

*Huron Valley Schools*

# Parent Curriculum *Handbook*



## FOURTH GRADE

HURON VALLEY SCHOOLS  
building futures...one student at a time.

**Mission Statement**

*Huron Valley Schools and our community will provide a premier education which prepares all students to thrive in a global society.*



# HURON VALLEY SCHOOLS

building futures... one student at a time.

## *Letter from the Superintendent*

Dear Parents and Caregivers:

Every child benefits from a quality, comprehensive education rooted in reading, writing, mathematics, science and social studies. Additional knowledge of technology; enhanced physical and social development and exposure to the fine arts capstone the intellectual development of all of us.

In Huron Valley Schools we place the highest priority on having standards developed in each of these areas. These standards allow us to measure the progress of our students and the effectiveness of our curriculum and instruction.

The purpose of this handbook is to provide parents with district information about curriculum and student expectations.

For parents an important component of this guide is the “You can help by...” section. In Huron Valley we believe that a strong partnership between parent and teacher can best affect the increased academic performances of your child. Showing your interest and positive involvement in school, will increase the opportunities for your child to have a successful school experience.

Our district goal is for each and every student to have the necessary skills, knowledge and attributes necessary to lead a successful life. We trust that this information will prepare you to assist us in that endeavor.

Have a wonderful school year.

Sincerely,



Jacqueline Johnston  
Superintendent of Schools

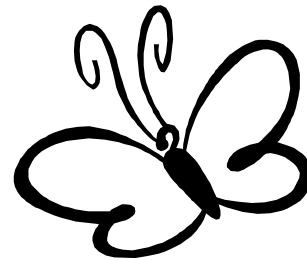
## Development of a Fourth Grade Child

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It is important to remember that each child is unique and that a wide range of individual differences will be apparent with any group of children. Although there is diversity, there is also consistency. A child's development is organized and directed. Age characteristics are broad guidelines to help us know what may be expected from children of a certain age.

### The Fourth Grade Child...

- exhibits a lot of anxiety.
- searches for perfection.
- does not care as much for creative activities.
- is affectionate with parents, and has lots of family concerns.
- is loyal.
- is clear about age/gender roles.
- uses simple logic.
- likes privacy.
- likes rules and teamwork.
- is highly selective in friendships.
- is intense in friendship relationships.
- responds to peer pressure.
- uses thought and deductive reasoning.
- is interested in other people's ideas.
- begins to show talents.
- asserts leadership.
- is more independent.
- is highly interested in learning.



### You Can Help By...

- keeping communication lines open.
- engaging in meaningful conversation frequently.
- keeping in contact with your child's teacher.
- not placing too much pressure or too many responsibilities on your child.
- setting limits.
- fostering and encouraging interests and talents.
- letting your child make decisions and solve problems.
- making sure your child eats healthy foods and gets sufficient rest.
- keeping "adult" concerns, matters, worries, private
- letting the child bear consequences for their actions.
- encourage and expect good manners and language.

## **Student Attributes**

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The children now in our schools will inhabit a world and workplaces far different from the ones we know. The amount of information available will continue to increase at an ever faster rate. The mere accumulation of bits of information will no longer be the test of competence. Individuals will need to know how to access information and how to use it when they need it. The workplace will require not only team skills but also an increased sense of personal responsibility for the quality of work performed. The future of our democratic society will depend upon the ability to embrace diversity and bridge differences among people.

Recognizing these changes, Huron Valley Schools has built a foundation for the design of curriculum. We have set down a profile of the type of person we envision as a graduate of our schools. The attributes represented in the profile constitute the intended goals of our curriculum.

As a result of studying the Arts, Health, English Language Arts, Mathematics, Science, Social Studies, and Technology each student should become a:

### **Collaborative Group Member**

A collaborative group member works cooperatively as part of a team striving for a common goal. Collaborative group members maintain positive relationships with others while considering viewpoints different from their own. When part of a group, they know how and when to lead, to follow, and to negotiate. They are cooperative participants in their schools, homes, work places, and communities.

### **Effective Communicator**

An effective communicator is precise in thought, proficient in the use of oral and written language, and adept at other forms of expression. Effective communicators use strategies and tools best suited for their purpose. They seek ideas from others, pay close attention to meaning, and respond thoughtfully. In order to adapt their message to a situation and audience, they evaluate whether ideas are being understood and how they are being perceived.

### **Healthy Individual**

A healthy individual is committed to social, emotional and physical well-being, and recognizes how they are related. Healthy individuals pursue a variety of interests and maintain a balance among those interests. They follow a nutritious diet, participate routinely in physical fitness activities, practices preventative health care and safety. Respecting their own individuality, they resist peer pressure, express their emotions constructively, and adapt effectively to life's changes.

## **Student Attributes** (continued)

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### **Quality Producer**

A quality producer strives to achieve excellence and personal best. Quality producers self-assess and apply high standards when evaluating their work by considering usefulness, accuracy, ethics, and aesthetic appeal. Quality producers draw upon knowledge and experience and use appropriate tools to create both meaningful products and processes. They take pride in personal progress.

### **Responsible Citizen**

A responsible citizen respects human rights and is committed to the core values of constitutional democracy. Responsible citizens act in accordance with the rule of law and other ethical standards. They accept responsibility for personal actions. When making decisions, they realize that self-interest must be balanced with respect for the rights of others. They contribute their time, energies, and talents to community improvement. They practice their civic responsibility by actively participating in local, national, and global affairs. A responsible citizen appreciates the benefits of diversity in society, seeks the expression of differing views about public affairs, and respects the dignity and well-being of all people.

### **Life-Long Learner**

A life-long learner is internally motivated to sustain learning and understanding across the span of a lifetime. Self-directed learners pursue knowledge independently and collectively through self-discovery and by accessing multiple resources. They are receptive to new ideas and adaptable to changing conditions. Self-directed learners recognize strengths and weaknesses and strive to develop full potential. They use knowledge practically in real-life situations and are willing to take responsible risks. They set attainable goals, monitor progress, and make adjustments accordingly. A self-directed learner, realizing that education does not end with formal schooling, continually strives to renew and extend competence.

### **Thoughtful Problem Solver**

A thoughtful problem solver recognizes problems when they arise and is motivated to resolve them. When confronting a problem, thoughtful problem solvers pose questions and explore creative solutions. They plan effective strategies for resolving problems by drawing upon their experience, the thinking of others, and available resources. Thoughtful problem solvers act on their decisions and evaluate the results.

This Profile is consistent with Board Policy #6163

Adopted September 21, 1989

Updated November 2004

Approved by CIC May 10, 2005

# CURRICULUM

## English Language Arts

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### Overview

In this course, students expand the development of literacy through reading, writing, listening, speaking and viewing. They continue to develop a variety of learning strategies and critical thinking skills that can be applied to all content areas. Using classic and contemporary literature and other text, students explore a variety of topics. They apply word analysis and reading comprehension strategies to comprehend narrative and informational text and poetry. Students fluently read and understand increasingly complex text and increase their vocabulary throughout the year. They regularly engage in interactive, extended discourse as they construct meaning from myths, legends, adventure, fantasy and poetry. They make choices for independent reading as a regular activity. Throughout the year, students compose legible and readable final writing pieces applying appropriate grammar and spelling conventions as they refine their use of the writing process. They assess their own writing and respond to the writing of others on the basis of appropriate standards. Students develop their skills as writers as they frequently read and analyze examples of good writing written for a variety of formats for a variety of purposes and audiences. Students also write informational pieces with supporting details using appropriate organizational patterns. They develop research questions, conduct research, analyze sources, and develop a research project. In addition to regular substantive conversation, fourth grade students develop their abilities to speak effectively by developing and presenting informational speeches and other oral presentations. They also develop their abilities to be knowledgeable and discerning listeners by being active audience members, and use a rubric to evaluate oral presentations.

### Units of Study

Unit 1: Literacy Strategies—Establishing a Community of Readers and Writers

Unit 2: Myths and Legends Reading and Writing

Unit 3: Adventures and Fantasy Reading and Writing

Unit 4: Informational Reading and Writing

Unit 5: Autobiography and Biography Reading and Writing

Unit 6: Poetry Reading and Writing

## English Language Arts (continued)

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**By the end of fourth grade, most students should be able to do the following:**

### **Reading**

- Apply reading strategies
- Comprehend grade level stories
- Comprehend grade level informational text

### **You Can Help By...**

- being a positive reading role model by letting your child see you read different types of materials.
- encouraging your child to read a variety of reading materials.
- discussing what your child learned from reading; help relate the message to the real world.
- helping your child make connections between different sources of similar topics.
- visiting libraries regularly.
- monitoring your child's TV viewing; watch quality shows and together discuss their meaning.
- designating a time for your child to read independently and discuss what they need.
- limit screen time, i.e. video, computer games, Internet be aware of what your child is watching. Is it age appropriate?



## English Language Arts (continued)

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### Writing

- Develops a topic or main idea and supports with detail
- Organizes ideas clearly
- Uses correct grade level punctuation and grammar in writing
- Use spelling strategies in written work
- Uses the writing process (prewrites, drafts, revises, edits, publishes)
- Writes legibly

### You Can Help By...

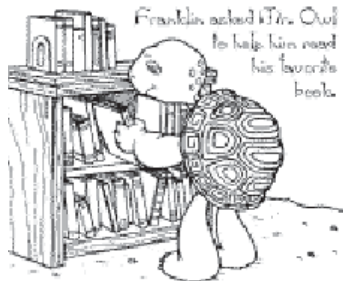
- providing many opportunities for your child to write (e.g. stories, directions, explanations, observations, feelings, journals, thank you, letters and opinions).
- encouraging your child to write legibly using cursive.
- practicing spelling words with your child.
- helping your child edit for capitalization, spelling, correct usage, complete sentences and punctuation.
- providing resources, such as a dictionary to verify spelling.

### Oral communication

- Adapted curriculum
- Conveys meaning through oral presentations

### You Can Help By...

- talking with and listening to your child.
- showing an interest in your child's school experiences.
- giving multi-step directions to your child.
- encouraging your child to be a courteous listener.
- modeling proper speech.
- encouraging your child to use proper speech and appropriate language.
- encouraging your child to ask questions and offer ideas relevant to the topic.



# Mathematics

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## Overview

In fourth grade math, students continue to develop their ability to explore problems, to reason logically, and to use a variety of methods to solve problems in everyday situations and mathematical contexts through study in six strands: numbers and numeration; operations and computation; data and probability; measurement; geometry; and algebra. They make connections within mathematics and between mathematics and other fields. Concepts and skills are developed over time and in a variety of contexts. Students have frequent practice of basic computation and problem solving skills in a variety of ways and revisit topics regularly to ensure full concept development and improved retention of learning. Concrete modeling, collaborative learning, cross-curricular connections, and mathematical games, and ongoing assessment are part of the instructional approach to promote the use of higher level thinking skills and effective problem solving. Fourth graders gain proficiency multiplication and division, and they deepen their study of geometry. They do further explorations into geometry, fractions, and percents. Huron Valley curriculum framework is based on the Michigan Grade Level Expectations. In units where a small number of content expectations are noted, instruction is connecting and reviewing to previous instruction and expectations or scaffolding future instruction and expectations. All units of instruction are important to successful learning of the spiraling curriculum.

## Unit Titles

Unit 1: Naming and Constructing Geometric Figures

Unit 2: Using Numbers and Organizing Data

Unit 3: Multiplication and Division; Number Sentences and Algebra

Unit 4: Decimals and Their Uses

Unit 5: Big Numbers, Estimation, and Computation

Unit 6: Division; Map Reference Frames; Measures of Angles

Unit 7: Fractions and Their Uses; Chance and Probability

Unit 8: Perimeter and Area

Unit 9: Percents

Unit 10: Reflections and Symmetry

Unit 11: 3-D Shapes, Weight, Volume and Capacity

Unit 12: Rates

## Mathematics (continued)

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**By the end of fourth grade, most students should be able to do the following:**

- Draw and classify angles
- Create, read and interpret graphs
- Identify and compare place value to 1,000,000
- Compare decimals through hundredths
- Solve 3 digit X 2 digit multiplication problems
- Solve 4 digit divided 1 digit division problems
- Compare and order fractions
- Find area and perimeter of rectangles, parallelograms, and triangles
- Understand relationships between fractions, decimals and percents
- Recognize and use flits, turns, and slides
- Know multiplication facts 0-9
- Select and explain strategies to solve number stories

**You Can Help By...**

- using calculators and/or computers when possible.
- cooking and working together with your child using various measurements.
- playing card games, logic and reasoning games.
- creating and solving real life problem solving situations with your child.
- giving your child an allowance with spending responsibilities.
- asking your child to count money and count back change from a purchase.
- keeping a calendar with your child.
- asking your child to practice telling time on clocks with hands including elapsed time.
- working with your child to memorize multiplication facts.
- creating problems that require your child to apply mental math.
- helping your child be aware that math is everywhere in our world.

**Numeration**

- Demonstrate understanding of place value
- Memorize and use basic multiplication facts through 10's
- Multiply a two-digit number by a three-digit number
- Find the quotient and remainder for one-digit divisors

**Fractions, Decimal, Ratio and Percents**

- Add and subtract like fractions
- Write and compare decimals through hundredths

## Mathematics (continued)

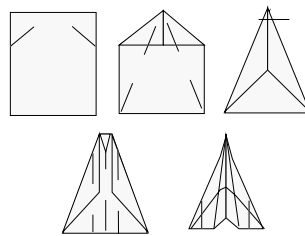
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### Measurement

- Estimate and identify length, area, perimeter, volume, mass, liquids, time and temperature using metric and customary units

### Geometry

- Identify new geometric shapes such as rhombus, trapezoid and parallelogram
- Recognize one, two and three dimensions
- Recognize obtuse, acute and right angles
- Name polygons



### Statistics and Probability

- Interpret patterns in tally charts, picture graphs and bar graphs
- Draw, interpret and explain conclusions based on data
- Predict and interpret outcomes based on statistics
- Conduct surveys and experiments to solve problems

### Algebraic Ideas

- Understand and use equations
- Recognize and apply the distributive property

### Problem Solving and Logical Reasoning

- Apply variety of strategies to solve a problem
- Classify objects by given attributes

### Calculators

- Use specific calculator keys to perform basic functions
- Use as a tool to facilitate problem solving



## Science

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### Overview

Using scientific inquiry and processes, fourth grade students will use observation and data to explain, demonstrate and compare and contrast the world around them. In Earth science, students will focus on the cycles that define day, night, lunar months and seasons of the year. Students will learn how fossils are formed, how the Earth's sedimentary layer gives Earth's history. In physical science, students will study matter, magnets and forms of energy. In the magnet unit, students will determine what materials are magnetic or non-magnetic, understand magnetic fields and study how magnets repel and attract. During the energy unit, students will study conductors and insulators. Finally, in life science, fourth graders study what living things need to survive, including how ecosystems play into survival.

### Units of Study

Unit one: Earth in Space and Time

Unit two: Fossils

Unit three: Properties of Matter

Unit four: Magnets

Unit five: Forms of Energy

Unit six: Life Sciences

### **By the end of fourth grade, most students should be able to do the following:**

- Explain movement of objects in the sky
- List the characteristics of the sun, Earth and moon
- Describe the moon's phases
- Explain how fossils are created and how they provide keys to Earth's history
- Compare and contrast life forms found in fossils to that of organisms that live today
- Define the different states of matter
- Measure matter
- Explain magnetic fields
- Demonstrate how magnets repel and attract
- Explain that heat is a form of energy
- Demonstrate how electrical energy is transferred or changed
- Explain what plants and animals require for survival
- Describe how changes in the environment require changes in the organism

## Science (continued)

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### You Can Help By...

- visiting science centers, parks, and zoos, with your child.
- reading science articles in newspapers and magazines with your child.
- encouraging your child to watch age-appropriate science programs on TV.
- encouraging your child's participation in home/community recycling programs.
- discussing advertising and claims seen on TV or in the newspaper.
- talking about what you see and hear in the real world; discussing why things happen.
- conducting simple experiments moving objects with the help of your child and discuss how things move.

## Technology

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### Overview

Technology is an integral part of all curricular areas. The fourth grade curriculum further develops students' word processing and desktop publishing abilities. It also emphasizes greater control over the keyboard so students may enter text more efficiently. Students use more expanded features of word processing and desktop publishing programs to refine the form and format of their written work. Students become comfortable using the computer as a tool for accessing and organizing information.

### By the end of fourth grade most students should be able to do the following:

- Identify computer components and their uses
- Correctly edit and format documents
- Create multimedia presentations with transitions
- Follow classroom rules



### You Can Help By...

- promoting appropriate software.
- making sure your child follows technology ethics and standards.
- providing opportunities for your child to use a computer for publishing and accessing information.
- making sure your child uses technology with care and consideration.
- monitoring your child's technology activities.

## Social Studies

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### Overview

The fourth grade social studies curriculum focuses on the history, government, and economy of Michigan and expands their knowledge of geography. Students learn about people and events from the past that have influenced the state in which they live. They study the interaction between the people of Michigan and their natural environments: the movement of people, products, and ideas across the state; and the distinguishing features of various regions within Michigan. Students explore how Michiganders support themselves through the production, consumption, and distribution of goods and services in the national and global economy. By studying economic ties between Michigan and other places, students discover how their state is an interdependent part of both the national and global economies. The laws and state government of Michigan are introduced. By examining current issues facing Michigan citizens, students practice making and expressing informed decisions both orally and in writing. Students compare Michigan and the Great Lakes region to another state or region to extend their understanding of regions. Using primary and secondary sources and a variety of media, students will compile, examine and present data to extend their understanding of Michigan and regions.



### Unit Titles

Unit 1: The History of Michigan

Unit 2: Michigan Government

Unit 3: Michigan in the National and Global Economy

Unit 4: A Current Public Issue Facing Michigan Citizens

Unit 5: Comparing Michigan and the Great Lake Region to Other Region

Unit 6: United States Geography

### By the end of fourth grade, most students should be able to do the following:

- Describe major events in Michigan history
- Compare the functions of local, state and national government
- Describe economic decisions in Michigan
- Take/support a position on a public issue in Michigan
- Compare/contrast Great Lakes region to another U.S. region
- Compare physical characteristics of major U.S. regions

### You Can Help By...

- taking your child to museums & points of interest throughout Michigan.

## **Social Studies** (continued)

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- having your child follow a road map.
- use maps to locate places in Michigan.
- discussing current events with your child.
- taking your child to visit the capitol building.
- helping your child to do research on places you visit in Michigan.
- discussing local issues that may impact you as a family.
- following local and state laws, and discussing them with your child.

# Physical Education

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## Overview

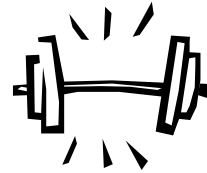
Fourth grade physical education is a yearlong course in which students apply elements of form in correct and frequent practice of motor and object control skills as they participate in lead-up games and lifetime activities. They discover how physical activity helps them feel happy and healthy. Students become aware of how physical disabilities affect physical activity and/or health maintenance. Students begin to differentiate between resting, working, and maximum heart rates. The students will identify the negative and positive consequences of physical activity as they learn about cardiorespiratory endurance, muscular strength, and flexibility. They learn the value of constructive competition, respect for others, responsibility, and self-control in supervised and unsupervised situations through a variety of physical and cognitive activities.

## Units of Study

Unit one: Lead-up Games and Lifetime Activities

Unit two: Physical Fitness

Unit three: Personal and Social Skills



## By the end of fourth grade, most students should be able to do the following:

- Demonstrate fundamental skills
- Demonstrate object control skills
- Maintain moderate to intense movements
- Demonstrate warm-up, progression and cool down behaviors

## You Can Help By...

- enrolling your child in a community recreation class or program.
- supervising and participating in your child's P.E. homework.
- providing opportunities for your child to use and strengthen large muscles.
- encouraging all family members to practice physical fitness in their daily lives.
- encouraging outside play.
- reinforcing good sportsmanship and fair play.
- participating in physical activities with your child.

# Music

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## Overview

The elementary music classes use experiential learning to develop fundamental music skills and knowledge and create a foundation for additional music study as children progress to middle school. Singing, playing instruments, moving to music, and creating music are used throughout elementary school to acquire these skills and knowledge in a natural and authentic way. Learning to read and notate music gives students the skill with which to explore music independently. Listening to, analyzing, and evaluating music aids in the development of critical thinking skills that are valuable across the curriculum. Students will also build an understanding of their own historical and cultural heritage as well as the heritage of others within their community and throughout the world.

## By the end of fourth grade, most students should be able to do the following:

- Demonstrate melodic skills
- Recognize musical form
- Demonstrate various rhythmic patterns

## You Can Help By...

- listening to a wide variety of music (vocal and instrumental).
- discussing various rhythms, notes, sounds, heard on the radio or television.
- providing your child with the opportunity to play a musical instrument.
- taking your child to concerts, plays, performances.
- encouraging creative movement.



# Art

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## Overview

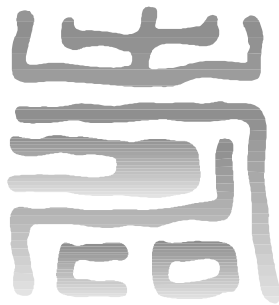
In elementary art, students are introduced to a variety of art forms and media. Students learn to look, understand, judge and create art work to communicate meaning. Beginning in grade K or 1, students begin to learn art vocabulary and concepts that they will use throughout their school study of art and into the real world. They learn to recognize and use elements of art in a variety of settings. Safety and appropriate use of tools and materials are emphasized. Students begin to understand the relationship between a people, their culture, and the art they create in the present and in an historical context. They develop their personal voice as an artist through study and creation of a variety of art forms.

## By the end of fourth grade, most students should be able to do the following:

- Know art vocabulary and meet project objectives
- Demonstrate quality work through skillful use of materials
- Organize and apply art elements & principles of design
- Follow classroom rules

## You Can Help By...

- taking your child to museums, art shows, etc.
- providing art materials to draw, paint, color and create.
- displaying art work at home.
- discussing colors, textures and patterns in clothes, toys, household items, etc.
- taking nature walks.
- encouraging creative experiences.



## Student Progress

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The elementary reporting system reflects current curriculum and practice, communicates grade level expectations, and reports student progress two times a year. Our goal is that by the end of the school year, students will achieve the learning outcomes listed on the card. The card evaluation codes are as follows:

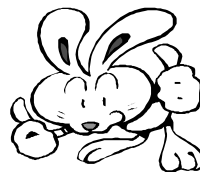
NYD – Not Yet Demonstrating	Needs time and practice
PROG – Progressing	Beginning to understand concepts
ACH – Achieving	Regularly applies concepts

Every student is expected to make progress toward achievement of the core curriculum performance standards, however, students may vary in the speed or extent of the achievement. A variety of assessment tools and strategies help teachers measure student progress.

Students are assessed by many methods to measure their progress, including teacher observation, checklists, projects, rubrics, work samples, tests, and demonstrations. Teachers use the report card to document student learning two times a year. Teachers also communicate student progress through a variety of other ways. Fall conferences provide all parents with direct communication with the teacher. In the spring, teachers conference with a select group of parents for specific reasons.

Sample copies of the card are available in your school office. Additionally, prior to the fall conferences students will complete a self assessment and parents will complete a student profile. All will be used during conferences to build school and home relationship.

Parents are our partners in promoting student success. Attending conferences, open houses, curriculum nights, and maintaining ongoing communication with the teacher, the school, and your child, positively impact student learning. Students benefit when schools and parents work together.



Huron Valley Schools complies with all Federal laws and U.S. Department of Education requirements prohibiting discrimination and does not discriminate on the basis of race, color, religion, national origin, age, sex, marital status or disability.

## Huron Valley Schools

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**Baker Elementary**

716 Union Street  
Milford, MI 48381  
248-684-8010

**Brooks Elementary**

1000 Hill Road  
White Lake, MI 48383  
248-684-8050

**Country Oaks Elementary**

5070 S. Duck Lake Road  
Commerce, MI 48382  
248-684-8075

**Heritage Elementary**

219 Watkins Blvd.  
Highland, MI 48357  
248-684-8190

**Highland Elementary**

300 Livingston Road  
Highland, MI 48357  
248-684-8070

**Johnson Elementary**

515 General Motors Road  
Milford, MI 48381  
248-684-8020

**Kurtz Elementary**

1350 Kurtz Drive  
Milford, MI 48381  
248-684-8025

**Lakewood Elementary**

1500 Bogie Lake Road  
White Lake, MI 48383  
248-684-8030

**Oxbow Elementary**

100 Oxbow Lake Road  
White Lake, MI 48386  
248-684-8085

**Spring Mills Elementary**

3150 Harvey Lake Road  
Highland, MI 48356  
248-684-8130

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**Highland Middle**

305 John Street  
Highland, MI 48357  
248-684-8080

**Oak Valley Middle**

4200 White Oak Trail  
Commerce, MI 48382  
248-684-8101

**Muir Middle**

425 George Street  
Milford, MI 48381  
248-684-8060

**White Lake Middle**

1450 Bogie Lake Road  
White Lake, MI 48383  
248-684-8004

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**Harbor High**

5061 Duck Lake Road  
Highland, MI 48356  
248-676-8448

**Lakeland High**

1630 Bogie Lake Road  
White Lake, MI 48383  
248-676-8320

**Milford High**

2380 Milford Road  
Highland, MI 48357  
248-684-8091