

Grade 4

Holden
Elementary
School

Holden School



Our Mission: RSU 63 is a community of learners dedicated to providing a safe, supportive, and challenging academic environment. Our students are respectful citizens and responsible stewards of our world. They are well prepared for high school with skills and a work ethic that enables them to succeed.

* NOTE: This brochure is an overview of the different areas of study in each grade. It in no way represents EVERYTHING students are learning in each area throughout the school year. *

Grade Level Expectations



Fourth Graders are now the oldest students in the school and role models for the younger children. Swimming lessons are a highlight of our physical education program and learning to play the recorder, an important part of music. In preparing to transition to Grade 5 at the Holbrook Middle School, Fourth Graders spend time reading to gain knowledge and writing to share their knowledge. Students this age are also ready to tackle abstract concepts in physical science.

Core Values

Respect
Compassion
Honesty
Courage
Responsibility
Kindness

Support from Home

Homework is generally assigned Monday through Thursday and gives students extra practice with topics we are learning in school. We believe communication is essential, so every student is provided a "Daily Planner" and a "Homework Folder." Be sure to check your child's planner and folder every evening for homework assignments, notes from teachers, and information about upcoming tests and projects.

Please help your child make homework a priority by helping them:

- * Create a quiet place with basic school supplies & away from busy activities
- * Schedule homework early in the evening
- * Read at least 20 minutes each day!!
- * Practice math facts and spelling each day!!

Two good websites are <https://www.abcya.com/> and <https://i-readycentral.com/familycenter/>

Language Arts



“Grade 4 students will be learning reading and writing using ‘Into Reading’ as the main resource. They will be addressing key elements of literacy learning by focusing on language and vocabulary development, phonological awareness, phonics, reading fluency, listening and reading comprehension, and writing instruction. Content is integrated and built around evidence-based practices.”

Students in Grade 4 will...

- Identify and understand the different types of figurative language in texts, such similes and metaphors. (RK.4.7)
- Explain how individual parts of a text (chapters, scenes, or stanzas) work together to provide meaning to the text as a whole. (RC.4.8)
- Read and comprehend stories, drama, poetry, and informational texts (including history/social studies, science, and technical texts) appropriately complex for Grade 4 benchmark assessments. (RK.4.5, RF.4.12)
- Analyze the structure of two or more texts to compare and contrast events, ideas, and concepts. (RC.4.9)
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information (W.4.1).
- Write informative/ explanatory texts to examine a topic and convey ideas and information clearly (W.4.2).
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences (W.4.3).

Math



“Grade 4 students will be learning math concepts using ‘iReady’ as the main resource. Lessons engage and reinforce students’ mathematical thinking with a variety of rich practice opportunities that reflect the rigor of the standards. The practice in iReady Classroom Mathematics solidifies students’ conceptual understanding, allows them to develop fluency, and provides opportunities to apply their learning to novel situations. “

Students in Grade 4 will...

- Work with fraction equivalents, multiply fractions, compare fractions and use decimal notation to express a fraction (4.NF.A.1-2, 4.NF.B.3-4, 4.NF.C.5-)
- Knows all basic facts automatically for addition, subtraction, multiplication and division through the 10s. Interpret a multiplication equation as a comparison, multiply or divide to solve multistep word problems (4.OA.A.1-3)
- Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify, classify and recognize lines of symmetry in two-dimensional figures (4.G.A.1-3)

Science



“Students at the grade 4 level are expected to demonstrate grade-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of core ideas”

Students in Grade 4 will...

- Learn that gravity pulls objects to a planet’s center, stars that appear larger and brighter are closer to Earth and shadows have patterns of changes in length and direction based on length of day and night.- Stars and the Solar System(4-ESS1-1, 4-ESS2-1&2, 4-ESS3-2)
- Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior and their lifecycle- Life Science: Structures (4-LS4-2, 4-LS1-1&2)
- Make observations and use evidence to explain that the speed of an object is related to the energy of the object and make predictions about changes in energy when objects collide- Physical Science: Energy (4-PS3-1-4, 4-ESS3-1)

Social Studies



“Students at the grade 4 level will demonstrate grade-appropriate proficiency in drawing on concepts from civics and government to understand their community. They will understand the basic ideas of geography and connect it to their own surroundings. Students will understand history as events that have already happened, including Native American history.”

Students in Grade 4 will study...

GEOGRAPHY: World Geography (SS-G-4)

- identify the seven continents and some key trade countries.
- identify and understand how land features impact daily life of various cultures.

ECONOMICS: World Economics (SS-E-4)

- understand how supply and demand create trade worldwide.

CIVICS AND GOVERNMENT: Philanthropy (SS-CG-4)

- identify a need and take action through a service learning project.
- reflect on their service learning projects and the impact they have made.

NATIVE AMERICAN STUDIES: Trade Economies (SS-H-4)

- learn about the early hunter gatherer economy of Maine Native Americans and how that changed over time.

Art



“In fourth grade, students take a more independent approach to their art projects, experimenting with advanced materials and techniques. They learn how to convey ideas, emotions, and narratives through their work and explore art in both cultural and historical contexts. As part of Wabanaki Studies, students investigate how Wabanaki artists have used art to express their connection to the land, community, and traditions. This helps them see the value of art as a means of communication and cultural preservation, deepening their respect for Maine’s indigenous peoples.”

Students in Grade 4 will...

- Explore various art styles, techniques and themes. (D.B2.4, D.C1.4)
- Experiment with combining different materials to create mixed media artworks (D.A2.4.a-c, D.C1.4, D.C2.4)
- Explore how artwork can communicate important messages and raise awareness about culturally relevant issues. Students will create artworks inspired by Wabanaki environmental activists who use art to advocate for the protection of natural resources, such as the Penobscot River. (D.B1.4, D.B3.4, D.D1.4)
- Engage in peer critiques, providing thoughtful feedback and reflecting on how they can improve their own art practices. (D.A1.4.b, D.A3.4)

Music



“Music offers all students an opportunity to express themselves. Students are actively engaged in activities that represent a wide range of musical processes including: rhythm, melody, movement, singing, listening and playing instruments.”

Students in Grade 4 will...

- Participate in music activities that reflect our schools’ core values by helping everyone to grow and always do our best. (B.F1.4, B.F2.4)
- Comprehend meter signatures and syncopation. (B.D2.4.a, B.E1.4)
- Explore melodic contour. (B.A1.4, B.E1.4)
- Perform folk, line, and “pop” dance movements. (B.A2.4)
- Hear and recognize music and instruments of diverse cultures and styles (B.B3.4)
- Perform a variety of pieces on the recorder, using standard notation. (B.C1.4.b,c B.E1.4)
- Play expressively to show tempo, dynamics, and style. (B.C1.4.b,c B.E1.4)
- Play instruments in combination with others. (B.C1.4.b,c B.C2.4, B.E1.4)

Physical Education



“Our physical education program provides students opportunities to develop their motor, cognitive, and social skills through recreational activities, games, and sports. Students develop self-confidence through skill acquisition, leadership opportunities, cooperation, and good sportsmanship. They learn the importance of an active and healthy lifestyle while becoming lifelong”

Grade 4 students will...

- Engage in small group and/or team activities (4.PE.5.4, 4.HE.1.1)
- Participate in a fitness assessment and compare scores with personal 3rd grade results. (4.PE.2, 4.PE.3.1)
- Name and explain the 5 health-related fitness areas (4.PE.3.2, 4.PE.5.1)

Health



“Each year, students receive education in health skills and content. Students will use skills such as decision-making and goal setting to enhance their health. They will learn how to access valid health information, products, and services. They will understand influences that affect the health of themselves and others. They will advocate for personal, family and community health. ”

Students in Grade 4 will...

- Begin to acquire the ability to advocate for personal, family, and community health. They will express opinions and give correct information about health issues. They will also encourage others to make positive health choices. These skills will be primarily focused on the content of nutrition. (4.HE.3, 4.HE.1)
- Identify responsible personal health behaviors and demonstrate skills that help to maintain good health, as well as practices that allow them to improve their personal health. Similarly, they will be able to recognize behaviors that negatively impact health and how to avoid those habits. These skills will be primarily focused on the content of growth and development. (4.HE.5.2, 4.HE.3)
- Identify how family, culture, peers, and media influence personal health practices and how schools and communities can support positive health behaviors. (4.HE.1.1, 4.HE.5.1)
- Describe ways technology can influence personal health. These skills will be primarily focused on the content of substance abuse prevention. (4.HE.6.1, 4.HE.5.1)

School Counseling Program



“Our comprehensive school counseling program offers students education, prevention, and intervention services which are integrated into all aspects of children’s lives. Early identification and intervention of children’s academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement. The knowledge, attitudes, and skills that students acquire in the areas of academic, career, and personal/social development during these elementary classroom lessons serve as the foundation for future success. Concepts taught to all students at developmentally appropriate levels include: Bullying Behavior, National Red

Ribbon Week as it pertains”

Grade 4 students will:

- Discuss conflict as universal and natural
- Discuss possible consequences of handling and mishandling conflicts
- List roadblocks to effective communication: name calling, exaggerating, blaming, and threatening
- Demonstrate skills for the de-escalation of conflict
- Recognize the use of pro-social, peaceable skills- distinguishing between cooperation and competition
- Demonstrate ways to solve a problem and check the effectiveness of the solution

Technology



“RSU 63 Technology Vision: RSU 63 uses technology to enhance high quality academic programs, instruction, and learning in a safe and supportive environment so students succeed in school and reach their fullest potential in life. The students’ use of technology will be safe, legal, and ethical. Students will be empowered by giving them choices and the ability to work at their own pace which will be done by meeting learners where they are and providing a rigorous learning path for all. Providing choices will help our students be connected learners who know that learning does not only happen in the

classroom. Students will learn to communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals. Students will actively explore real world problems, developing ideas and employing strategies for solving problems in ways that leverage technology.”

Students in Grade 4 will...

- Use Digital citizenship by practicing and encouraging others in safe, legal, and ethical behavior when using technology and interacting online.
- Be Creative Communicators by communicating ideas visually and graphically while using a variety of features
- Be Empowered Learners by seeking feedback from both people and features embedded in digital tools, and use age-appropriate technology to share learning.
- Construct Knowledge by using credible sources to organize information and make connections between resources

