



PHYSICAL EDUCATION

Movement Competence and Understanding: Identify the major characteristics of mature locomotor skills (walking, running, skipping) nonlocomotor skills (twisting, stretching, bending) manipulative skills (catching, throwing, striking) and rhythmic skills (dancing, jumping rope, hula hoops); provide feedback using the vocabulary of mature locomotor and manipulative skills.

Physical and Personal Wellness: Explain how fitness affects performance when in physical activities; recognize the relationship between healthy nutrition and exercise; recognize the benefits of consistent, moderate, and vigorous physical activity.

Emotional and Social Wellness: Identify and describe the benefits, risks, and safety factors associated with participation in physical activity.

Ideas for Parents to Make Learning a Priority:

- ✓ Ask your child on a regular basis to share with you about the events, homework and activities of the school day.
- ✓ Encourage your child to do his or her best in school every day and make graduation the goal.
- ✓ Ensure that your child attends classes on a regular basis and honors the start and end times of the school day by being punctual and well prepared. This includes supporting the school rules and dress codes.
- ✓ For thirty minutes each day, read to your child and for older students encourage them to read daily.
- ✓ Provide a quiet well-equipped location in your home for your child to complete homework.
- ✓ Help your child set goals at the beginning of each month. Make sure learning goals are specific and visible. Celebrate successes with your child when goals are achieved.
- ✓ Whenever possible attend school activities such as open houses, parent-teacher conferences, and special events. When your child sees you involved, they will also see education as a high priority.
- ✓ Try to make early, positive, and regular contact with your child's teacher and get in touch whenever you have questions about your child's program or progress.



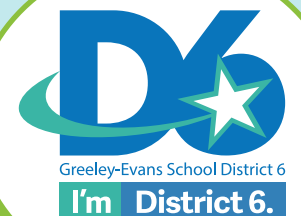
THE 4TH GRADE EXPERIENCE



You are your child's first teacher. Family values, language skills and cultural traditions/customs are examples of things you teach your children. District 6 will build on that unique blend of knowledge and experience when your child comes to our schools. We are dedicated to meeting the needs of the whole child to encompass all physical, emotional, and social skill sets, but we cannot do this without your help.

We know that family involvement helps children develop a more positive attitude about school and about learning. District 6 wants families to know as much as possible about the curriculum so that you can continue to be a "teaching partner" for your child.

The learning expectations listed describe the foundational learnings for the year, based on the Colorado Academic Standards (CAS). The CAS provide a grade-by-grade road map to help ensure students are successful in college, careers, and life. The standards aim to improve what students learn and how they learn by emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st Century.





READING, WRITING & COMMUNICATING

Oral Expression and Listening: Develop and use a plan to effectively convey information and use active listening strategies (asking questions, paraphrasing, body posture) to receive information.

Reading for All Purposes: Read literary stories and poems, informational, and persuasive books and articles with understanding, fluency with appropriate speed, accuracy, and expression supported by a knowledge of spelling patterns, word parts (prefixes, root words, suffixes), and vocabulary (word meanings) especially when it comes to words with many syllables.

Writing and Composition: Use a writing process (planning, drafting, revising, editing, sharing) to produce a variety of stories, informational articles and essays, and opinion pieces for an intended audience and with a clear purpose.

Research and Reasoning: Use reading and writing skills to gather information individually and in groups



MATH

Number: Fluently (consistently) add and subtract multi-digit numbers; solve simple multi-digit multiplication and division problems by making connections to place value; generate and analyze patterns involving multiplication and division.

Number: Extend the concept of multiplication to multiplying a fraction by whole number through the idea of scaling (the picture is 3 times the original size versus the picture is 1/3 times the original size); compare and contrast simple addition and subtraction of fractions to whole number addition and subtraction; compare the size of fractions.

Measurement and Data: Solve word problems involving measurements including simple conversions from one unit to another; find the measure of angles; classify shapes based on line and angles; create bar graphs from measurement data.



SCIENCE

Physical Science: Recognize that energy comes in many forms such as light, heat, sound, magnetic, chemical, and electrical.

Life Science: Understand all living things share similar characteristics, but also have differences that can be described and classified; compare fossils to each other or to living organisms revealing features of prehistoric environments and providing information about organisms today; identify interaction and interdependence between and among living and nonliving components of systems is essential.

Earth Science: Understand Earth is part of the solar system, which includes the Sun, Moon, and other bodies that orbit the Sun in predictable patterns that lead to observable paths of objects in the sky as seen from Earth.



ART

Observe and Learn to Comprehend: Find and explain similarities and differences in various types of art; explain art from different points of view.

Envision and Critique to Reflect: Discuss what a work of art communicates; use visual art terminology to describe artworks.

Invent and Discover to Create: Use art materials, techniques, and processes to express ideas; use materials, techniques and processes in unique ways.

Relate and Connect to Transfer: Explain how people find individual and personal meaning in an artwork that may differ from others'; explain how works of art can provide details about the time and place they were created.



SOCIAL STUDIES

History: Explain the role of individuals, diverse cultural groups, and ideas in the historical development of Colorado; organize and sequence events in Colorado history in chronological order; recognize the connections between important Colorado events and important event in the history of the United States.

Geography: Use maps to ask and answer questions about the geography of Colorado and to understand the interactions between humans and their environment.

Economics: Explain the relationship between choice and "opportunity cost" (the value of something that you give up when choosing something else); define positive and negative incentives.

Civics: Discuss multiple perspectives on an issue; explain the formation and structure of Colorado state government (General Assembly, Judicial, and Executive branches).



MUSIC

Expression of Music: Perform using appropriate technique to include expressive details such as varied dynamics (loud/soft) and tempo.

Creation of Music: Follow criteria for composing and or adapting a short segment of music.

Theory of Music: Read, write and demonstrate knowledge of various music notation symbols.

Aesthetic Valuation of Music: Talk about local and regional music groups as meaningful sources of culture; discuss how experiences with a variety of musical styles develop an expanded range of personal musical preferences.