Fourth Grade Curriculum Guide

4th grade curriculum guide

The mission of the Bennington Public Schools is to provide educational opportunities in a safe, caring environment that will prepare all students to meet the challenges of the future.

Language Arts

Bennington Public Schools is committed to helping all students become successful readers, writers, listeners, and speakers.

Students will be provided with reading skills based on both the structure of language and the meaning of language in context that they can apply.

Bennington students will become independent readers, writers, listeners, and speakers through a balanced literacy instructional program.

Reading

Bennington Public Schools has adopted the Hartcourt Series for Reading called Storytown. In this series, the students explore "Robust Vocabulary" with each unit and use a wide variety of reading skills and strategies to help with comprehension and understanding of the text. There are also guided reading books which allow the students to explore reading more at their own level of personal reading. All skills taught meet the state reading standards and help each student grow as a personal reader.

The following literature books are also part of the 4th grade reading program and are used in conjunction with the state reading standards to meet requirements. Other novels may be incorporated as well.

Charlotte's Web	Riding Freedom
Caleb's Story	Star Girl
Tales of a Fourth Grade Nothing	Report to the Principal's Office
Holes	There's a Boy in the Girls Bathroom
Because of Winn Dixie	Lemonade War
Al Capone Does My Shirts	Mr. Popper's Penguins

We use many different activities that encourage reading including sustained silent reading, followed by discussion, partner reading, and many other innovative ideas. Accelerated Reader is used as an outside supplementation to our reading program by setting and achieving quarterly goals.

Spelling

Sitton Spelling is the chosen program of Bennington Public Schools. It consists of a 4th grade word priority word list that the students will continue to practice throughout the year. Students practice spelling rules and concepts and most importantly correct spelling in their writing with special attention to editing.

Writing

Bennington as adopted Scholastic Traits Writing as the fourth grade writing curriculum. Fourth grade is assessed in writing using the State Writing Assessment format.While the State Writing Assessment is done in January, our students practice with a prompt in the Fall.

- instruction in the Six-Trait Writing + 1 Model
  - voice
  - ideas
  - word choice
  - organization
  - fluency
  - conventions
  - presentation
- modeled and shared writing
- interactive writing
- independent writing

LA 4.1 Students will learn and apply reading skills and strategies to comprehend text.
Grade 4 Reading Grade 4 Reading
LA 4.1.1 Knowledge of Print: Concept mastered at a previous grade level

LA 4.1.2 Phonological Awareness: Concept mastered at a previous grade level LA 4.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.

LA 4.1.3.a Use advanced sound/spelling patterns (e.g., vowel variance, multi-syllable words) to read, write, and spell
LA 4.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)
LA 4.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.
LA 4.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension

LA 4.1.4.b Read words and phrases accurately and automatically

LA 4.1.4.c Demonstrate conversational tone (e.g., volume, pitch) and use of punctuation to reflect meaning of text

LA 4.1.4.d Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

LA 4.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 4.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, plurals, possessives, suffixes, prefixes, base and root words)

LA 4.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

LA 4.1.5.c Apply context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions) to infer meaning of unknown words

LA 4.1.5.d Identify semantic relationships (e.g., patterns and categories, homographs, homophones, synonyms, antonyms, multiple meanings)

LA 4.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)

As approved by State Board 4/2/09 20

LA 4.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 4.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text

LA 4.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)

LA 4.1.6.c Summarize narrative text including characters, setting, and plot with supporting details

LA 4.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)

LA 4.1.6.e Retell and summarize the main idea from informational text using supporting details

LA 4.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)

LA 4.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., glossary, maps, charts, tables, graphs, illustrations, headings, subheadings, captions, font/format styles)

LA 4.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)

LA 4.1.6.i Use narrative or informational text to develop a multi-cultural perspective

LA 4.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text

LA 4.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)

LA 4.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading

LA 4.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct

LA 4.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., title, topic sentences, font, key words, foreshadowing clues)

LA 4.1.6.o Use examples and details in a text to make inferences about a story or situation

LA 4.1.6.p Respond to text verbally, in writing, or artistically

Grade 4 Reading

LA 4.2 Students will learn and apply writing skills and strategies to communicate.

Grade 4 Writing

LA 4.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

LA 4.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing and answer questions (e.g., sketch, brainstorm, diagram, free write, graphic organizer, digital idea mapping tool, word processing tools, multimedia)

LA 4.2.1.b Generate a draft by:

As approved by State Board 4/2/09 21 -Selecting and organizing ideas relevant to topic, purpose, and genre

Grade 4 Writing

-Composing paragraphs with grammatically correct sentences of varying length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative)

-Developing introductory and concluding paragraphs

LA 4.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 4.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing

LA 4.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

LA 4.2.1.f Publish a legible document (e.g., handwritten or electronic)

LA 4.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 4.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)

LA 4.2.2.b Write considering audience and what the reader needs to know; select words and format with audience in mind

LA 4.2.2.c Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, formal letter)

LA 4.2.2.d Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order)

LA 4.2.2.e Analyze models and examples (own and others) of various genres to create a similar piece

LA 4.3 Students will learn and apply speaking and listening skills and strategies to communicate.

Grade 4 Speaking & Listening

LA 4.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.

LA 4.3.1.a Communicate ideas and information in a clear and concise manner appropriate to the purpose and setting

LA 4.3.1.b Demonstrate speaking techniques for a variety of purposes and situations

LA 4.3.1.c Utilize available media to enhance communication(e.g., presentation software, poster)
LA 4.3.2 Listening Skills: Students will develop and apply active listening skills across a variety of situations.
LA 4.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, presentation)
LA 4.3.2.b Listen, ask questions to clarify, and take notes to ensure accuracy of information

LA 4.3.2.c Listen to, summarize, and explain thoughts, ideas, and information being communicated
As approved by State Board 4/2/09 22

Math

Students are expected to learn place value to the millions, rounding to the nearest tens and hundreds, and basic multiplication and division facts. They have hands on experiences using money, measurement and fractions.

Our curriculum is based on the state required standards and we use the Envision Math program by Pearson.

4.1.1 Students will represent and show relationships among positive rational numbers within the base-ten number system.
- **Read and write numbers through the millions   RM**
- **Demonstrate multiple equivalent representations for decimal numbers through the hundredths place   RM**
- **Compare and order whole numbers and decimals through the hundredths place   RM**
- **Classify a number as even or odd   M**
- **Represent a fraction as parts of a whole, and/or parts of a set RM**
- **Use visual models to find equivalent fractions RM**
- **Determine the size of a fraction relative to one half using equivalent forms   RM**
- **Locate fractions on a number line   IRM**
- **Round a whole number to millions   RM**
- **Identify prime and composite numbers   I**
- **Determine greatest common factor, least common multiple, and least common denominator I**

4.1.2 Students will demonstrate the meaning of division with whole numbers.
- **Use drawings, words, and symbols to explain the meaning of division   RM**

4.1.3 Students will compute fluently and accurately using appropriate strategies and tools.
- **Compute whole number division facts 0-10 fluently   RM**
- **Add and Subtract decimals to the hundredth place   RM**
- **Multiply and Divide decimals to the hundredth place   I**
- **Multiply two-digit whole numbers   RM**
- **Divide a three-digit number by a one digit divisor with and without remainder   IRM**
- **Mentally compute multiplication and division involving powers of 10 (30X400)   IRM**
- **Select and apply the appropriate method of computation when problem solving   RM**

4.1.4 Students will estimate and check reasonableness of answers using appropriate strategies and tools.
- **Estimate the three-digit product and the two-digit quotient of whole number multiplication and division and check the reasonableness   RM**

4.2.1 Students will classify two-dimensional shapes and three-dimensional objects.
- **Identify two- and three- dimensional shapes according to their sides and angle properties   RM**
- **Classify an angle as acute, obtuse, and right   RM**
- **Identify 90, 180, and 360 degree circle   I**

4.2.2 Students will describe locations using coordinate geometry

- **Identify the ordered pair of a plotted point in first quadrant by its location**
  RM

4.2.3 Students will identify simple transformations.
- **Given two congruent geometric shapes, identify the transformation applied to an original shape to create a transformed shape RM**

4.2.4 Students will use geometric models to solve problems.
- **Given a geometric model, use it to solve a problem**

4.2.5 Students will apply appropriate procedures and tools to estimate and determine measurement using customary units and metric units.

Select and use appropriate tools to measure perimeter of polygons RM

Identify time to the minute on an analog clock   M

Solve problems involving elapsed time   RM

Identify the appropriate metric unit for measuring length, weight, and capacity/volume
                        M

Estimate and measure length using customary and metric units   RM

Measure weight and temperature using customary units M

Find the area and perimeter of a shape   I

4.3.1 Students will represent and analyze relationships

Describe, extend, and apply rules about numeric patterns   M

Represent and analyze a variety of patterns using words, tables, and graphs
                        M

Use < and > symbols to compare quantities   M

Select appropriate operational and relational symbols to make a number sentence true
                M

4.3.2 Students will create and use models to represent mathematical situations.

Model situations that involve the multiplication of whole numbers using number lines and symbols
                M

Describe and model quantitative change involving quantitative change involving multiplication
        M

4.3.3 Students will identify and apply properties of whole numbers to solve equations involving multiplication and division.

Represent the idea of a variable as an unknown quantity using a letter or a symbol
M

Use symbolic representation of the identity property of multiplication
M

Use symbolic representation of the commutative property of multiplication.
M

Solve simple one-step whole number equations   M

Explain the procedures used in solving simple one-step whole number equations
M

4.4.1 Students will organize, display, compare, and interpret data.

Represent data using bar dot/line plots   M

Compare different representations of the same data   M

Interpret data and draw conclusions using dot/line plots   M

Find the mode and range for a set of whole numbers   M

Find the whole number mean for a set of whole numbers   M

4.4.2 Students will construct predictions based on data

Make predictions based on data to answer questions from tables and bar graphs
M

4.4.3 Students will find, describe, and compare experimental probabilities.

Perform simple experiments and compare the degree of likelihood   M

Nebraska Studies

Nebraska History and general mapping skills are included in this program. Units include mapping, early explorers, Native Americans, Nebraska Government, Westward Movement, Homesteaders and Famous Nebraskans.

GRADE 4 STANDARDS – NEBRASKA FOCUS

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based

upon knowledge of government at local, state, national and international levels.

Forms & Functions of Government:
SS 4.1.1 Students will identify and explain the foundation, structure, and function of Nebraska's government.
SS 4.1.2 Students will investigate how different perspectives impact government decisions at the state level.

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets:
SS 4.2.1 Students will recognize prices are what consumers pay when they buy a good or service.

SS 4.2.2 Students will investigate how capital resources are used to make other goods and produce services.

Institutions:
SS 4.2.3 Students will make observations about the purpose of various financial institutions in Nebraska.

Financial Literacy:
SS 4.2.6 Students will understand that banks are institutions where people save money and earn interest, and where other people borrow money and pay interest.

Government:
SS 4.2.10 Students will understand what goods and services state governments provide.

Globalization:
SS 4.2.12 Students will recognize and explain specialization and why different regions produce different goods and services.

K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.

The World in Spatial Terms:
SS 4.3.1 Students will explore where (spatial) and why people, places and environments are organized in the state.

Places and Regions:
SS 4.3.2 Students will compare the characteristics of places and regions and their impact on human decisions.

Physical Systems:
SS 4.3.3 Students will identify natural processes in the physical world.

Human Systems:
SS 4.3.4 Students will compare and contrast the characteristics of culture statewide.

Human/Environment Interaction:
SS 4.3.5 Students will identify how humans have adapted to and modified different environments in Nebraska.

Application of Geography to Issues and Events:
SS 4.3.6 Students will use geographic skills to make connections to issues and events.

K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

Chronological Thinking:
SS 4.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.

Historical Comprehension:
SS 4.4.2 Students will describe and explain the relationships among people, events, ideas, and symbols over time using multiple types of sources.
SS 4.4.2.c Differentiate between primary and secondary sources

Multiple Perspectives:
SS 4.4.3 Students will describe and explain multiple perspectives of historical events.

Historical Analysis and Interpretation:
SS 4.4.4 Students will analyze past and current events, issues, and problems.

Science

The 4th grade science curriculum includes Plant Structure and Function, Animal Structure and Function, Energy in Ecosystems, Surviving the Environment in the Life Science area and Measuring Matter, Electricity and Magnetism, Light and Sound, in the Physical Science area. In the Earth Science area content includes Measuring Weather and Movements in the Solar System and we study how to keep the Human Body Healthy. The Scott Foremans Science Text, which has been chosen by Bennington Public Schools, is based upon state and locally approved standards.

4.1.1 Students will develop an understanding of systems, order, and organization. Describe the parts that make up a system. Relate how the parts of a system affect the whole system.

4.1.2 Students will develop an understanding of evidence, models, and explanation. Use evidence gathered from an investigation to develop a scientific explanation. Create a model, graph, or illustration that represents an object, living thing, or an event in the student's environment. Explain and answer questions about the model created and how it represents a part of their environment. Use a variety of ways, such as sketches, charts, and graphs, to explain procedures or ideas.

4.1.3 Students will develop an understanding of change, constancy, and measurement. Describe observable changes, such as speed, pattern, shape, position, and size. Measure a change using appropriate tools and units of measurement.

4.1.4 Students will develop an understanding of form and function. Construct a device to perform a simple task and explain how it works.
4.2.1 Students will develop the abilities needed to do scientific inquiry. Ask a question about objects, organisms, and events in their surroundings. Plan and conduct a simple investigation. Employ simple equipment and tools to gather data and extend the senses. Use data to support explanations. Communicate procedures, results, and explanations of an investigation.

4.3.1 Students will develop an understanding of the characteristics of objects and materials. Classify objects by observable characteristics, such as shape, size and color. Investigate characteristics of common materials using tools, such as rulers, balances, thermometers, microscopes, and hand lenses. Observe that materials can change from solid to liquid to gas by heating and from gas to liquid to solid by cooling.

4.3.2 Students will develop an understanding of the position and motion of objects. Use reference points to describe the position of an object. Indicate an object's motion by tracing its position over time. Observe that the position and motion of objects can be changed by pushing or pulling. Demonstrate how sound is produced when objects vibrate. Change the pitch of sound by changing the rate of vibration.
4.3.3 Students will develop an understanding of light, heat, electricity, and magnetism. Distinguish between reflection and refraction of light. Recognize heat can be produced in many ways, such as burning, rubbing, or mixing one substance with another. Demonstrate heat can flow from one object to another by conduction. Use electricity to produce heat, sound, and magnetic effects. Demonstrate electrical circuits require a complete loop through which an electrical current can pass. Describe the physical properties of magnets.

4.4.1 Students will develop an understanding of the characteristics of living things. Describe the differences between plants and animals. Describe the various structures of plants and animals necessary for growth, survival, and reproduction. Describe internal causes of behavior, such as hunger, and external causes of behavior, such as changes in the environment, in living things.

4.4.2 **Students will develop an understanding of the life cycles of living things.** Describe the life cycle of an organism. Recognize inherited characteristics of living things, such as color and number of eyes. Recognize learned characteristics of living things, such as language or hunting food.

4.4.3 Students will develop an understanding of living things and environments. Diagram a food chain. Explain how environmental changes affect behavior and survival of living things.

4.5.1 **Students will develop an understanding of the characteristics of earth materials.** Identify characteristics of soils, rocks, water, and the atmosphere. List earth materials used by humans. Select the best earth material for a specific human use. Describe an ancient environment based on fossil evidence.

4.5.2 **Students will develop an understanding of objects in the sky.** Describe and observe how objects move in patterns, such as sun, moon, stars, and clouds.

4.5.3 **Students will develop an understanding of the changes in the earth and sky.** Describe how slow processes, such as erosion, and rapid processes, such as earthquakes, change the earth's surface. Describe changes in weather using measurable quantities, such as temperature, precipitation, and wind direction and speed.

4.6.1 **Students will develop an understanding of technological design.** Identify a simple problem. Propose a solution to a simple problem. Implement the proposed solution. Evaluate the implementation. Communicate the problem, design, and solution.

4.6.2 **Students will develop an understanding of science and technology.** recognize science as one way of answering questions and explaining the natural world. Recognize that technology, such as tools and techniques, uses scientific knowledge to solve problems.

4.6.3 **Students will develop an understanding of the abilities to distinguish between natural objects and objects made by humans.** Classify an object as either natural or manufactured.

4.7.1 **Students will develop an understanding of personal health.** Explain how the body uses food and how various foods contribute to health. Describe how different substances, such as tobacco, alcohol, and drugs, can damage the body and alter how it functions.

4.7.2 **Students will develop an understanding of the types of resources.** List examples of resources which are basic materials, such as air, water, and soil. List examples of resources produced from basic materials, such as food, fuel, and building materials. List examples of resources which are intangible materials, such as beauty, security, and quiet places. Research and report on the supply of various resources.

4.7.3 Students will develop an understanding of environmental changes. Distinguish between natural environmental changes and human influenced environmental changes.

4.7.4 Students will develop an understanding of how science and technology helps communities resolve problems. Research and explain how science and technology affect the quality of life.

4.8.1 Students will develop an understanding of science as a human endeavor. Research and report on the contributions to science and technology throughout history by men and women scientists of diverse cultures. Research and report on how science is used in different careers. Research and report on how current scientific discoveries illustrate that science is never finished.

Handwriting

Zaner Bloser Handwriting is the curriculum Bennington has adopted to teach students to write legibly. We use this curriculum to help students write letters, words and sentences that are legible to writers and readers. Students will be asked to evaluate their own writing and use techniques to help them develop and improve their writing skills.

Assessment of Learning

The 4th grade assesses students according to procedures in its local assessment plan which meets the assessment requirements specified by the Nebraska Department of Education's Rule 10 : Regulations and Procedures for the Accreditation of Schools.

There are local assessments for each of the state standards listed above. There are also state wide assessments that the students must complete and master.

We use the Terra Nova Standardized Achievement test during the spring as another measurement of student growth.

Specials

Physical Education

The primary purpose of the physical education program is to provide students with the opportunities to gain the knowledge, understanding, and skills to practice healthy physical activities throughout their lives. All students are taught to work together and treat others with respect and good sportsmanship.

Art

The elementary art curriculum encompasses the Art Elements and Design Principles in a comprehensive art education model and uses the National Art Standards.

Focus
Unit 1: Line and Shape
Unit 2: Space and Form
Unit 3: Color
Unit 4: Texture, Pattern and Rhythm
Unit 5: Space, Proportion and Distortion
Unit 6: Balance, Variety, Unity and Harmony

Elements
Line – Sketch
Color – Monochromatic
Shape – Two Dimensional
Value – Tints & Shades
Space – Background, Foreground, & Middle ground Positive & Negative Space
Form – Three Dimensional

Principles
Proportion – Knee's & Elbows
Balance – Radial Balance
Contrast – Shape Contrast
Unity/Variety – A Cohesive Unit

Guidance and Counseling

Guidance classes as well as small group lessons and individual guidance assistance are an integral part of the school curriculum.   Guidance lessons are designed to promote student growth in three areas: social/emotional domain, academic/educational domain, and career/occupational domain.   The school counselor works with staff and parents in various ways to support a positive school experience for all students.

Music

General Music   Fourth - Sixth Grades   Content Standards
All standards in K-3 apply and sequential learning will build on that foundation.

- ❖ Demonstrate basic vocal technique through performance.
    - Sing a diatonic song with pitch accuracy
    - Sing harmony, descant, two-part, three-part singing
    - Use correct posture.
- ❖ Reading and notation of melody and rhythm.
    - Use rhythm patterns that include syncopated and dotted rhythms
    - Pick up and Down beat
    - 6/8 time signature, mixed meters, asymmetrical meters, cut time
    - Sixteenths, triplet, polyrhythms
    - Ledger lines, octave, Bass clef, Grand staff, intervals, note stems
    - Whole steps, half steps, tonic
    - Major and minor scales and chords, Chromatic scale
    - Enharmonic equivalents
- ❖ Perform on pitched and unpitched instruments, recognize instruments by sight & sound
    - Play melody or harmony on instrument (4th grade- recorders)
    - Recognize individual instruments by sight and sound
- ❖ Introducing the structural components of form and harmony.
    - Countermelody, round, descant, 4 part harmony
    - Soprano, Alto, Tenor, Bass
    - Chords: I, IV, V, V7
    - Accompanied, unaccompanied, accapella, unison
    - Texture, monophony, homophony, polyphony
    - Fugue, sequence, D.C., and D.S.al fine, Coda
    - First and second (etc.) Endings
- ❖ Composing, arranging and improvising melodies, rhythms, variations and accompaniments within specified guidelines.
    - Together as a class and/or as an individual
- ❖ Listening to, analyzing, evaluating and describing music and music performances and styles.

Listening to and/or performing many different genres of musical style
* ❖ Understanding music in relation to history and culture.

Technology

Skills Mastered at Fourth Grade
- Log into and out of the network using correct user name
- Open a new or saved document
- Understand how to print a document
- Follow district guidelines for use of computers
- Apply editing techniques (e.g. spell-check, copy, cut paste)
- Use spellchecker
- Use different fonts and styles
- Use of the tab button
- Insert clip art into documents
- Develop graphic organizers for multimedia productions
- Incorporate multiple components into multimedia projects (e.g. sound, graphics)
- Create developmentally appropriate multimedia projects
- Demonstrate beginning online search strategies
- Enter a URL
- Bookmark sites

4th Grade Discipline Procedures

The fourth grade teachers use a clipboard for discipline problems and assignments. If a student has a discipline problem or a late assignment, they will be asked to write their name on the clipboard. If the student should get their name on the clipboard more than three times in one day, they will be referred to the principal, fill out a Discipline with Purpose Problem-Solving form, and receive a detention. If a student is on the clipboard five times in one week, they will receive a detention.

Any homework that is not completed when due will cause the student to have a working recess.