



*Excellence is our standard, achievement is the result*



**GRADE 4**

**CURRICULUM AND ASSESSMENT  
HANDBOOK FOR PARENTS**

**Abington School District  
Abington, PA**

## Superintendent's Message

This Curriculum Handbook is the result of recommendations made by a committee of staff members and parents/guardians. The committee recognized a need to provide another source of information to improve communication between home and school regarding the instructional program.

On the following pages, you will find the standards categories as listed on the grade level report card. These categories correlate with the standards established in the Pennsylvania School Code. For each area of the curriculum, examples of the concepts, skills and activities that are done at this grade level are listed. During parent-teacher conferences, teachers will be reporting student progress by the standard category and will be using Performance Level Descriptors that reflect those used on the Pennsylvania State System of Assessment. Information about the Performance Level Descriptors is given on the last page of this handbook.

Parents/guardians are urged to use the information in this booklet as a basis for formulating questions regarding their student's progress.

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



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## Grade 4 Curriculum and Assessment Handbook for Parents

### Contents

<b>Report of Student Progress .....</b>	<b>Page 1</b>
<b>Standards-Based Curriculum</b>	
• <b>Communication Arts .....</b>	<b>Page 2</b>
• <b>Mathematics .....</b>	<b>Page 2</b>
• <b>Science .....</b>	<b>Page 3</b>
• <b>Social Studies .....</b>	<b>Page 4</b>
• <b>Health .....</b>	<b>Page 4</b>
• <b>Art .....</b>	<b>Page 4</b>
• <b>Music .....</b>	<b>Page 4</b>
• <b>Physical Education .....</b>	<b>Page 4</b>
<b>Performance Level Descriptors .....</b>	<b>Page 5</b>

Student: \_\_\_\_\_

School Year: \_\_\_\_\_ Grade: \_\_\_\_\_

COMMUNICATION ARTS	Marking Period		
	1	2	3
Learning to Read			
Reading Critically			
Interpreting Literature			
Writing			
Speaking			
Listening			
Research			
<b>MATHEMATICS</b>			
Numbers and Computation			
Geometry and Measurement			
Reasoning and Problem Solving			
Probability and Statistics			
Algebraic Concepts			
<b>SCIENCE</b>			
Inquiry and Design			
Biological Sciences			
Physical Science			
Earth Sciences			
Technological Devices			
<b>HEALTH</b>			
Concepts of Health			
Healthful Living			
Safety and Injury Prevention			
<b>SOCIAL STUDIES</b>			
Career Education and Work			
Civics and Government			
Economics			
Geography			
History			

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

ART	Marking Period		
	1	2	3
Production, History, Critique, Aesthetics			
Work Habits and Social Skills			
<b>MUSIC</b>			
Production, History, Critique, Aesthetics			
Work Habits and Social Skills			
<b>PHYSICAL EDUCATION</b>			
Physical Activity and Movement			
Work Habits and Social Skills			
<b>WORK HABITS</b>			
Demonstrates effort			
Comes to school prepared			
Demonstrates positive attitude			
Works well independently			
Keeps materials organized			
Follows directions			
<b>SOCIAL SKILLS</b>			
Respects rights of others			
Demonstrates self-control			
Follows school and classroom rules			
Accepts responsibility for behavior			
Cooperates with others			
<b>ATTENDANCE</b>			
Absent			
Tardy			

## Grade 4 Standards-Based Curriculum

### Communication Arts

- Learning to Read
  - Decoding Strategies
    - Phonics, word analysis, multi syllable words
  - Vocabulary
    - Sight vocabulary, synonyms, antonyms, context clues, multiple meaning words, reference sources, word families, word origins, application of new vocabulary, word study
  - Comprehension
    - Predicting, purpose-setting, analysis, evaluation, inferences, summary, conclusions, text structure, citation of evidence from text
    - Author's purpose, main idea, details, judgments, generalizations, point of view
  - Fluency
    - Pace, expression, intonation, phrasing, accuracy
- Reading Critically
  - Comprehension of informational texts: essential and non-essential information, inferences and conclusions, author's purpose, text structures, fact/opinion
- Interpreting Literature
  - Comprehension of and response to a variety of types of literature
  - Comparing works of literature
  - Literary elements: character, setting, plot, cause/effect, compare/contrast, sequence, fact/fiction
  - Literary devices: language pattern, figurative language
- Writing
  - Narrative and informational forms
  - Responding to reading
  - Writing process: pre-write, draft, revise, edit, publish
  - Traits: focus, content, organization, style, conventions
  - Appropriate grammar, usage, and mechanics, including spelling and handwriting

- Speaking
  - Small/large group discussions and presentations
- Listening
  - Listening skills in a variety of situations
- Research
  - Locating and organizing information
  - Using primary secondary sources
  - Text features
  - Library resources, including technology and electronic resources

### Mathematics

- Numbers and Computation
  - Apply place-value and numeration concepts to compare, find equivalencies, and round
  - Find all factor pairs for a whole number from 1-100
  - Determine whether a number is a multiple of a given 1-digit number
  - Identify prime and composite numbers less than 100
  - Read, write, and identify places in numbers
  - Read and write number names
  - Read and write numbers in expanded form
  - Compare and order multi-digit numbers
  - Record multi-digit comparisons using  $<$ ,  $=$ , or  $>$
  - Add and subtract multi-digit numbers fluently
  - Multiply a whole number (up to 4 digits) by a 1-digit number
  - Multiply a 2-digit number by a 2-digit number
  - Divide a whole number (up to 4 digits) by a 1-digit number
  - Illustrate and explain multiplication strategies
  - Multiply a whole number by a multiple of 10, 100, and 1,000
  - Find equivalencies and compare fractions
  - Record fraction comparisons using  $<$ ,  $=$ , or  $>$
  - Build fractions from unit fractions
  - Add and subtract mixed numbers with like denominators
  - Understand decimal notation for fractions

- Compare and order decimals
- Translate between decimal notation with denominators of 10 or 100

#### ■ Geometry and Measurement

- Know relative sizes of measurement units
- Solve problems involving measurement and conversion of measurements
- Solve problems involving length, weight (mass), liquid volume, time, area, and perimeter
- Draw, represent, and identify points, line segments, and rays
- Draw, represent, and identify angles, including right, acute, and obtuse angles
- Draw, represent, and identify perpendicular and parallel lines
- Classify shapes by properties of their lines and angles
- Recognize that a line of symmetry divides a figure into 2 matching parts
- Identify line symmetric figures and draw lines of symmetry

#### ■ Reasoning and Problem Solving

- Make sense of problem
- Solve problems in more than one way
- Create mathematical representations using numbers, words, pictures, symbols, tables, graphs and concrete objects
- Make mathematical conjectures and arguments
- Model real-world situations using graphs, drawings, tables, symbols, numbers, and diagrams
- Use mathematical models to solve problems and answer questions
- Use appropriate tools effectively and make sense of results
- Explain mathematical thinking clearly and precisely
- Identify and use mathematical structures such as categories, patterns, and properties to solve problems and answer questions
- Create and justify rules and generalizations

#### ■ Probability and Statistics

- Organize, display and interpret data to and answer questions
- Make a line plot to display a data set of measurements in fractions of a unit
- Translate information from one type of display to another (table, chart, bar graph, or pictograph)

#### ■ Algebraic Concepts

- Use numbers and symbols to model expressions and equations
- Model number stories with equations, using letters for unknowns
- Recognize, describe, extend, create, and replicate a variety of patterns
- Generate a number or shape pattern that follows a given rule
- Determine a rule for a function given a table
- Determine missing elements in a function table

### Science

#### ■ Inquiry and Design

- Simple experiments
- Problem-solving strategies
- Observation and record keeping
- Interpretation of data
- Written communication about tests and observations

#### ■ Biological Sciences

- Basic needs of organisms
- Life cycle of organisms
- Environments of organisms
- Relationships between organisms in ecosystems
- Model ecosystems: aquatic and land
- Human effects on ecosystems

#### ■ Physical Science

- Properties of and changes in matter
- Transfer of energy
- Types of force and motion

#### ■ Earth Sciences

- Earth's relationship to the sun and moon
- Cloud types and elements of weather
- Measurement of weather conditions

#### ■ Technological Devices

- Intended benefits and unintended consequences of technological design

## **Social Studies-Pennsylvania**

- Career Education and Work
  - Career retention and advancement
  - Entrepreneurship
- Civics and Government
  - Documents of US and Pennsylvania government
  - Rights and responsibilities of citizens
  - Local government
  - Roles of the three branches of government
  - Government services
- Economics
  - Renewable and non-renewable resources in Pennsylvania
  - Pennsylvania's transportation system and the movement of goods
  - Industrialization in Pennsylvania
- Geography
  - Reading and interpreting maps
  - Regions of Pennsylvania, including land forms, bodies of water, and climate
- History
  - Native Americans in Pennsylvania
  - William Penn's Charter
  - Life in colonial and frontier Pennsylvania
  - Pennsylvanian historical figures and sites
  - Pennsylvania's role in the American Revolution and Civil War
  - Abolition and progress toward equal rights
  - African-American contributions to history
  - The Holocaust

## **Health**

- Concepts of Health
  - Nutrition and fitness
  - Disease prevention
  - Drug abuse prevention

- Healthful Living
  - Personal and mental health
  - Stress management and nonviolent conflict resolution
  - Family life
- Safety and Injury Prevention
  - Safety skills for emergencies
  - Recognition of and response to emergencies

## **Art**

- Production, History, Critique, Aesthetics
  - Color mixing concepts
  - Radial symmetry
  - Proportions and facial features
  - Works of art: identification, evaluation and response

## **Music**

- Production, History, Critique, Aesthetics
  - Classification of orchestral instruments
  - Treble staff notation
  - Development of voice, 2-part instrument
  - Comparison of musical forms and styles
  - Application of more complex musical forms
  - Ear training

## **Physical Education**

- Physical Activity and Movement
  - Cooperative games
  - Fitness activities and testing
  - Sports-related skills and lead-up games
  - Team concepts
  - Sensory skills including throwing, catching and kicking

## Performance Level Descriptors

### Advanced (A)

Demonstrates:

- 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)

Demonstrates:

- 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 assessments 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)

Demonstrates:

- 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)

Demonstrates:

- 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 Level Descriptors

Excellent (E)

Good (G)

Needs Improvement (N)