English Language Arts

Course Documents

Grade 4

Grade 4 English Language Arts Course Overview

Course Description	Topics at a Glance
The goal in Language Arts for fourth grade students is to become independent and confident readers, writers, speakers and listeners. They will be immersed in language rich environments in which they will have daily opportunities to read, write, speak and listen for many purposes all while using technology. Students will work both collaboratively and independently to strengthen their communication skills in a multitude of ways. The classroom environment will be a place where student growth is recognized, nurtured and supported. Fourth grade students will automatically read a variety of genres and texts fluently by using a full range of word solving and comprehension strategies. Most of this reading will be done silently. They will read chapter books and shorter texts, as well as texts with specialized forms such as mysteries, series books, short stories, diaries, and logs. These texts may have elaborate plots with complex characters and settings, and may contain increasingly complex graphics. These texts will expose students to diverse perspectives beyond their typical experiences. In addition, students will process a variety of sentence structures many of which are complex. They will also solve new vocabulary words some of which are defined in the text. Using what they have learned from reading, students will plan, organize, and write pieces for a variety of purposes, such as research projects, narratives, and opinion pieces incorporating technology throughout.	**Literature and Informational** ● Key ideas and details ● Craft and structure ● Integrate knowledge and ideas ● Range of reading and level of text complexity **Writing** ● Text Types and purposes ● Production and distribution ● Research to build and present knowledge **Language** ● Conventions of Standard English ● Vocabulary acquisition and use **Speaking and Listening** ● Comprehension and collaboration ● Presentation of knowledge and ideas **Foundational Skills** ● Phonics and word recognition ● Fluency

Assessments	**Portrait of a Literate Student**
Screeners, benchmark and summative assessments will be used along with assessments evaluated formatively to plan lessons and provide focused feedback to students. Below are some assessment examples: ● Observations/conversations/work samples ● Group/individual projects – performance tasks ● District/state literacy assessment ● Informal running records ● District writing assessment ● Anecdotal notes from whole group, small group, or one-to-one conferences ● Peer/self-assessment	1. Demonstrate independence. 2. Build strong content knowledge. 3. Respond to the varying demands of audience, task, purpose, and discipline. 4. Comprehend as well as critique. 5. Value evidence. 6. Use technology and digital media strategically and capably. 7. Come to understand other perspectives and cultures.
Grade Level Expectations	**Instructional Strategies**
● Use details to explain what the text says, to draw inferences, to determine a theme and to describe story elements; summarize the text. ● Determine and analyze how the author used language, structure and point of view to craft meaning in narrative text. ● Integrate knowledge and ideas across texts to compare, contrast and make connections among texts in a set. ● Refer to main ideas, details and inferences to summarize and explain text. ● Use words and phrases, structure, and firsthand and secondhand accounts to describe and comprehend informational text. ● Interpret and explain how an author uses evidence and textual features while integrating text of the similar topic in an oral or written manner. ● Read and comprehend grade level text. ● Write in multiple text types for a variety of purposes using structure and technique. ● Develop and strengthen writing, incorporating technology to produce writing that fits the task, purpose, and audience. ● Conduct research drawing from literary and informational text to build and present knowledge to an audience. ● Write routinely over extended and shorter time frames adjusting for task, purpose, and audience.	Within an interdisciplinary unit, the following instructional strategies will be utilized within the workshop approach: ● Interactive read alouds ● Whole group lessons ● Small group lessons ● One-to-one conferencing ● Partnership discussions ● Guided practice ● Independent practice

● Participate in discussions by paraphrasing and building on others' ideas. ● Integrate technology to orally present a topic, and differentiate contexts for doing so. ● Use grade level appropriate conventions (grammar, capitalization, punctuation and spelling) when speaking and writing. ● Use knowledge of language to craft and comprehend messages. ● Use a variety of strategies and tools to build and use vocabulary and language.	

Resources used:

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). *Common Core State Standards.* Washington D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers.

Pinnell, G., & Fountas, I. (2011). *The Continuum of Literacy Learning: Grades PreK-8.* Portsmouth: Heinemann.

Mathematics

Course Documents

Grade 4

Grade 4 Mathematics Course Overview

Course Description

In Grade 4, instructional time should focus on three critical areas:

Developing understanding and fluency with multi-digit multiplication and division.

- Understand place value to 1,000,000.
- Develop fluency with efficient procedures for multiplying and dividing whole numbers;
- Understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems.

Developing an understanding of fraction and decimal equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers.

- Develop understanding of fraction and decimal equivalence
- Performs operations with fractions.
- Recognize that two different fractions can be equal (e.g., 15/9 = 5/3),

Developing an understanding that geometric figures can be analyzed and classified based on their sides, angle measures, and symmetry.

- Students describe, analyze, compare, create, classify and solve problems involving two-dimensional shapes (triangle, square, trapezoid…)

Topics at a Glance

- Fluently multiply within 100
- Fluently divide within 100
- Correctly interprets and represents single step problems (using drawings and/or equations) involving addition, subtraction, multiplication and division.
- Correctly interprets and represents multi-step problems (using drawings and/or equations) involving addition, subtraction, multiplication and division.
- Computes multi-digit addition using place value
- Computes multi-digit subtraction using place value
- Computes multi-digit multiplication using place value
- Computes multi-digit division using place value
- Adds and subtracts fractions with like denominators
- Compares fractions
- Converts between fractions and decimals to 10^{ths} and 100ths
- Draw and measure angles
- Draw and identify geometric lines
- Solve conversion problems involving measurement, area and perimeter.

Assessments	Standards for Mathematics Practice
• Observation • Assessments selected from adopted curriculum resources. • Common Assessments	1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with Mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.
Grade Level Expectations	**Instructional Strategies**
• Comprehend word problems and apply number sense to solve them using the 4 operations. • Apply place value knowledge to solve problems using all 4 operations. • Demonstrate an understanding of fractions as they relate to whole numbers and decimals. • Apply knowledge of fractions to solve problems. • Solving problems that include conversion of measurement, area and perimeter. • Construct and measure angles. • Measure and solve problems involving time, liquid volumes, mass, area and perimeter. • Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	• Whole group instruction • Small group instruction • One-on-one • Think-pair-share • Think aloud • Math talk • Math notebooks • Math Stations/Independent Learning Centers • Guided practice • Independent practice • Review and practice • Quick practice

(*Common Core State Standards Initiative 2012* http://www.corestandards.org/Math/Content/K/introduction)

North Carolina Department of Education (http://www.ncpublicschools.org/acre/standards/common-core-tools)

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Science

Course Documents

Grade 4

Grade 4 Science Course Overview

Course Description

Fourth grade science is open-ended and thought-provoking. Students will develop questions through research. They will experiment to support their answers with evidence. This learning will transfer to everyday problem-solving.

In physical science students will demonstrate an understanding of matter, waves, and energy and the ways in which they interact. Fourth graders will observe that energy can be transferred through motion, sound, light, or electric currents. The study of energy will also include the use of natural resources and how they affect the environment.

In earth science fourth graders will explain how natural processes shape the earth. By studying maps students will analyze and interpret patterns of the Earth's features (mountain ranges, ocean floor structures, and volcanoes). They will recognize that earth forces reveal patterns and changes in rock formations over time. Students will describe how water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around.

In life and environmental science fourth graders will explain how living things process information. Students will study senses and how they help us to receive and react to information. Using models, students will describe how systems work within an organism.

Through the exploration of these topics, students will become better prepared to understand our world and make informed decisions to be college, career, and community ready.

Topics at a Glance

Physical Science

- Energy
  - Energy transfer
  - Natural resources
- Waves
  - Properties of waves
  - Information technologies

Earth and Space Science

- Earth systems
  - Tectonic plates
  - Rock formations
  - Weathering and erosion

Life and Environmental Science

- Structure, function and information processing
  - Information processing through senses
  - Internal and external structures in living things

Assessments	Science and Engineering Practices
• District Assessments • Formative Assessments • Observations/Conversations/Work Samples • Anecdotal notes • Peer/Self-Assessment • Performance Tasks	• Ask questions and define problems • Develop and use models • Plan and carry out investigations • Analyze and interpret data • Use mathematics and computational thinking • Construct explanations and design solutions • Engage in argument from evidence • Obtain, evaluate, and communicate information.
Grade Level Expectations	**Instructional Strategies**
• Demonstrate that energy is transferred by sound, light, heat and electric currents. • Explain how wave patterns are used to transfer information. • Explain how natural processes shape the earth. • Explain how living things process and respond to information. • Describe internal/external structures that function to support survival, growth, behavior or reproduction.	• Interactive read aloud • Whole group lessons • Small group lessons • One-to-one conferencing • Modeling • Independent practice

Resources Used:

Instruction, W. D. (2017). *Wisconsin Department of Public Instruction.* Retrieved 2018, from Wisconsin Standards for Science: https://dpi.wi.gov/sites/default/files/imce/science/wi-standards-for-science-2017.pdf

States, N. L. (2013). *Next Generation Science Standards.* Retrieved 2015, from Next Generation Science Standards, For States, By States: http://www.nextgenscience.org/next-generation-science-standards

Social Studies

Course Documents

Grade 4

Grade 4 Social Studies Course Overview

Course Description

The goal in social studies is for fourth grade students to learn and participate collaboratively in a classroom that integrates the disciplines of geography, history, political science and citizenship, economics, and behavioral sciences. Students will read, write, speak, listen, and think deeply as they learn about Wisconsin. There will be an emphasis on American Indian tribes located within Wisconsin's boundaries. Students will become critical thinkers as they explore and compare multiple perspectives.

Fourth grade students will use map skills to explore physical features and populations in Wisconsin. They will examine multiple perspectives related to historical events and people in order to understand how Wisconsin has changed over time.

Students will study the role of the Wisconsin state government and how to be an active citizen who displays civic virtues within a democratic society. In addition, students will study ways to make informed financial decisions.

Examining interactions between people and cultures within Wisconsin will provide a greater understanding of multiple perspectives. Furthermore, they will investigate how media can shape and influence those perspectives.

These skills allow students to develop the knowledge necessary to make informed and reasoned decisions in our culturally diverse society.

Topics at a Glance

Geography

- People, places and environments
  - Physical features of Wisconsin
  - Wisconsin populations
  - Map skills

History

- Time, continuity, and change
  - Wisconsin change over time
  - Historical events and people in Wisconsin
  - Sources of information

Political Science and Citizenship

- Power, authority, governance and responsibility
  - Civic virtues
  - Participation in a governing society

Economics

- Production, distribution, exchange, consumption
  - Financial decision making
  - Forms of payment
  - Private and public goods and services

Behavioral Sciences

- Individuals, institutions, and cultures
  - Interactions between groups of people in Wisconsin
  - Influence of media

Assessments

- District Assessments
- Formative Assessments
- Observations/Conversations/Work Samples
- Anecdotal notes
- Peer/Self-Assessment
- Performance Tasks

Portrait of a Student Citizen

1. Have an awareness of changing cultural and physical environments.
2. Know the past.
3. Read, write, listen, speak and think deeply.
4. Act in ways that promote the common good.
5. Participate in a democratic society.
6. Navigate an increasingly complex world.

Grade Level Expectations	Instructional Strategies
● Describe the relationships among people, places and environments in Wisconsin. ● Use maps to identify physical features and interpret information. ● Describe how people and events in Wisconsin history affect the present and future. ● Describe how change occurs through individual and government actions. ● Explain how and why financial decisions are made. ● Understand how society influences our perceptions.	Within an interdisciplinary unit, the following instructional strategies will be utilized within the workshop approach: ● Interactive read aloud ● Whole group lessons ● Small group lessons ● One-to-one conferencing ● Partnership discussions ● Guided practice ● Independent practice

Resources used:

National Council for the Social Studies NCSS. (2013). *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History.* Silver Spring: NCSS.

Wisconsin Department of Public Instruction. (1998). *Wisconsin Model Academic Standards for Social Studies Introduction.* Retrieved 2015, from Wisconsin Department of Public Instruction: http://standards.dpi.wi.gov/stn_ssintro

Wisconsin Department of Public Instruction. (2006). *Wisconsin Model Academic Standards for Personal Financial Literacy.* Retrieved 2015, from Wisconsin Department of Public Instruction: http://standards.dpi.wi.gov/sites/default/files/imce/standards/pdf/pfl.pdf

Wisconsin Department of Public Instruction. (2014). *American Indian Studies Program.* Retrieved 2014, from Wisconsin Department of Public Instruction: http://dpi.wi.gov/amind

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Art

Course Documents

Grade 4

Grade 4 Art Course Overview

Course Description

In order to be successful in our global society, students need to be creative problem solvers and critical thinkers. The visual arts provide students with tools and knowledge that will help them become college, career, and community ready in any chosen path. The Green Bay Area Public Schools will ensure that art students develop lifelong learning skills by introducing and building upon the areas of creating, presenting, responding, and connecting to art at each grade level.

Fourth grade artists will build upon their skills in a variety of art media techniques, including cutting, gluing, drawing, painting, sculpting, and printmaking. They will brainstorm ideas and multiple approaches to making their art. Children will demonstrate the importance of safe handling of tools and materials while creating art and enhancing their fine motor skills. They will identify and use art elements and principles of design, including shapes and forms, tints and shades of colors, real and visual texture, space, balance, contrast, and emphasis, while looking at and making art. Students will use art vocabulary to critique art and to compare and contrast works of art. In addition, they will be able to discuss the reasons for art preservation, art preservation techniques, and the different purposes of museums and galleries.
Fourth grade artists will explore the relationship between community cultural traditions and art.

Art education provides a pathway for developing literacy skills, understanding math concepts, and facilitating cross-cultural understanding. In art class, students will work on ways of connecting their art knowledge to other subject areas, everyday life events, and the world in which they live. Students who participate in visual art education increase their 21st century skills, including decision-making, strategy-building, planning, creativity, innovation, perseverance, and reflection.

Topics at a Glance

Creating

- Brainstorm ideas and multiple approaches for art
- Know and use age-appropriate art vocabulary
    - Differentiate between a shape and a form
    - Tints and shades of colors
    - Real/actual and visual/implied texture
    - Visual space - positive/negative, overlapping, and cropping
    - Symmetrical, asymmetrical, and radial balance
    - Contrast and emphasis
- Build upon basic art skills
    - Cutting
    - Gluing
    - Drawing
    - Painting
    - Sculpting
    - Printmaking
- Demonstrate safe and proper art procedures

Presenting

- Discuss how and why art is preserved
- Discuss purposes for art museums and galleries

Responding

- Look at and talk about art using art vocabulary
- Critique a work of art: describe, analyze, interpret, and judge

Connecting

- Make connections between cultural traditions and art
- Talk about art from different cultures, places, and times

Grade Level Expectations	Standards For Course
● Brainstorm to develop creative approaches to art and design. ● Work alone and/or with others to develop, create, & refine artwork. ● Identify the role that science and technology play in preserving and protecting artwork. ● Compare and contrast the purpose of an art museum to an art gallery. ● Compare and contrast your work of art with another artist's work of art in the same medium. ● Given a set of criteria, describe, analyze, interpret, and/or judge works of art. ● Create a work of art that reflects a community cultural tradition. ● Reflect and share about the time, place, and culture in which a work of art was created.	**Creating** 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work. **Performing** 4. Analyze, interpret, and select artistic work for presentation. 5. Develop and refine artistic work for presentation. 6. Convey meaning through the presentation of artistic work. **Responding** 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work. **Connecting** 10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Assessments	**Instructional Strategies**
<u>Formative Assessments</u> e.g. preliminary sketches, artwork in progress, classroom discussions, verbal or written quizzes, Google forms, graphic organizers, journaling, notes, online student response systems, exit slips, photographs and videos, baseline assessments, comparison against a rubric or checklist, summaries <u>Summative Assessments</u> e.g. completed artwork, verbal or written quizzes, presentations, reflections, comparison against a rubric or checklist <u>Common Assessments</u> Developed from Standards Based Essential Questions e.g. common rubrics (learning targets and skills)	● Whole group instruction ● Small group instruction ● Collaborative groups ● One-on-one conferencing ● Guided practice ● Independent practice ● Modeling ● Differentiation ● Process-based learning ● Read-alouds ● Brainstorming ● Artist's sketchbook ● Web-based resources ● Videos and multimedia presentations ● Virtual tours of museums and exhibitions

Resources Used:

National Coalition for Core Arts Standards. (2014). *National core arts standards*. Dover, DE: State Education Agency Directors of Arts Education.

Wisconsin Department of Public Instruction. (2000). *Wisconsin's model academic standards for art and design education*. Madison, WI: Authors

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Health

Course Documents

Grade 4

Grade 4 Health Course Overview

Course Description	Topics at a Glance
In Grades 3, 4, and 5, students learn how to recognize and use the dimensions of health in their everyday lives. Fourth graders will build upon what they learned about being physically healthy in previous grades by continuing to practice a variety of behaviors. Topics emphasized in fourth grade are engaging in exercise and examining nutrition. Students will continue to learn about body systems, with the addition of the digestive, respiratory, nervous, and circulatory systems. They will review and build upon topics of social, emotional, and community health that were studied in previous years. They will describe how internal and external factors can be beneficial or detrimental to their health. Students are introduced to the physical and emotional changes associated with puberty and the transition into adolescence. Students will work to achieve a health goal by creating a plan and identifying valid resources for assistance. Students will consider the possible outcomes when making health decisions. Fourth graders will continue to develop their communication skills to advocate for the health of themselves, family, and friends.	**Dimensions of Health** ● Physical, Emotional, Social, Environmental/Community **Physical Health** ● Hygiene ● Violence prevention and reduction ● Personal safety ● Exercise ○ Variety - aerobic and anaerobic ○ Safety ○ Benefits ● Nutrition ○ Nutrients ○ Food labels ○ Food advertising ○ Dietary guidelines ○ Benefits ● Communicable disease ○ Prevention and Treatment **Emotional Health** ● Anger management ● Personal values, beliefs, and emotions ● Self-image **Social Health** ● Conflict resolution ● Cooperation, respect ● Relationships - adults, peers, family, etc. **Environmental/Community Health** ● Diversity ● Influences of family, peers, culture, media, technology, school/physical environments, health care ● Internet safety **Growth and Development** ● Body systems - digestive, respiratory, nervous, circulatory ● Changes associated with puberty ○ Physical and emotional **Skills** ● Choosing healthy behaviors ● Health goals - developing a plan ● Verbal and nonverbal communication ● Refusal skills ● Stress management ● Valid sources of information

	● Advocacy - personal and family health, influencing others
Grade Level Expectations ● Describe the relationship among the environment, behaviors and personal health in regards to nutrition and exercise. ● Describe ways to prevent and seek treatment for accidents, injuries, and communicable diseases. ● With support, describe barriers to personal health. ● Compare the dimensions of health. ● Identify and discuss external influences on health behaviors. ● Identify and discuss internal influences, such as values, beliefs and emotions, on health behaviors. ● Identify and locate valid sources of health information. ● Demonstrates effective verbal and nonverbal communication skills related to health. ● Use and defend the use of refusal skills that avoid and reduce health risks. ● Discuss nonviolent strategies to reduce or resolve conflict. ● With prompting and support, use the decision-making process to choose the healthiest options. ● Examine the potential outcomes of health-related decisions. ● Develop a plan for reaching a personal health goal. ● Identify people who can assist in achieving a health goal. ● With support, identify other resources to assist in achieving a personal health goal. ● Describe responsible personal health behaviors. ● With prompting, demonstrate a variety of behaviors that will maintain or improve personal health and safety. ● With support, share opinions about health issues. ● Define advocacy and, with support, discuss health-related situations where advocacy may be used.	**Standards for Health Education** 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health. 2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. 3. Students will demonstrate the ability to access valid information and products and services to enhance health. 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. 5. Students will demonstrate the ability to use decision-making skills to enhance health. 6. Students will demonstrate the ability to use goal-setting skills to enhance health. 7. Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks. 8. Students will demonstrate the ability to advocate for personal, family, and community health.

Assessments	Instructional Strategies
● Observation ● Assessments selected from adopted resources ● Student Conference ● Discussion - large and small group ● Think-Pair-Share ● Know, Want to Know, Learned (K-W-L chart) ● Role Play ● Self-Assessment ● Journaling (pictures and writing) ● Written responses ● Quizzes ● Exit Ticket	● Role-playing ● Modeling ● Individual and group discussions ● Scenario Cards ● Cooperative Learning ● Guided Practice ● Artwork, Posters, Photos ● Stories, Read-alouds ● Guest Speakers ● Videos

Resources Used:

Joint Committee on National Health Education Standards. (1995). *National health education standards: Achieving health literacy.* Atlanta, GA: American Cancer Society.

Joint Committee on National Health Education Standards. (2007). *National health education standards (2nd ed.): Achieving excellence.* Atlanta, GA: American Cancer Society.

Wisconsin Department of Public Instruction. (2011). *Wisconsin standards for health education.* Madison, WI: Author

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Music

Course Documents

Grade 4

Grade 4 General Music Course Overview

Course Description

In Fourth Grade, students will further develop their knowledge of the elements of music through a variety of experiences. They will increase their understanding of musical vocabulary and literacy skills by applying them through singing and playing instruments, as well as through creating, analyzing, and evaluating music. Students will become increasingly more musical and independent by using their knowledge of technical and expressive qualities. As their musical abilities advance, students will continue to develop a lasting appreciation, enjoyment and understanding of music while building positive character traits and skills necessary for lifelong success.

Topics at a Glance

- Creating (melodic and rhythmic)
  - Improvisation
  - Composition
- Performing
  - Singing expressively
  - Playing classroom instruments
    - Melodic and rhythmic
  - Melody and harmony
  - Solo and group performance
  - Performance and audience etiquette
- Responding
  - Reading music
    - Standard or symbolic notation
    - Music symbols and terminology
  - Music analysis and evaluation
  - Instrumental and vocal timbre
- Connecting
  - Personal experiences
  - Daily life
  - Other school subjects
  - Culture

Grade Level Expectations

- Create and notate personal musical ideas within a given structure.
- Apply vocal and instrumental techniques in reading and performing.
- Perform a variety of music expressively.
- Perform harmony.
- Perform appropriate for the audience and purpose and demonstrate audience etiquette.
- Discuss preferences and respond to contrasts in music.
- Use knowledge of music concepts and established criteria to analyze, explain, and evaluate music.
- Students will make connections between music and personal experience, daily life, culture, and other disciplines.

Standards for Music Education

Creating

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

Performing

4. Select, analyze, and interpret artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.

Responding

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Connecting

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Assessments	Instructional Strategies
● Observation ● Performance assessments ● Self-assessment ● Written assessments ● Formative and summative assessments ● Assessments selected from adopted curriculum resources	● Whole group instruction ● Small group instruction ● Collaborative learning ● Activity centers ● One-on-one ● Guided practice ● Independent practice ● Review and practice ● Modeling

Resources Used:

National Coalition for Core Arts Standards. (2014). *National core arts standards*. Dover, DE: State Education Agency Directors of Arts Education.

Wisconsin Department of Public Instruction. (1997). *Wisconsin's model academic standards for Music*. Madison, WI: Authors.

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Physical Education

Course Documents

Grade 4

Grade 4 Physical Education Course Overview

Course Description

In Grades 3 through 5, students combine movements and apply them to changing game conditions. Fourth graders continue using movement concepts and skills in small-sided games and activities, while also strategically modifying their movements in response to changing conditions. This will include the concepts of offense and defense. Students will continue developing interpersonal relationship skills, including sportsmanship, cooperation, and teamwork. They will respectfully listen to the feedback of peers. Students will analyze the results of fitness assessments to gain an understanding of how to improve their personal fitness levels.

Topics at a Glance

Movement Concepts

- Spatial awareness
  - Where the body moves
- Effort
  - How the body moves
- Spatial relationships
  - With people, objects, body parts

Movement Skills

- Locomotor skills
  - Fundamental body movements
- Manipulative skills
  - Moving and controlling objects with body or equipment
- Non-locomotor skills
  - Stability and body control

Rhythmic Movement

- Moving body to music

Combining Movement Concepts and Skills

- Small-sided games and activities
  - Strategies and tactics

Fitness Concepts

- Muscular strength
- Muscular endurance
- Cardiovascular endurance
- Flexibility
- Nutrition

Interpersonal Relationships

- Sportsmanship
- Developing group strategies
- Teamwork
- Safety
- Feedback

Grade Level Expectations

- Intermittently use a mature pattern in fundamental motor skills.
- Combine locomotor and manipulative skills in small-sided activities.
- Apply movement concepts in lead-up activities.
- Use results of fitness assessments to identify areas of improvement.

Standards for Physical Education

1. Demonstrates competency in a variety of motor skills and movement patterns.
2. Applies knowledge of concepts, principles, strategies, and tactics related to movement.
3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

● Regularly choose to participate in activities that provide health benefits. ● Independently take responsibility for safe practices of rules, etiquette, use of equipment, and positive social interactions. ● Respectfully listen to feedback. ● Accept and encourage others with different ability levels. ● Challenge self through difficult skills without giving up. ● Rank the benefits of physical activity for health and enjoyment. ● Describe the positive social interactions when participating with others in various physical activity settings.	4. Exhibits responsible, personal, and social behavior that respects self and others. 5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
Assessments ● Observation ● Assessments selected from adapted curricular resources ● Skill tests ● Fitness tests ● Self-Assessment ● Student conference ● Group response/hand signals ● Think-Pair-Share ● Exit question ● Resources	**Instructional Strategies** ● Guided Discovery/Movement Exploration ● Individual/partner and large group work ● Gradual Release of Responsibility ● Low organized activities ● Movement challenges ● Stations ● Goal setting

Resources Used:

Graham, G., Holt/Hale, S.A., Parker, M. (2012). *Children moving: A reflective approach to teaching physical education.* (9th ed.). New York: McGraw-Hill.

Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for physical educators. Physical Education and Health Journal, 75 (3), 27-30.

SHAPE America. (2013). *Grade-level outcomes for K-12 physical education*. Reston, VA: Author.

Whitehead, M. (2010). What is physical literacy and how does it impact physical education? In Capel, S. & Whitehead, M. (Eds.), *Debates in physical education.* (37-52). New York: Routledge.

Wisconsin Department of Public Instruction. (2010). *Wisconsin standards for physical education.* Madison, WI: Author.

School Counseling

Content Documents

Grade 4

Grade 4 School Counseling Course Overview

Description

In Grade 4, students will begin to emphasize the development of academic and career skills, while continuing their social/emotional development as they begin to become more aware of their strengths and challenges. In addition, students will continue to practice skills with greater independence. Students will identify how interests and strengths fit into certain career clusters. They will use strategies to manage their study environment and manage internal emotional concerns. Students will continue to learn about their relationships with others by practicing empathy, providing and accepting constructive feedback, collaborating toward desired outcomes, respecting others' ideas and opinions, and identifying healthy relationships. Additionally, students will begin advocating for their own academic, social, and emotional well-being.

Topics at a Glance

Academic Development

- Study strategies
  - Learning environment
  - Individual strategies
- Confidence in ability to learn
  - Encourage personal growth
- Problem solving and feedback
  - Managing appropriate problems
  - Constructive feedback

Career Development

- Self-discovery and exploration
  - Personal interests and strengths
  - Career clusters and related jobs
- Teambuilding
  - Collaborating toward goals
- Advocacy
  - Self-advocacy
  - Contributing to school and community
- Adaptability and flexibility
  - Different/others' ideas, opinions, choices

Social/Emotional Development

- Self-Regulation
  - Internal emotional concerns
  - Personal regulation strategies
- Personal Safety
  - Assertive and passive responses
- Relationships
  - Digital relationships
  - Healthy friendships
  - Empathy
- Diversity
  - Physical and intellectual abilities

Grade Level Expectations

- Use learning expectations to be successful in school and community.
- Use self-management skills that lead toward personal growth.
- Practice prosocial behaviors when interacting with peers and adults.
- Apply strategies to proactively resolve problems.

School Counseling Mindset Standards

1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
2. Self-confidence in ability to succeed.
3. Sense of belonging in the school environment.
4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success.
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes.
6. Positive attitude toward work and learning.

Assessments	Instructional Strategies
● Observation ● Assessments selected from adopted resources ● Student conference ● Discussion - large and small group ● Think-Pair-Share ● Know, Want to Know, Learned (K-W-L chart) ● Role-play ● Self-assessment ● Journaling (pictures and writing) ● Written responses ● Quizzes ● Exit ticket	● Role-playing ● Modeling ● Individual and group discussions ● Scenario cards ● Cooperative learning ● Guided practice ● Artwork, posters, photos ● Stories, read-alouds ● Guest speakers ● Videos

Resources Used:

American School Counselor Organization. (2014). *Mindsets and behaviors for student success: K-12 college- and career-readiness standards for every student*. Alexandria, VA: Authors.