
By the end of Fourth Grade, your child should be able to do the following in **PHYSICAL EDUCATION**:

Body, Spatial and Social Awareness:

- ▶ Mirror and match the movements of a traveling partner.
- ▶ Move in a variety of ways in relation to a partner with a piece of equipment.

Effort and Controlled Movements:

- ▶ Manipulate objects using varied amounts of force, flow and speed.

Locomotor Movements:

- ▶ Run and hurdle a succession of low to medium level obstacles.
- ▶ Combine two or more even and uneven locomotor movements into a pattern that can be repeated.
- ▶ Jump a self-turned rope using at least 5 different types of jumps (e.g. hop, skip, jump, and skier)
- ▶ Use dodging skills in a group situation, to avoid lightly thrown objects.



Tumbling, Rolling, Balancing and Weight Transfer:

- ▶ Jump off low equipment, land, roll and/or transfer weight.
- ▶ Balance in inverted positions using the least number of bases of support.
- ▶ Cooperatively balance as part of a small group.

Dribbling, Kicking and Punting:

- ▶ Dribble in a group and around stationary objects without losing control of the ball or colliding with others.
- ▶ Use the inside of the foot to collect a ball coming toward them.

Throwing, Catching, Volleying and Striking:

- ▶ Move to catch an object in a small group.
- ▶ Strike a lightweight ball back and forth across a line or low net to a partner using the underhand strike.
- ▶ Bounce and then strike a small object using an underhand, overhead and backhand motion.

Fitness:

- ▶ Score within the Healthy Fitness Zone on the Fitnessgram.

By the end of Fourth Grade your child should be able to do the following in **TECHNOLOGY**:

Basic Operations:

- ▶ Use Bookmarks for Internet sites.
- ▶ Find and access research information using the Internet (e.g. electronic encyclopedias, search engines).
- ▶ Copy, cut and paste.
- ▶ Use alignment tools.
- ▶ Add images to projects.
- ▶ Access the Help Menu on the Tool Bar.
- ▶ Select a specified printer to print work.
- ▶ Change line spacing.
- ▶ Perform various Desktop operations.

Keyboarding:

- ▶ Demonstrate proper finger technique more consistently for keyboarding.
- ▶ Demonstrate advancing keyboarding skills using *Type to Learn 3*.



Use of Software:

- ▶ Create a multi-slide PowerPoint presentation.
- ▶ Produce a word processing document using *Inspiration*, *Kid Pix Deluxe*, *Microsoft Word** or *Appleworks*.

(* Microsoft Word is the program of choice for the Middle School and High School)

Academic Expectations

What You Can Expect During Your Child's Year in Fourth Grade

Art, Music, Library Media, Technology and Physical Education

While all children learn in different ways, you expect your child to make progress in school every year.

This brochure defines what your child should be able to do in the areas of art, music, library media sciences, technology and physical education by the end of this year.

At Scotia-Glenville, learning is often integrated between subject areas. Reading and writing skills, for example, are also stressed in art, music, library media sciences, technology and physical education.

Our district also strives to have technology viewed as a set of complementary activities in all subjects.

Please review this list of grade-level expectations and, if you have any questions, please feel free to contact your child's teacher or principal. We value the partnership that can exist between school and home.

Our district is committed to an education for your child that is consistent across our elementary schools and which will add depth and richness to your child's experiences.



All learning is cumulative.

What is taught the previous year is strengthened by what is taught this year.

*By the end of Fourth Grade, your child should be able to do the following in **ART**:*

Drawing:

- ▶ Use line to create simple contour and gesture drawing.

Painting:

- ▶ Paint and develop a composition from real life and from imagination, using one color, various values; full color.
- ▶ Use various brushstrokes for experimenting with various painting styles.

Printmaking:

- ▶ Demonstrate an understanding of the reversal of images when printing, e.g., glue prints; incising; ink relief plates.



3-Dimensional Constructions:

- ▶ Use clay to develop a sculpture.
- ▶ Develop architectural forms.
- ▶ Compare or contrast abstract vs. real life sculptures.

Art History/Art Criticism/Aesthetics:

- ▶ Discuss the influence of culture on art and its importance in history.

All learning is cumulative.

What is taught the previous year is strengthened by what is taught this year.

*By the end of Fourth Grade, your child should be able to do the following in **MUSIC**:*

Melody:

- ▶ Sing and follow music observing musical signs and symbols, e.g., D.C. and D.S. al fine, coda, sharps and flats.
- ▶ Continue to move his/her voice up or down on by specific interval and interval patterns.

Harmony:

- ▶ Part-sing in rounds.
- ▶ Perform counter-melodies in groups.

Rhythm:

- ▶ Perform rhythms including sixteenth notes and rests.
- ▶ Identify whole, half, quarter and eighth notes and rests, as well as triplets and dotted notes.
- ▶ Begin to conduct beat patterns in duple and triple meters.

Tempo:

- ▶ Recognize specific tempos: andante, moderato, allegro.
- ▶ Perform at a designated tempo.

Style/Form:

- ▶ Identify various forms in singing, including call and response.
- ▶ Perform in call and response style.
- ▶ Identify and experience a variety of musical styles.

Dynamics:

- ▶ Identify pianissimo and fortissimo, crescendo and decrescendo.
- ▶ Recognize and perform legato, staccato, and accents.

Tone Color:

- ▶ Identify the moods of music.

Instrumental Performance:

- ▶ Perform two or more contrasting melodic or rhythmic patterns as a group.
- ▶ Improvise a melody or harmony, given a specific rhythm within a pentatonic scale.
- ▶ Read and perform melodies on pitched instruments including a soprano recorder.

*By the end of Fourth Grade, your child should be able to do the following in **LIBRARY MEDIA**:*

Apply the Skills of a Curious Researcher:

- ▶ Locate information in the Library Media Center (LMC) using alphabetical order, Dewey Decimal System, and call numbers.
- ▶ Distinguish between fiction and nonfiction.
- ▶ List topics of interest for research and related keywords.
- ▶ Locate and use computer catalogs to find resources in the LMC and other LMCs using a variety of search methods.
- ▶ Identify basic information about resources using Kids' Information Portal (computer catalog).
- ▶ Use developmentally appropriate computer resources.
- ▶ Independently gather and interpret information from fiction, nonfiction, and reference sources.
- ▶ Use search engines, directions, and databases to access information on the Internet.
- ▶ Apply criteria for acceptable and safe online information.
- ▶ Skim to locate specific information within a larger text.
- ▶ Search, read and/or listen for specific information.
- ▶ Evaluate sources for reliability, appropriateness, and currency.
- ▶ Differentiate between primary and secondary sources of information.
- ▶ Distinguish between fact, fiction, and opinion.
- ▶ Develop basic note taking skills.
- ▶ Summarize information from a larger text.
- ▶ Determine the need for additional sources of information.
- ▶ Interpret, synthesize, and organize information from multiple sources into products, including reports, graphic organizers, or presentations.
- ▶ Evaluate the research process and/or product.



Develop the Skills of a Life-long Reader and Communicator:

- ▶ Identify characters, setting, and plot in a story.
- ▶ Independently select personal reading resources.
- ▶ Develop listening skills through literary experiences.
- ▶ Respond to literature in a variety of ways including discussing, recalling, sequencing, summarizing, paraphrasing, predicting, comparing, or creating.

Demonstrate the Skills of a Responsible Citizen:

- ▶ Follow library procedures.
- ▶ Demonstrate respect for the facility, resources, and other people in the LMC.
- ▶ Create a bibliography to credit creators of information from a variety of information formats.
- ▶ Explain copyright, plagiarism, and piracy.