



GRADE FOUR

CURRICULUM & ASSESSMENT HANDBOOK FOR PARENTS/GUARDIANS

This ***Curriculum and Assessment Handbook*** provides families with information about the instructional program and how their student's progress will be reported throughout the school year.

The following pages show the Report of Student Progress and a description of each performance level. Student progress is reported by standard category using the Performance Level Descriptors. The Performance Level Descriptors reflect those used on the Pennsylvania State System of Assessment (PSSA).

The standards categories as listed on the grade level report of student progress can also be found in this handbook. The standards categories correlate with the standards established in Pennsylvania School Code. For each subject area of the curriculum examples of the concepts, skills and activities for this grade level are listed.

If parents/guardians have any questions concerning the instructional program or their student's progress, they should contact the teacher and the school principal.

Revised 2022



GRADE 4 REPORT OF STUDENT PROGRESS

SCHOOL YEAR	
STUDENT	
SCHOOL	
TEACHER	

ATTENDANCE	MP1	MP2	MP3
Days Absent			
Days Tardy			

The purpose of this progress report is to communicate the student's performance level or achievement relative to the district's standards-aligned curriculum and the student's application of grade-level skills.

Criteria for Meeting Performance Levels	
Advanced (A)	<ul style="list-style-type: none"> superior understanding of concepts, skills and strategies with respect to the standard 93-100% mastery on assessment items related to the standard and scored numerically achievement at the highest level on assessment items that are related to the standard and graded with a rubric the ability to apply and extend learning and to explore ideas/topics independently
Proficient (P)	<ul style="list-style-type: none"> solid understanding of concepts, skills and strategies with respect to the standard 80-92% mastery on assessment items related to the standard and scored numerically achievement at the proficient level on assessment items that are related to the standard and graded with a rubric the ability to apply and extend learning and to explore ideas/topics with support
Basic (B)	<ul style="list-style-type: none"> partial understanding of concepts, skills and strategies with respect to the standard 60-79% mastery on assessment items related to the standard and scored numerically achievement one level below proficiency on assessments that are related to the standard and graded with a rubric a need to begin to apply and extend learning and to explore ideas/topics
Below Basic (BB)	<ul style="list-style-type: none"> inadequate understanding of concepts, skills and strategies with respect to the standard less than 60% mastery on assessment items related to the standard and scored numerically achievement at the lowest level on assessments that are related to the standard and graded with a rubric a need for additional, focused instructional opportunities
Work Habits and Social Skills Performance Levels	
Excellent (E) Satisfactory (S) Needs Improvement (N)	

STUDENT NAME:
GRADE 4 REPORT OF STUDENT PROGRESS 2022-2023

Marking Period
1 2 3

ENGLISH LANGUAGE ARTS

Foundational Skills			
Reading Informational Text			
Reading Literature			
Writing			
Speaking and Listening			

MATHEMATICS

Numbers and Operations Base-10			
Numbers and Operations Fractions			
Operations and Algebraic Thinking			
Geometry			
Measurement and Data			

SCIENCE

Inquiry and Design			
Biological Sciences			
Physical Science			
Earth Sciences			
Technological Devices			

SOCIAL STUDIES

Career Education and Work			
Civics and Government			
Economics			
Geography			
History			

HEALTH AND SAFETY

Concepts of Health			
Healthful Living			
Safety and Injury Prevention			

Marking Period
1 2 3

PHYSICAL EDUCATION

Physical Activity and Movement			
Work Habits and Social Skills			

ART

Production, History, Critique, Aesthetics			
Work Habits and Social Skills			

MUSIC

Production, History, Critique, Aesthetics			
Work Habits and Social Skills			

WORK HABITS

Demonstrates effort			
Comes to school prepared			
Demonstrates a positive attitude			
Works well independently			
Keeps materials organized			
Follows directions			

SOCIAL SKILLS

Respects rights of others			
Demonstrates self-control			
Follows school and classroom rules			
Accepts responsibility for behavior			
Cooperates with others			

Grade Four Standards Based Curriculum

ENGLISH LANGUAGE ARTS

Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. Students apply these foundational skills to become effective readers.

- Phonics and Word Recognition
- Fluency

Reading Informational Text

Students read, understand, and respond to informational text - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts.

- Key Ideas and Details: Main Idea, Text Analysis
- Craft and Structure: Point of View, Text Structure, Vocabulary
- Integration of Knowledge and Ideas: Diverse Media, Evaluating Arguments, Analysis Across Texts
- Vocabulary Acquisition and Use
- Range of Reading

Reading Literature

Students read, understand, and respond to works of literature - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts.

- Key Ideas and Details: Theme, Text Analysis, Literary Elements
- Craft and Structure: Point of View, Text Structure, Vocabulary
- Integration of Knowledge and Ideas: Sources of Information, Text Analysis
- Vocabulary Acquisition and Use: Strategies
- Range of Reading

Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Writing Forms:

- Informative/explanatory
- Opinion/argumentative
- Narrative
- Response to literature

Writing Domains:

- Focus
- Content
- Organization
- Style
- Conventions of Language

Writing Process and Research:

- Production and Distribution of Writing
- Technology and Publication
- Conducting Research
- Credibility, Reliability, and Validity of Sources
- Range of Writing

Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

- Comprehension and Collaboration: Collaborative Discussion, Critical Listening, Evaluating Information
- Presentation of Knowledge and Ideas: Purpose, Audience, and Task, Context
- Integration of Knowledge and Ideas: Multimedia
- Conventions of Standard English

MATHEMATICS

Numbers & Operations – Base Ten

- Apply place-value concepts to show an understanding of multi-digit whole numbers.
- Use place-value understanding and properties of operations to perform multi-digit arithmetic.

Numbers & Operations – Fractions

- Extend the understanding of fractions to show equivalence and ordering.
- Build fractions from unit fractions.
- Connect decimal notation to fractions, and compare decimal fractions.

Operations and Algebraic Thinking

- Represent and solve problems involving the four operations.
- Develop and/or apply number theory concepts to find factors and multiples.
- Generate and analyze patterns using one rule.

Geometry

- Draw lines and angles and identify these in two-dimensional figures.
- Classify two-dimensional figures by properties of their lines and angles.
- Recognize symmetric shapes and draw lines of symmetry.

Measurement and Data

- Solve problems involving measurement and conversions from a larger unit to a smaller unit.
- Translate information from one type of data display to another.
- Represent and interpret data involving fractions using information provided in a line plot.
- Measure angles and use properties of adjacent angles to solve problems

SCIENCE

Inquiry and Design

- Distinguish between scientific fact and opinion.
- Understand that all scientific investigations involve asking and answering questions about objects, organisms, and events, and comparing the answer with what is already known.
- Plan and conduct a simple investigation, and use data/evidence to construct explanations.

Biological Sciences

- Describe the different resources that plants and animals need to live.
- Describe common functions living things share to help them function in a specific environment.
- Construct and interpret models and diagrams of various animal and plant life cycles.
- Describe plant and animal adaptations that are important to survival.

Physical Sciences

- Use models to demonstrate the physical change as water goes

from liquid to ice and from liquid to vapor.

- Apply knowledge of basic electrical circuits to the design and construction of simple direct current circuits.
- Compare and contrast series and parallel circuits.

Earth Science

- Describe basic weather elements and identify weather patterns over time.
- Explain how basic weather elements are measured.
- Identify planets in our solar system and their basic characteristics.
- Describe the earth's place in the solar system that includes the sun (a star), planets, and many moons.
- Identify major lunar phases.
- Explain time (days, seasons) using solar system motions.

Technological Devices

- Explore the use of basic tools, simple materials and techniques to safely solve problems.
- Select appropriate instruments to study materials.

SOCIAL STUDIES

Career Education and Work

- Explain career retention and advancement
- Identify entrepreneurship

Civics and Government

- Examine school rules and consequences.
- Explain rules and laws for the classroom, school, community, and state
- Identify key ideas about government found in significant documents: Declaration of Independence, United States Constitution, Bill of Rights, and Pennsylvania Constitution.
- Identify state symbols, national symbols, and national holidays.
- Identify individual rights and needs and the rights and needs of others in the classroom, school, and community.
- Describe how citizens participate in school and community activities.
- Identify the roles of the three branches of government.
- Identify the services performed by local and state governments.
- Explain the voting process.

Economics

- Identify scarcity of resources in a local community.
- Explain how a product moves from production to consumption.
- Explain the three basic questions all economic systems must answer: What to produce? How? For whom?
- List and explain factors that promote specialization and division of labor.
- Explain why nations trade.
- Identify the requirements for different careers and occupations.
- Examine the basic operation of the banking system.

Geography

- Describe how common geographic tools are used to organize and interpret information about people, places, and regions.
- Identify the physical characteristics of places and regions.
- Identify the basic physical processes that affect the physical characteristics of places and regions.
- Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities.
- Identify the effect of the physical systems on people within a community.
- Identify the effect of people on the physical systems within a community.

History

- Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania and in US history.
- Locate historical documents, artifacts, and places critical to Pennsylvania history and US history.
- Explain how continuity and change in Pennsylvania history and US history have influenced personal development and identity.
- Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania and US history: ethnicity and race, working conditions, immigration, military conflict, and economic stability.
- Explore African American contributions to history.
- Explore history of the Holocaust.

HEALTH AND SAFETY

Concepts of Health

- Identify and describe the structure and function of the major body systems: nervous, muscular, integumentary, and immune.
- Analyze nutritional concepts that impact health.
- Explain factors that influence childhood and adolescent drug use.

Healthful Living

- Explain the relationship between health-related information and consumer choices.
- Describe and apply the steps of a decision-making process to health and safety issues.
- Analyze environmental factors that impact health.

Safety and Injury Prevention

- Explain and apply safe practices in the home, school and community.
- Know and apply appropriate emergency responses.
- Describe strategies to avoid or manage conflict and violence.

PHYSICAL EDUCATION

Physical Activity and Movement

- Participate in cooperative games.
- Complete fitness activities and testing.
- Develop sports-related skills and lead-up games.
- Apply team concepts.
- Develop sensory motor skills including throwing, catching, and kicking.
- Analyze the role of individual responsibility for safety during physical activity.

ART

Production, History, Critique, Aesthetics

- Apply color mixing concepts.
- Identify radial symmetry.
- Use proportions and facial features.
- Identify works of art: identification, evaluation, and response.

MUSIC

Production, History, Critique, Aesthetics

- Classify orchestral instruments.
- Read treble staff notation.
- Develop voice, 2-part instrument.
- Compare musical forms and styles.
- Apply more complex musical forms.
- Apply ear training.