacts on the state of Wisconsin.
Economy in Wisconsin	Participate in a job fair simulation to learn about Wisconsin’s economy, industries, natural resources and related supply and demand concepts.
Wisconsin Government	Understand the role of each branch of government through mini-government activity.



Grade 4 Science

Students will develop the scientific knowledge, skills, and attitudes that enable them to make informed use of science in their lives.

In the fourth grade, students will engage in investigations to develop important understandings:

Students will:

- be introduced to levers as devices that help us lift weight or overcome resistance. Students investigate the fulcrum, effort and load of one kind of level (class-1) and conduct experiments with a spring scale to discover the relationships between the parts of lever systems. Students draw and graph their results.
- investigate and diagram class-1, class-2 and class-3 level systems. They investigate common tools to determine how the tools apply levers.
- be introduced to a second simple machine and discover how to set of single-fixed and single-movable pulleys to lift a load. They use a scale to quantify effort with single pulleys. They go on to set up and diagram multiple-pulley systems.
- describe characteristics of an ocean (ocean water, density of salt water, people and the ocean, and protecting the ocean).
- examine environmental changes and their effects.
- understand different ways in which living things are grouped.
- understand properties of matter (identifying matter, solids, liquids, gases, senses, and properties).
- develop and understanding of electricity and magnetism.
- explore conductors vs. insulators, circuits, fuses, switches, generators, and electroscopes.
- understand the organization of a simple electrical circuit.
- explore how magnets attract and repel each other and attract certain kinds of other materials.
- will observe how organisms respond to environmental conditions and how they change their environment.
- further their understanding of scientific inquiry and how to use simple equipment and tools to gather data and extend the senses.
- gain experience with living and non-living environmental factors in terrestrial and aquatic systems.
- develop the concepts of environmental factor, range of tolerance, and optimum conditions for survival of populations through investigations.
- Understand that scientific investigations involve asking and answering a question and comparing the answer to what scientists already know about the world.
- Understand that scientists use different kinds of investigations.
- Know how to plan and conduct simple investigations.
- use simple equipment and tools to gather data and extend the senses.
- Know how to record careful observations of science experiments.

Grade 4 World Language



The purpose of the world language program in Whitefish Bay schools is to give students the opportunity to listen to, interact with, and begin to speak another language. Students receive face-to-face Spanish instruction an average of 30 minutes per week.

The fourth grade World Language student will continue to learn how to:

- Use salutations
- Count from 1 to 50, and practice math problems
- Recite the alphabet
- Identify group vocabulary
 - Emotions
 - Weather
 - Season
 - Clothing
 - Body parts and Dia de los Muertos
 - Family
- Demonstrate understanding of simple commands
- Learn new vocabulary that is connected to the grade-level core curriculum
- Understand various aspects of culture, such as:
 - Food
 - Music
 - Holidays
 - Dances
 - Money

During the 2017-2018 school year, a language lab program will be implemented into the second grade curriculum, while maintaining the current face-to-face programming. Your child will be able to explore a language of choice (French, German, Spanish, or Chinese) during the language lab time. Students will be utilizing the lab for 60 minutes every other week, when they are not having their face-to-face instruction.

Health and Human Growth & Development



The mission of the K-12 Health Education curriculum:

Students will develop the necessary knowledge, skills, and understanding for mental/emotional, physical, and social well-being.

In fourth grade, students will understand health promotion through instructional concepts such as:

- My needs and feelings
- Living and growing
- Health and fitness
- Food and health
- Guarding against disease
- Medicines, drugs and your health
- Staying safe
- Life cycles

The mission of the K-12 Human Growth & Development (HGD) Education curriculum:

The curriculum will complement the home by providing students with the knowledge, skills, and support necessary to understand their social, mental/emotional, and physical development in order to make responsible decision about health and age-appropriate sexual behavior throughout their lifetimes.

** HGD is an elective program. Parents may opt-out their students from participating in identified lessons.*

In fourth grade, students will understand healthy decision-making, and social, mental/emotional, and physical development through instructional concepts such as:

- Examining and comparing emotions during puberty.
- Discussing respect for self and others.
- Examining own understanding and acceptance of a multicultural and diverse society (various races and persons with disabilities).
- Reviewing importance of acceptance of one's person growth patterns.
- Applying a decision-making model to situations.
- Defining puberty and examining the interaction of physical, mental/emotional, and social development.
- * Comparing similarities of male and female growth.
- * Identifying body parts and systems affected by puberty.
- * Explaining the changes in females; explaining the changes in males.
- Defining types of abuse, identifying ways to respond to potential danger which may prevent abuse, and explaining the difference between abuse and discipline.
- Discussing different approaches to use in reporting abuse.
- Identifying supportive help in the home, school and community.
- Recognizing and examining rights that are protected by law.

* Gender separated lessons

Elementary Specials Overview

General Music



Mission of the K – 12 Music Education Program:

The mission of the Whitefish Bay School District music program is to promote music development through the active study and making of music by all.

The kindergarten through fifth grade music program offers a broad spectrum of opportunities designed to promote development on each child's musical potential. It is our goal to provide each student with the skills necessary to both create and enjoy music while understanding it as a universal means of expression. Lessons are designed to convey the joy of music that will encourage each child to seek musical opportunities later in life.

Beginning at the earliest level, students sing, chant, move, and dance to music composed by others while they are encouraged to alter, modify, expand, and improvise upon that music, later creating and composing music on their own. Throughout the elementary school years the children build skills of listening and responding, reading and writing music. The student's own voice is nurtured and good choral habits are stressed throughout the grades. Classroom instruments, both rhythmic and tonal, are used along with recorders at the third grade level and electric keyboards in the upper elementary classes.

The music literature in the classroom is chosen to reflect the backgrounds of our students as well as to expose them to the wide diversity of music created by the peoples of the world.

All children receive General Music instruction as per the time allotments shown below. In addition, fourth and fifth grade students may choose to be involved in the string program. Fifth grade students may choose to be involved in the band program. All fifth grade students are included in the fifth grade choir program.

General Music Time Allotments:

Senior kindergarten through 5 th grade:	30 minute classes twice per week
4 th grade Orchestra:	40 minute lesson once per week
5 th grade Band and Orchestra:	30 minute lesson once per week
5 th grade Band and Orchestra Assemble:	Scheduled as needed second semester



Art

The mission of the K – 12 Visual Art program:

The visual arts program promotes opportunities for students to question, make decisions, think, look, understand themselves, change and grow at their own developmental levels. Through the freedom of expression students will develop 21st century skills such as critical thinking, visual literacy and problem solving.

In the elementary art program, students will develop creativity and problem-solving skills, build and expand their understanding of art, and successfully manipulate a variety of media.

The elementary art curriculum allows students to begin to:

- Demonstrate understanding of artistic principles through effective use of media, tools, vocabulary and processes.
- Manipulate various media, materials and/or images to be expressive.
- Develop and relate his or her knowledge of art to themselves and others.
- Understand, discuss and respond to works of art.

Students experience a wide variety of materials and media in the elementary art program. They are shown proper techniques for creative use of materials. Projects are assigned with specific goals and criteria in mind, but allow for personal creativity and problem solving. When possible, art experiences link to school-wide as well as classroom learning themes and activities.

Learning experiences center around:

The Elements of Art

Color
Value
Line
Texture
Shape
Form
Space

The Principals of Design

Balance
Emphasis
Harmony
Variety
Movement
Rhythm
Proportion
Unity

Art Time Allotments:

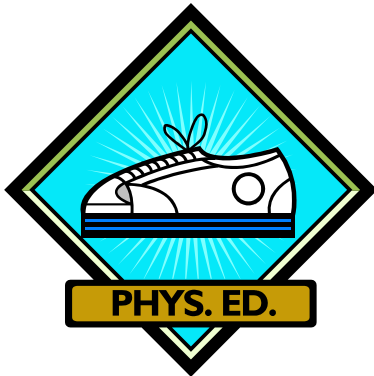
Junior Kindergarten

30 minute class once per week

Senior kindergarten through 5th grade:

60 minute class once per week

Physical Education



Physical Education will enable each student to acquire the knowledge and skills to pursue and enjoy a lifetime of healthful activities.

Elementary physical education offers a wide variety of physical activities to our students. Our theme of “children learning to move and moving to learn” guides us to teach not only physical skills, but also movement concepts and principles needed for their development.

Optimal fitness for students ages 4 to 11 is the priority. Building healthy lifestyles through physical activity is discussed and practiced in every class. Good sportsmanship, teamwork, respect, and establishing positive attitudes and self-confidence are also common threads in each lesson. Students will learn responsible social and personal behavior in the gym while fitness and physical skills are practiced, and aerobic and sport-specific games are played.

We hope that children will wholeheartedly enjoy physical activity so it will become an integral part of their daily lives and carry over into adulthood.

Physical Education Time Allotments:

Junior kindergarten:	30 minute class once per week
Senior kindergarten through 5 th grade:	30 minute classes three times per week



Technology

The district’s mission for instructional technology:

Students will be self-directed learners who can access, evaluate and apply the most effective tools and resources to communicate and compete globally. In order to meet this vision, students need meaningful, dialing integration of technology.

Teachers design and implement technology experiences which allow students to access technology at developmentally appropriate stages.

Integrated technology instruction allows students to:

- Use a variety of technology tools in order to facilitate and demonstrate learning across the curriculum.
- Use technology to communicate in various ways.
- Understand and operate computer systems and other technologies.
- Understand, respect and apply rules of ethics to be responsible users of technology.

Technology applications are integrated as appropriate throughout the elementary curriculum. Integrated word processing instruction is introduced in first grade, with new elements added each year through grade five. Word processing is integrated with other curricular areas such as reading, language arts, science, and social studies. Formal keyboarding instruction begins in third grade and builds through grade five. Efficient, safe, and ethical use of varied technologies is taught at all grade levels.