



4TH GRADE HANDBOOK



Welcome to 4th Grade! We are looking forward to a working partnership this year as your students continue their IB journey. Fourth grade is a time for students to build on past achievements as they begin to prepare for their transition to secondary school. They will be expected to learn and collaborate cooperatively, to develop their personal responsibility and organizational skills, and to grow as a PYP student. As teachers, we aim to provide support in these areas and to provide a range of rigorous and engaging activities and experiences which will foster students' knowledge, skills, and love of learning.

4TH GRADE HOME – SCHOOL CONNECTION

Homework Policy

In 4th grade, we consider homework to be purposeful practice. Students are encouraged to read at home each day but regular homework is assigned Monday – Thursday. In addition, students will periodically have IB projects that need family support, unfinished classwork, or extra practice with something we've worked on in class sent home to be completed.

Take Home Binders containing student planners are to be returned each day. Students will record homework assignments, Learner Profile goals and reflections etc. in their binder. Please regularly review your child's binder.



Home – School Communication

Students are responsible for bringing their take-home binders to and from school each day. Students should communicate to their families if there are any forms they need to have signed and return them promptly. Furthermore, they must take these out in the morning and give them to their teacher. Please Note: Teachers will not check student binders daily.

Graded papers and completed classwork will also be sent home periodically in binders for students to share with their families and then keep at home. 4th Grade teachers primarily communicate with families via Class Dojo. Each year, 2 formal teacher-parent conferences will be held, as well as 2 student-led conferences.

If you have any questions at any time, please reach out to your child's teacher! If your child has a change in dismissal for the day, you must send in a signed written note or Dojo message at the beginning of the day.



LEARNING OBJECTIVES ENGLISH LANGUAGE ARTS (ELA)

Throughout the intermediate grades, the focus of language arts instruction transitions from “learning to read” to “reading to learn”. Communication skills are used all the time in all subject areas. As such, they are directly and indirectly taught throughout the school day in all content areas (science, social studies, etc.).

Foundational Skills

Use knowledge of grade-level phonics and word-analysis skills to decode words.

Read grade-level texts with accuracy, automaticity, and appropriate expression.

Reading

Explain how rhyme and structure create meaning in a poem.

Identify the narrator’s point of view and explain the difference between a narrator’s point of view and character perspective in a literary text.

Explain how theme, setting, events, conflict, and character development contribute to the plot in a literary text.

Explain how figurative language contributes to meaning in text(s).

Explain how text features and relevant details support the central idea, implied or explicit.

Explain an authors perspective toward a topic in an informational text.

Communication

Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.

Write personal or fictional narratives, support a perspective, and expository texts using elaboration, organizational structure and transitions.

Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Conduct research to answer a question, organizing information about the topic, using multiple valid sources.

Demonstrate legible cursive writing skills.

Use digital writing tools and multimedia elements individually or collaboratively to plan, draft, and revise writing.

Vocabulary

Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.

LEARNING OBJECTIVES MATHEMATICS

Intermediate math will include hands on learning and inquiry-based activities. Our goal is to differentiate for each student to meet their mathematical needs. This will include whole-group instruction, small group, partner work, and independent activities.

Number Sense Operations

Understand place value for multi-digit numbers.

Build an understanding of operations with multi-digit numbers including decimals.

Algebraic Reasoning

Represent and solve problems involving the four operations with whole numbers and fractions.

Demonstrate an understanding of equality and addition and subtraction.

Recognize numerical patterns, including patterns that follow a given rule.

Measurement

Measure the length of objects and solve problems involving measurement.

Solve problems involving time and money.

Fractions

Develop an understanding of the relationship between different fractions and the relationship between fractions and decimals.

Build a foundation of addition, subtraction and multiplication operations with fractions.

Geometric Reasoning

Draw, classify and measure angles.

Solve problems involving the perimeter and area of rectangles

Data Analysis and Probability

Collect, represent and interpret data and find the mode, median and range of a data set.



LEARNING OBJECTIVES SCIENCE

In science, students will have the opportunity to understand our natural world through questioning, research, investigation, and reflection. We will be doing investigations, projects, and journaling about our scientific findings.

Life Science

Identify processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination.

Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering.

Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.

Recognize that animal behaviors may be shaped by heredity and learning.

Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.

Physical Science

Measure and compare objects and materials based on their physical properties including: mass, shape, volume, color, hardness, texture, odor, taste, attraction to magnets.

Identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant matter, burning, rusting, and cooking.

Recognize that heat flows from a hot object to a cold object and that heat flow may cause materials to change temperature.

Recognize that an object in motion always changes its position and may change its direction and the reasons why objects move at different speeds.

Observe and describe some basic forms of energy, including light, heat, sound, electrical, and the energy of motion.

Earth and Space Science

Observe patterns relating to stars, the sun, and moon in the sky.

Investigate and report the effects of space research and exploration on the economy and culture of Florida.

Identify the three categories of rocks, the difference between weathering and erosion, and explore renewable and nonrenewable resources found in Florida and beyond.

Nature of Science

Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.

Explain that science focuses solely on the natural world and that models can be three dimensional, two dimensional, an explanation in your mind, or a computer model.

LEARNING OBJECTIVES

SOCIAL STUDIES

Social studies guides students towards a deeper understanding of themselves and others, and their place in an increasingly global society. It provides students the opportunity to think realistically, objectively and with sensitivity.

American History

- Reflect on the exploration and settlement of early Florida including prominent groups and people.
- Explore technological advances and industrialization in Florida.
- Utilize timelines to sequence key events in Florida history.
- Identify the causes and effects of the Roaring 20's, the Great Depression, and WWII in Florida.
- Describe the effects of immigration, the United States Space Program, and tourism on Florida.
- Identify Florida's role in the Civil Rights Movement.

Geography

- Examine political and physical maps to identify physical features, cultural features and impact of weather in Florida.

Economics

- Identify entrepreneurs from various backgrounds who have influenced Florida and local economy.
- Explain Florida's role in the national and international economy and conditions that attract businesses to the state.

Civics

- Explain why the Florida government has a written Constitution. Students will recognize that every state has a state constitution and the relationship between it, the government and citizens.
- Explore civic and political participation in Florida.
- Explain the structure and functions of the legislative, executive and judicial branches of government in Florida.
- Compare the structure, functions and processes of local and state government.

Financial Literacy

- Explore financial literacy concepts including earning income, goods and services, saving, credit, investing, and insurance.

African American History

- Identify African American community leaders who made positive contributions in the state of Florida (e.g., Zora Neale Hurston, Florida Highwaymen, Mary McLeod Bethune, Evan B. Forde, Bessie Coleman, Gen. Daniel Chappie James, Bob Hayes, Sylvia Fowles).

VISUAL ARTS

The arts engage students in creative processes through which they explore and develop skills in a continual cycle of action and reflection. Exposure to and experience with arts opens doors to questions about life and learning.

4th Grade Learning Objectives in Art

- Develop good craftsmanship and collaboration skills.
- Explore and identify artwork that have inspired artists to produce work and that honor a particular person, group, event or culture.
- Describe, interpret, analyze and judge visual imagery. Describe (I see...), Interpret (I think...), Analyze (The artist used...), Judge (I like/or don't like the artwork because...).
- Distinguish between the Elements and Principles of Art including Color (color wheel, monochromatic color scheme), Value (tint, shade), Space (overlapping); Balance, Unity, sculpture and portrait.
- Create artwork using a variety of resources, materials and skills to solve visual challenges that convey meaning.
- Explore and identify artists that were inspired to produce work that honors a particular person, group, event, or culture.
- Apply creative solutions to solve an artistic problem.
- Identify the work of local artists to become familiar with art careers.
- Discuss the importance of copyright law in regard to art production.



GENERAL MUSIC

Music students explore, develop, and refine their musicianship through listening, singing, expressive movement, playing instruments, creating, and performance while making relevant connections to PYP Units of Inquiry. Students are exposed to music from a variety of cultures, are encouraged to ask questions, and create their own developmentally appropriate performances and compositions. Much of our assessment techniques in music class are performance-based with teacher and/or student observation. Students are encouraged to self-assess their progress and develop reflections based upon their learning. Cooperative learning strategies are frequently used during music instruction.

4th Grade Learning Objectives in Music

- Sing songs, from a variety of cultures, in a variety of forms while using head voice and maintaining pitch (ex: unison, rounds, partner songs)
- Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices; identify how expressive elements and lyrics affect the mood or emotion of a song
- Classify individual orchestral and band instruments as strings, woodwinds, brass, or percussion (ex: violin, viola, cello, string bass, flute, clarinet, oboe, bassoon, saxophone, trumpet, French horn, trombone, tuba, snare drum, bass drum, timpani, cymbals)
- Describe, using correct music vocabulary, what is heard in a specific musical work
- Perform extended melodies at sight from the treble clef staff
- Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.



STRINGS PROGRAM

Fourth Grade violin students are still working on good positions while sitting or standing. As they refine their positions they will continue with additional songs in the Suzuki Repertory, which is the mainstay of our program. Students' progress from one piece to the next without skipping songs. Listening to the Suzuki Book 1 CD is the best foundation parents can provide at home. Students who listen on a regular basis assimilate each new piece more easily because the brain has pre-loaded the sound patterns in the piece. It is similar to children hearing their language before they can speak, read, or write it. Students in 4th grade are further increasing their music vocabulary, increasing their knowledge of music symbols, learning more about time signatures and the connection of fractions in math to the understanding of note values and how they are used. They gain a world view of music notation by learning how their own system of notation is used in many countries around the world.

4th Grade Learning Objectives in Strings

- Demonstrate an understanding of how to properly care for the instrument and bow
 - o Carry without damaging the instrument (ex: safely by your side)
 - o Leave pegs & fine tuners alone
 - o Loosen bow hair when finished
 - o Wipe instrument with soft cloth
- Identify the parts of the instrument and bow
 - o Instrument – neck, body, bridge, chin rest, button, fingerboard, pegs, scroll, fine tuners
 - o Bow – frog, bow stick, horse hair, tip
- Demonstrate an understanding of correct posture in rest and playing position
- Demonstrate an understanding of how to correctly apply rosin to the instrument bow
 - o Apply rosin to bow hair back and forth from frog to tip
- Be able to play on the open G, D, A, and E strings with good tone
- Be able to echo the teacher on simple rhythmic patterns on the open G, D, A, and E strings
- Be able to play step-wise motion on the G, D, A and E strings, using fingers 1, 2, and 3
- Be able to play skip-wise motion on the G, D, A and E strings, using fingers 1, 2, and 3
- Identify and define a range of dynamic markings—pianissimo, piano, forte, fortissimo, crescendo, decrescendo
- Identify and define basic tempo markings—Largo, Allegro, and Presto—and play appropriately
- Identify and define forms in music—AB, ABA, Theme and Variations • Identify and define forms of notation—quarter note, quarter rest, pair of eighth notes, half note, half rest, whole note, whole rest, music staff, measure, bar line, final bar line, repeat sign, treble clef, fermata, time signature, sharp, flat



WORLD LANGUAGE

All students at Macfarlane Park participate in our Spanish Language and Culture Program. Students learn to interpret and present information, concepts, and ideas orally from a variety of authentic sources on a variety of topics in Spanish. Students will also learn to engage in conversations and exchange information in writing in Spanish. Finally, students will practice using the Spanish language to gain knowledge and demonstrate understanding of key components of Hispanic cultures.

4th Grade Learning Objectives in Spanish

- Use a variety greetings, introductions, & farewells- formal and informal
- Use a variety of ways to give name and age
- Use multiple ways to ask and give dates
- Give/follow simple and complex commands Identify school supplies and classroom objects
- Special letters: h, j, ñ, ll, rr hard and soft sounds c & g, words with gue-, gui- Use beginning/ending ¿ ? , ¡ ! in sentences
- Use appropriate gender rules: feminine, masculine, singular and plural
- Numbers 0-100 count 10's & 100's
- Use correct vocabulary to (+ and -) 2-digit numbers & 1-digit multiplication
- Ask and tell time in hours, ½ hour and minutes
- Recite the U.S. Pledge of Allegiance in Spanish.
- Design map of Florida with key elements & features Describe products by color, size, function, features-taste, feel, impact
- Design an advertisement all in Spanish
- Express emotions and solutions for problems
- Recognize rooms & furniture in the house
- Say where something is located in the house
- Apply prepositions to describe location
- Describe various animal groups and their characteristics
- Culture overview- Celebrations and traditions of Latin American countries, Compare government structures



(PSPE) PERSONAL, SOCIAL, PHYSICAL EDUCATION

Physical Education is an integral part of the holistic development to each student here at Macfarlane Park IB School. From social interactions to gross and fine motor skill development, each student has a responsibility to be an active participant in all physical education activities.

4th Grade Learning Objectives in PSPE

Social and Character Development

- Exhibits responsible social behavior that respects oneself and others.
- Values physical activity for health, enjoyment, self-expression, and social interactions.
- Academic Language: movement, body shapes, levels, expression, rhythm

Educational Gymnastics

- Demonstrate a knowledge and competency in a variety of movement forms related to educational gymnastics.
- Create a sequence of balance, roll, balance in variety of applications.
- Academic Language: Sequence, balanced pose, tempo, mirroring, matching

Safety

- General safety, aquatics, bike and pedestrian safety

Nutrition

- Differentiate between healthy and unhealthy food choices.
- Plan a well-balanced meal based upon knowledge of healthy food choices.

Wellness

- Understands the benefits of leading a healthy lifestyle
- Identify opportunities in the school and community to participate in physical activity.

RECESS – IB students will participate in 20 minutes of supervised and unstructured free-play per day. Unstructured free-play is recognized as an essential component of the total educational experience.



● Macfarlane
Park
Elementary

MACFARLANE PARK SCHOOL



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