



Curriculum Summary

Grade 4

2020 - 2021

Crow Island School

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INTRODUCTION

This document outlines the goals of our fourth grade curriculum. Teachers actively partake in the ongoing evaluation and revision of curriculum and utilize various materials, programs, activities, and strategies to implement the following goals.

Please note that due to our Curriculum Review cycle, some of the curriculum will be included in the Understanding by Design format (including Essential Questions, Understandings, Knows, and Dos for each curricular unit). Subject areas that have not yet gone through a recent curriculum review will be summarized in the same way they have been in past curriculum summaries.

LANGUAGE ARTS

LITERACY INSTRUCTIONAL FRAMEWORK

COMMON UNDERSTANDINGS:

- Teachers use the District’s literacy framework to provide students with lifelong skills and motivation to become fluent, effective and purposeful readers, writers, and communicators.
- Instruction includes thoughtful integration of reading, writing, and oral language.
- Teachers use a variety of ongoing formative assessments to inform instruction and measure student growth. Formative assessments include, but are not limited to, teacher-student conferences, observations, anecdotal records, various writing samples (including on demand), and reading inventories.
- Reflection plays an instrumental role in learning, allowing students to develop ownership of their progress, process, and performance as learners. In cultivating self-reflection and critique, we develop purposeful, insightful, and intrinsically motivated readers and writers.
- At each grade level, developmentally appropriate instruction is thoughtfully scaffolded to allow students to become independent readers and writers.
- Teachers understand the broad context of skill and knowledge development, with a particular focus on the grades preceding and following their own.

BEST PRACTICES IN A BALANCED LITERACY PROGRAM:

READING	WRITING
<p style="text-align: center;">READ ALOUD</p> <p>The teacher (or a student) reads aloud engaging fiction and information texts. Texts are selected to model a love of reading and/or reading strategies, fluency, or genre features. Additionally, books are read aloud to build students’ knowledge for content area themes of study. Teachers balance the flow of the read aloud with embedding reading strategies, skills, and vocabulary as well as student discussion.</p>	<p style="text-align: center;">WRITING WORKSHOP/ PROCESS WRITING</p> <p>Children engage in a balance of narrative, informational and argument/opinion/persuasive types of writing for various purposes and audiences. The teacher guides the process and provides instruction through modeling, mentor texts, shared writing, guided practice, and conferencing. Students independently utilize the skills and strategies that have been modeled. Students generate ideas, plan, draft, revise, edit, publish their work and reflect upon it.</p>
<p style="text-align: center;">SHARED READING</p> <p>Using an enlarged text or individual student copies (literary or informational text), the teacher involves children in reading together. The teacher models and explains reading strategies and encourages the students to participate.</p>	

BEST PRACTICES IN A BALANCED LITERACY PROGRAM (CONTINUED):

READING	WRITING
<p style="text-align: center;">RESEARCH</p> <p>Using comprehension strategies and existing knowledge, students read informational texts at an accessible level to further understanding, answer questions, and stimulate curiosity. They learn to take notes in developmentally appropriate ways.</p>	<p style="text-align: center;">RESEARCH</p> <p>Using organizational structures that fit the writer and the topic, students synthesize their findings in writing. Students present their research in an engaging and organized manner. Students write to communicate in an authentic manner that suits the writer, topic, and audience.</p>
<p style="text-align: center;">GUIDED READING / FOCUSED INSTRUCTION</p> <p>The teacher pulls together flexible groups or partnerships to teach effective reading strategies and skills for processing a variety of literary and informational texts.</p>	
<p style="text-align: center;">BOOK CLUBS/LITERATURE CIRCLES/READERS THEATER</p> <p>Flexible groups are either adult or student directed. Students engage in discussions as critical readers/thinkers about a text they have read or heard. A developmentally appropriate focus is placed on inquiry and questioning.</p>	
<p style="text-align: center;">INDEPENDENT READING</p> <p>Students choose a variety of independent reading books based on interest. They learn how to select texts at their independent reading level and engage in reading daily. Students and teachers assess and track independent reading growth through individualized goal setting conversations and/or conferences.</p>	<p style="text-align: center;">DAILY WRITING OPPORTUNITIES</p> <p>Daily writing opportunities encourage and build confident writers. Students write every day across the curriculum. These pieces may include, but are not limited to, drawings, sentences, stories, information pieces, retellings, labels, responses to literature, research, lists, and journal entries. The aim is to build writing fluency, volume, and stamina.</p>

BEST PRACTICES IN A BALANCED LITERACY PROGRAM (CONTINUED):

FOUNDATIONAL SKILLS and LANGUAGE KNOWLEDGE

Students learn foundational reading skills, grammar and conventions, and word knowledge through both direct and embedded instruction in ELA and across the curriculum. Depending on the grade level, the teacher provides direct instruction in: phonological awareness, phonics, word attack skills, and spelling.

Additional instruction in language craft and vocabulary development focuses on the use of these skills in reading, writing and speaking, and is embedded through literacy and content learning across the curriculum.

ORAL LANGUAGE: LISTENING AND SPEAKING

Students develop speaking and listening skills to help them participate in conversations with others. They evaluate a speaker’s perspective and reasoning.

Students use a variety of media to develop effective oral presentation skills that suit the purpose, context, and audience. In addition, students evaluate and integrate information presented in diverse media.

LEARNING OUTCOMES

In grades K–8, the language arts curriculum includes the continuing development of receptive language as students access and evaluate information through reading, listening, and viewing:

- Students develop and apply skills to decode, comprehend, interpret, evaluate, and appreciate print materials.
- Students understand and appreciate literary forms.
- Students listen effectively for a variety of purposes with emphasis on comprehension and evaluation of spoken language.
- Students view for a variety of purposes with emphasis on appreciation and information collection.
-

In grades K–8, the language arts curriculum includes the continuing development of expressive language as students communicate effectively through writing, speaking, and visually representing:

- Students develop writing skills to communicate their ideas, opinions, and feelings for a variety of purposes.
- Students have a variety of formal and informal speaking opportunities to present information, explore ideas and experiences, persuade, and reflect.
- Students express themselves using nonverbal means including illustration, diagram, computer graphics, photography, and physical movement.

WRITING

Informational Writing

Transfer

Students will be able to independently use their learning to produce clear and accurate texts to inform or explain.

Essential Questions

- How do I explain my topic clearly to my reader?
- How can I inform my reader through the use of nonfiction text features?
- Why does organization and structure matter in informational writing?
- How can the information I am finding in sources support my analysis, reflection, and research?

Understandings- Students will Understand that...

- Conveying information and ideas clearly depends upon selecting and analyzing information and organizing that content for a specific purpose.
- A writer's purpose is to demonstrate understanding of a topic and for readers to become informed.
- A writer uses a variety of resources to build knowledge through investigations of different aspects of a topic.

Key Knowledge- Students will Know...

- Formatting information helps to convey purpose for the reader.

- Various non-fiction text structures they can use to organize information (such as descriptive, chronological, compare/contrast, cause/effect).
- Non-fiction text features convey information and meaning.
- Various transitions (words or phrases) to use within and between categories, sections, or paragraphs.
- Endings relate to the information or explanation.

may suggest follow-up action or leave the readers with final insight.

Essential Skills- Students will be skilled at...

- Introducing a topic clearly and grouping related information in paragraphs and sections.
- Hooking their readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture.
- Including formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
- Developing the topic with facts, definitions, concrete details, quotations, or other related information and examples.
- Linking ideas within categories of information using words and phrases (e.g., if a section is chronological: before, after, next, then and after. If a section is organized in kinds or parts: another, for example, also, because).
- Using periods to fix run-on sentences.
- Using precise language and domain-specific vocabulary to inform about or explain the topic.
- Providing an ending statement or section related to the information or explanation presented, and

Opinion Writing

Transfer

Students will be able to independently use their learning to produce clear and coherent writing (personal and persuasive essays) to persuade a target audience.

Essential Questions

- How can I make my opinion effective and convincing?
- What evidence can I use to give strong support for my opinion?
- How do I organize and present my opinion?

Understandings- Students will Understand that...

- An opinion's effectiveness depends upon the validity and appropriateness of the supporting evidence and how the opinion is conveyed.

Key Knowledge- Students will Know...

- The difference between fact and opinion.
- Writers can hook a reader in their lead.
- The purpose of a claim.
- Different organizational structures including boxes and bullets.
- Claims need specific reasons.
- Reasons are supported by evidence including personal experience, examples, and information.
- Precise words have power.

- Various transitions can be used between supporting reasons and introducing evidence. Endings restate or reflect the claim and provide closure for the reader.

Essential Skills- Students will be Skilled at...

- Writing an opinion piece on a topic or text.
- Introducing a topic clearly and using a lead that hooks the reader (perhaps by asking a question, explaining why the topic matters, telling a surprising fact, or giving background information).
- Stating a claim.
- Creating an organizational structure in which related ideas are grouped to support the writer's purpose (paragraph).
- Providing reasons that are supported by facts and details.
- Making deliberate word choices to convince my readers, perhaps by emphasizing or repeating words that would make readers feel emotions.
- Choosing evidence, examples, and information that support reasons.
- Linking an opinion with reasons by using words and phrases that glue parts of the piece together (*for example, another example, one time and for instance* to show a shift from saying reasons to giving evidence and *in addition to, also, and another* to show a new point).
- Providing an ending statement or section in which the claim is restated and perhaps suggesting an action or response.

- Using knowledge of high frequency words, word families, and spelling patterns to spell and edit.
- Using a comma before a coordinating conjunction in a compound sentence (e.g. for, and, nor, but, or, yet, so) (e.g. We went to the store, and we bought some milk.)
- Producing complete sentences; recognizing and correcting inappropriate fragments and run-ons.
- Using appropriate capitalization and punctuation.

Narrative Writing

Transfer

Students will be able to independently use their learning to produce narratives based on real experiences or events.

Essential Questions

- Why do writers write and share their real experiences/stories?
- What makes a narrative interesting to the reader?
- How do I organize and structure my narrative?
- How do writers develop a storyteller's voice?

Understandings- Students will Understand that...

- Narratives provide a way to share real experiences and/or events in writing.
- Writers use effective techniques, descriptive details, and clear event sequences in their narratives.
- Writers use voice to enhance their writing.

Key Knowledge- Students will Know...

- Personal experiences are used to develop story ideas.
- Beginnings introduce the reader to the characters, setting, and what is happening in the story at that moment.
- Writers develop momentum through details and transitions (slowing down the story or speeding it up).
- Paragraphs are used to separate different parts, times, and when a new character speaks.
- Descriptive details such as actions, thoughts, and feelings develop the characters and plot(s) within the story.
- Writers use a storytelling voice in order to connect with the audience.
- Endings can connect the reader back to the beginning or middle of the story.

Essential Skills- Students will be skilled at...

- Collecting small moment stories about real experiences.
- Writing a beginning that shows what is happening and where, as well as introduces the narrator or characters.
- Organizing an event sequence that unfolds naturally.
- Developing clear event sequences and showing the passage of time through words and phrases such as just then, suddenly, after a while, and a little later.

- Using paragraphs to separate different parts, times of the story, and when a new character speaks.
- Using dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or to show the response of characters.
- Including precise language and sensory details to bring the story to life.
- Using a storytelling voice and conveying emotion or tone of the story through description, phrases, dialogue, and thoughts.
- Providing an ending that connects to the beginning or middle of the story and gives a sense of closure.
- Applying knowledge about spelling patterns.
- Punctuating dialogue correctly with commas and quotation marks.

READING

Building an Independent Reading Life

Transfer

Students will understand that reading enriches one's life and will engage in conversations about their reading.

Essential Questions

- How would I describe myself as a reader?
- What habits can help me grow as a reader?
- How do I make meaning of increasingly difficult texts?
- How do conversations about reading deepen my understanding of the text?

Understandings- Students will Understand that...

- Readers reflect and make intentional decisions about their reading.
- The more you read, the more skilled and capable reader you become.
- Readers grow when they engage in conversations centered around texts.

Key Knowledge- Students will Know...

- Thinking about books helps readers make meaning.
- Reading daily is essential.
- Conversations about books broaden readers' perspectives.
- The importance of reading "just right" books.
- Reflecting and goal setting is an important practice.

- Key terms:
 - "just right" books
 - choice
 - fluency
 - stamina
 - volume

Essential Skills- Students will be skilled at...

- Selecting a "just right" text.
- Read a variety of print and digital texts.
- Knowing when to abandon a text.
- Monitoring independent reading.
- Engaging in a conversation with a partner or group.
- Reflecting on how reading habits impact reading success.
- Responding to reading.
- Self-monitoring reading.
- Setting goals about reading.

Literature

Transfer

Students will read, comprehend, and respond to a variety of genres as actively engaged members of a reading community.

Essential Questions

- How do readers support their understanding of literature?

- How does the text’s structure and author’s point of view influence the reader’s interpretation?
- What can readers learn by comparing texts?
- How do readers respond to a variety of literature?

Understandings- Students will Understand that...

- Evidence supports a reader’s ideas about a text.
- A text’s organizational structure helps the reader analyze and comprehend the text.
- Readers can compare and contrast an author’s point of view or choice of narrator between texts.
- Readers can compare and contrast texts in order to learn about theme, topics, and patterns of events.
- Readers respond in a variety of ways in order to deepen their understanding.

Key Knowledge- Students will Know...

- The difference between genres such as realistic fiction, historical fiction, fantasy, science fiction, mystery, drama/reader’s theater, and poetry.
- Comprehension skills such as asking and answering questions, inferring, making connections, summarizing, synthesizing, and visualizing.
- Text evidence must be found directly in the text.
- Author structure such as scene, chapter, and stanza.
- Words and phrases in text convey certain meanings and may be literal or nonliteral.
- Key terms:
 - elements of a story
 - character
 - narrator: first person and third person

- point of view
- dialogue
- theme
- patterns of events
- setting
- plot: story arc, problem/conflict, rising action, solution/resolution
- figurative language
 - similes and metaphors
- Different ways to respond to literature such as journals, letters, post-its, annotations, discussions, graphic organizers.

Essential Skills- Students will be Skilled at...

- Selecting “just right” books.
- Exploring a variety of genres.
- Determining the meaning of words and phrases in a text.
- Using comprehension strategies to understand literature. Examples include:
 - asking and answering questions
 - determining importance
 - making inferences and supporting that with evidence
 - making connections
 - making predictions
 - summarizing text
 - synthesizing
 - visualizing
- Identifying the author’s structure and point of view.
- Comparing and contrasting two or more texts.

- Using evidence to support opinions and ideas in reading response work.

- An informational text is organized around a main idea and supported by key details that help explain that idea.
- The ideas and parts of an informational text are interrelated and interdependent.
- Readers develop their thinking based on what they infer from details and examples in the text.

Information

Transfer

Students will read informational texts to learn more about the world and inform decision making.

Essential Questions

- How can readers deepen their understanding of informational texts?
- How does the text structure influence the way a reader analyzes and comprehends the text?
- What can readers learn by comparing main ideas and key details in two or more texts (including multimedia)?
- How are the parts of an informational text connected?
- How do readers determine what an author is trying to say?

Understandings- Students will Understand that...

- Informational texts provide answers to questions and build understanding of or interest in a topic.
- Readers build knowledge by reading multiple texts on a topic.
- Readers identify a text's organizational structure to help them comprehend the text.

Key Knowledge- Students will Know...

- Comprehension skills such as asking and answering questions, determining importance, inferring, making connections, summarizing, and visualizing.
- An informational text gives true/accurate information (facts) and/or expresses opinions about a topic. Informational text answers, explains, or describes.
- Details of informational text support the main idea.
- Some of the ways the information in text can be organized include time-order sequence, cause and effect, compare and contrast, and problem/solution (text structure).
- Text features help explain or clarify what is in the text. Examples include:
 - headings
 - sub-headings
 - bold print
 - tables of contents
 - glossaries
 - indexes
 - key words
 - sidebars
 - hyperlinks
 - icons

- diagrams/graphs
- maps
- photographs
- captions
- labels
- Different texts can provide varying perspectives on a topic.
- Key term:
 - multimedia

Essential Skills- Students will be skilled at...

- Using comprehension strategies to understand informational text. Examples include:
 - asking and answering questions
 - determining importance
 - making connections
 - making inferences and supporting them with evidence
 - making predictions
 - summarizing
 - visualizing
- Determining the main idea of a text and the supporting details.
- Determining fact from opinion within a text.
- Identifying the informational text structures. Examples include:
 - cause and effect
 - compare and contrast
 - problem/solution
 - chronological sequence
- Utilizing text structure to enhance understanding.
- Determining the meaning of unfamiliar words in context and by using text features.
- Identifying and using text features.

- Describing the relationship between the ideas presented in a text (e.g.
- series of historical or scientific events, scientific ideas or content, or steps in technical procedures) using language that pertains to time, sequence and cause and effect.
- Comparing and contrasting texts on a topic.
- Comparing and contrasting firsthand and secondhand accounts.

LISTENING

- Listen and respond to others respectfully in social settings as well as formal learning situations
- Receive, remember, and evaluate information for different purposes
- Follow multi-step directions
- Demonstrate active listening by: formulating questions, making comments, generating opinions, and making connections

SPEAKING

- Use oral presentation skills
- Incorporate non-verbal expressions for delivery of the message
- Present oral reports
- Participate in group discussions
- Express opinions, formulate questions, and respond to differing opinions in constructive ways

VIEWING

- Identify the purpose of a variety of visuals
- Express personal responses to visuals
- Obtain, interpret, and begin to analyze information

from a variety of visual forms

- Begin to develop skills to analyze visuals for effective components

VISUALLY REPRESENTING

- Use a variety of techniques to convey meaning
- Select and use appropriate graphic organizers to record information and promote comprehension
- Use a variety of media to visually represent information, ideas, and feelings
- Develop skills to create visuals with effective components

READING SUPPORT SERVICES

Additional reading support services from the Reading Specialist are available to teachers on a consultation basis and for fourth grade students as appropriate.

ENGLISH AS A SECOND LANGUAGE (ESL)

Support services for English Language Learners are available.

WORD STUDY

There is an explicit and systematic approach to teaching spelling and word study. Explicit instruction is balanced with differentiated studies and word consciousness. Word consciousness refers to providing a print/word rich environment, fostering word play, integrating vocabulary in writing, and reading aloud.

As skills are introduced, students engage in activities for repeated practice. There is high exposure to words in context and within content. Vocabulary acquisition is connected to content areas such as math, social studies, and science as well as to the arts, kinetic wellness, and technology. Through explicit teaching and an integrated approach, students are exposed to a high volume of words each year.

Spelling includes the following:

- Spelling patterns
- Word families
- High frequency words

Vocabulary acquisition includes the following:

- Phonics and word recognition

- Unknown and multiple-meaning words and phrases
- Greek or Latin affixes and roots
- Figurative language, word relationships, and nuances in word meanings
- General academic words and phrases
- Domain-specific words and phrases

GRAMMAR AND MECHANICS

As educators, we know that students' development as writers is a complex process that is not necessarily linear. Therefore, we believe that grammatical concepts should be explored in-depth and reinforced through multiple strategies over time. As teachers, we've organized our grammar scope and sequence according to three categories: exposure (concepts and ideas students are exposed to without explicit instruction), introduction (skills and concepts that are introduced), and independence (skills that are expected to be used independently as an integral part of a student's writing process).

Skills Introduced in Fourth Grade:

- Explain the function of adverbs.
- Use adjectives and adverbs and choose between them depending on what is to be modified.
- Form and use prepositional phrases.
- Use a comma before a coordinating conjunction in a compound sentence (e.g. for, and, nor, but, or, yet, so) (e.g. We went to the store, and we bought some milk).

- Use commas and quotations marks to mark direct speech and quotations from text.
- Distinguish between subject and predicate.
- Build from simple and compound sentences to complex sentences. (Simple: I went to the store. Compound: I went to the store, and I bought cheese. Complex: Before I returned home, I stopped for gas).
- Use abstract nouns (e.g. childhood).
- Correctly use frequently confused words (e.g. to, two, too; there, their, they're).
- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- Choose words and phrases for effect.
- Choose words and phrases to convey ideas precisely.
- Choose punctuation for effect.
- Ensure subject-verb agreement.
- Use modal auxiliaries to convey various conditions (modal verb: can indicate the likelihood that something happen) (e.g. can, may, will, shall, must).

MATHEMATICS

The **mission** of The Winnetka Public Schools mathematics program is to engage all students in a challenging curriculum of high-quality mathematics.

We believe that **classroom community** engages students and supports the development of positive mathematical dispositions.

AN ENGAGING MATH ENVIRONMENT:

- Promotes a mindset of inquiry, risk taking, flexible thinking, and problem solving
- Fosters collaboration, communication, and critique as critical components of understanding
- Encourages multiple approaches, using tools and technology strategically
- Encourages analysis of a variety of solutions as well as misconceptions

We believe that **high quality instruction** is the foundation for the development of proficient mathematical learners.

HIGH QUALITY INSTRUCTION:

- Values students as individual learners
- Provides meaningful tasks
- Emphasizes process and understanding of mathematics to a level of depth appropriate for each learner
- Encourages students to learn from one another
- Provides time to develop perseverance, a level of expertise, and an appreciation of the connectedness

- of math concepts to the real world
- Endorses multiple methods for students to demonstrate understanding through the use of different modalities (manipulatives, pictures and models, oral and written language, real world situations, written symbols)

We believe that **high quality curriculum and assessment** allow for acquisition of knowledge, development of meaningful understanding, application and transfer of knowledge.

HIGH QUALITY CURRICULUM:

- Develops skills and concepts in tandem
- Applies concepts to real life contexts and new situations
- Values reflection as part of the learning process
- Is informed by research, state and national standards, and guided by national mathematics organizations

HIGH QUALITY ASSESSMENT:

- Encompasses a wide range of assessment techniques
- Is an ongoing process
- Provides feedback to inform student and teacher, resulting in the growth of all learners
- Addresses procedural skill and fluency, conceptual understanding, and application

LEARNING OUTCOMES/MATHEMATICAL PRACTICES

In grades K-8, the mathematics curriculum provides learning experiences that develop mathematically proficient students who can:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

GRADE 4 CRITICAL AREAS

- Developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends.
- Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers.
- Understand that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

GRADE 4 OVERVIEW

Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

Number and Operations in Base Ten

- Generalize place value understanding for multi-digit whole numbers.
- Use place value understandings and properties of operations to perform multi-digit arithmetic.

Number and Operations- Fractions

- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.

Measurement and Data

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.

Geometry

- Draw and identify lines and angles and classify shapes by properties of their lines and angles.

SCIENCE

Mission

The mission of the Winnetka Public Schools science program is to foster children's curiosity in the world around them and empower them with the knowledge needed to interact with the world as scientists and engineers. Our students are encouraged to pose questions, investigate solutions, and justify their thinking. Children will collaborate with each other, engage in scientific and engineering practices, persevere, and creatively investigate phenomena and solve problems.

Beliefs

We believe in deep exploration of important concepts and the opportunity for students to develop meaningful understanding over time.

- Students will have sustained opportunities to identify their misconceptions, learn from mistakes and flexibly problem solve. As a result, students' ideas will evolve over time.
- Students will learn in a rigorous environment that requires perseverance.
- Students will work collaboratively to develop their understanding of science. They will communicate their thoughts, observations, inferences, and opinions using precise, scientific language.

We believe science and engineering require both knowledge and practice because the NGSS practices, crosscutting concepts, and content are equally

important.

- Students will be actively engaged in the scientific and engineering practices, which will be visible in the classroom.
- Students will use crosscutting concepts to connect knowledge from various disciplines (STEAM) into a coherent and scientifically based view of the world.
- Students will learn scientific content through hands on experiences and reflect to build understanding.

We believe children are born investigators and it is important to connect to students' passions and experiences to further spark their curiosity.

- Students will be creative designers and thinkers, further developing their sense of wonder and passion for the world around them.
- Students will have equitable access to science learning, materials, and experiences.
- Students will be challenged with scientific and engineering tasks that apply to the world they live in; these tasks will inspire lifelong learning and draw on children's motivation to engage with their surroundings.

We believe that, as educators, it is important to stay committed to our science curricular progressions to ensure a meaningful, coherent journey for each child K-8.

EARTH AND SPACE SCIENCE

Big Ideas: Earth Systems: Processes That Shape the

Earth

Students develop understanding of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. They apply their knowledge of natural Earth processes to generate and compare multiple solutions to reduce the impacts of such processes on humans. In order to describe patterns of Earth's features, students analyze and interpret data from maps.

Essential Questions

- How do forces change Earth's features over time?
- How do Earth's major systems (water, wind, organisms, gravity) interact?
- How do natural hazards affect individuals and society?
- How do engineers solve problems?
- How do scientists answer questions?

Understandings- Students will Understand that...

- Water, ice, wind, or vegetation has effects on weathering or the rate of erosion. *Cause and effect relationships are routinely identified, tested, and used to explain change.*
- Knowledge of natural Earth processes can be used to generate and compare multiple solutions to reduce the impacts of such processes on humans. *Engineers improve existing technologies or develop new ones to increase their benefits, to decrease known risks, and to meet societal demands.*
- Patterns of Earth's features can be described by analyzing and interpreting data from maps. *Patterns can be used as evidence to support an explanation.*

- Humans depend on Earth's resources including air, water, soil, minerals, metals, energy, plants, and animals. Some of these resources are renewable over human lifetimes, and some are nonrenewable (mineral resources and fossil fuels) or irreplaceable if lost (extinct species). *Over time, people's needs and wants change, as do their demands for new and improved technologies.*

Key Knowledge- Students will Know...

- Certain features on Earth can be used to order events that have occurred in a landscape.
 - Four major Earth systems interact (water, wind, organisms, gravity).
 - Earth's physical features occur in patterns, as do earthquakes and volcanoes. Maps can be used to locate features and determine patterns in those events.
 - Living things can affect the physical characteristics of their environment.
 - Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not.
 - A variety of natural hazards result from natural processes; humans cannot eliminate hazards from volcanoes, earthquakes, and tsunamis, but can reduce their impacts.
- Key Terms
 - Earth Systems (water, wind, organisms, gravity)

- forces (constructive/destructive)
- Earth Processes (earthquake, volcano, weathering, erosion, sedimentation)
- mineral, rock, rock cycle, 3 types of rocks (igneous, sedimentary, metamorphic)
- claim/evidence
- natural resources, renewable energy resources, non-renewable energy resources

Essential Skills- Students will be able to...

- Plan and carry out investigations.
- Analyze and interpret data.
- Construct explanations and design solutions.

LIFE SCIENCE

Big Ideas: Structure, Function, and Information Processing

Students develop an understanding that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. By developing a model, they describe that an object can be seen when light reflected from its surface enters the eye.

Essential Questions

- How do internal and external structures of organisms enable life's functions?
- How do organisms use their senses to survive?
- How do scientists answer questions?
- How do engineers solve problems?

Understandings - Students will Understand that...

- Plants and animals have both internal and external macroscopic structures that serve various functions in growth, survival, behavior, and reproduction. *A system can be described in terms of its components and their interactions.*
- An object can be seen when light reflected from its surface enters the eye. *Cause and effect relationships are routinely identified.*

Key Knowledge- Students will Know...

- Organisms have both internal and external macroscopic structures that allow for growth survival, behavior, and reproduction.
- Different sense receptors are specialized for particular kinds of information.
- Objects can be seen only when light reflected from their surface enters the eyes.
- Key Terms
 - plant and animal organisms
 - structures (internal/external)
 - traits, adaptations
 - survival, growth, behavior, reproduction
 - senses and information processing
 - eye, light, ear, sound

Essential Skills- Students will be able to...

- Engage in argument from evidence
- Develop and use models

PHYSICAL SCIENCE

Big Ideas: Energy, Waves and Information Processing

Students use a model of waves to describe patterns of waves in terms of amplitude and wavelength, and that waves can cause objects to move. By developing a model, they describe that an object can be seen when light reflected from its surface enters the eye. Students use evidence to construct an explanation of the relationship between the speed of an object and the energy of that object. Students develop an understanding that energy can be transferred from place to place by sound, light, heat, and electric currents or from object to object through collisions. They apply their understanding of energy to design, test, and refine a device that converts energy from one form to another.

Essential Questions

- In what ways can objects move?
- How is energy transferred?
- How are forces related to energy?
- How do waves behave?
- How do scientists answer questions?
- How do engineers solve problems?

Understandings- Students will Understand that...

- An object can be seen when light reflected from its surface enters the eye.
- There is a relationship between the speed of an object and the energy of that object.
- Energy can be transferred from place to place by sound, light, heat, and electrical currents or from

object to object through collisions. *Energy can be transferred in various ways and between objects.*

- Designed solutions can convert energy from one form to another and can use patterns to transfer information. *Similarities and differences in patterns can be used to sort and classify designed products. Engineers improve existing technologies or develop new ones.*
- Waves are regular patterns of motion. Waves can make objects move.

Key Knowledge- Students will Know...

- The faster a given object is moving, the more energy it possesses. Energy is present whenever there are moving objects, sound, light, or heat.
- Energy can be moved/transferred from place to place by moving objects or through sound, light, or electric currents.
- When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced. Emphasis is on the change in the energy due to the change of speed.
- An object can be seen when light reflected from its surface enters the eye.
- Waves of the same type can differ in amplitude (height) and wavelength (distance between peaks).
- Key Terms

- energy, energy transfer, motion, forces, collide/collisions
- waves, amplitude, wavelength
- light, light waves
- sound, sound waves
- electrical currents, electric circuits

Essential Skills- Students will be able to...

- Ask questions and define problems.
- Plan and carry out investigations.
- Develop and use models.
- Construct explanations and design solutions.
- Obtain, evaluate, and communicate information.

SOCIAL STUDIES

Mission Statement

In the social sciences, we recognize that we live in an increasingly interconnected world with varying beliefs, perspectives, and values. In modern times, it has become vital for individuals to learn to navigate and interpret the vast array of information they are exposed to on a daily basis. It is our mission to educate the youth of Winnetka to responsibly, respectfully, and actively evaluate that information; to understand the root causes of what they encounter in modern life and the circumstances that drive others to differ and to take action towards positive change as responsible citizens of a democracy.

The Committee established key beliefs that serve as drivers for the curriculum development process. The key beliefs were used in concert with the new state standards in developing the curriculum framework documents.

- **Inquiry:** Children question the world around them, recognize societal issues, and develop meaningful investigations through inquiry.
- **Social Responsibility:** The classroom is a microcosm for social problem solving and change, where children develop skills and attitudes needed for fair play, cooperation, and self-expression. Students learn that together, human beings can make a difference.
- **Action-Democracy:** Social Studies provides opportunities towards developing reflective and active democratic citizens with the ability to understand and evaluate other viewpoints, who support a just and humane society, now and in the future.
- **Civics:** Develop responsible citizens in a global community through engagement in decision-making and consensus-building opportunities.
- **Cultural Awareness:** We believe in addressing past, current, and future challenges; to shine light into the darkness in the pursuit of understanding. Children will encounter and explore multiple viewpoints and perspectives to develop critical thinking, empathy, and compassion.

Key Beliefs

Illinois Social Studies Standards

The vision put forth by the new standards is to ***produce Illinois graduates who are civically engaged, socially responsible, culturally aware, and financially literate.***

The Illinois Social Studies Standards adopted in 2017 promote the acquisition of knowledge, but also promotes student participation as active members of our democracy. To this end, the standards document has been organized into two complementary categories, Inquiry and Disciplinary Concepts, to provide a framework for student success in the modern world:

Inquiry Skills

- Developing Questions and Planning Inquiries
 - Constructing Essential Questions
 - Constructing Supporting Questions
 - Determining Helpful Sources
- Evaluating Sources and Using Evidence
 - Gathering and Evaluating Sources
 - Developing Claims and Using Evidence
- Communicating Conclusions and Taking Informed Action
 - Communicating Conclusions
 - Critiquing Conclusions
 - Taking Informed Action

Disciplinary Concepts

- Civics
 - Civic and Political Institutions
 - Participation and Deliberation: Applying Civic Virtues and Democratic Principles Processes, Rules, and Laws
- Geography
 - Geographic Representations: Spatial Views of the World Human-Environment Interaction: Place, Regions, and Culture
 - Human Population: Spatial Patterns and Movements
 - Global Interconnections: Changing Spatial Patterns
- Economics and Financial Literacy
 - Economic Decision Making
 - Exchange and Markets
 - The National and Global Economy
- History
 - Change, Continuity, and Context
 - Perspectives
 - Historical Sources and Evidence
 - Causation and Argumentation

UNIT ONE

ESSENTIAL QUESTION

- How did the environment shape the way people lived in Illinois over time?

SUPPORTING QUESTIONS

- How did technological advances in transportation lead to the movement of people and goods?
- How did technological advances lead to the development of different kinds of communities?
- What makes a good location to build a community?

TRANSFER GOAL

Students will be able to independently use their learning to understand how technological advances work in conjunction with geography to shape the growth of communities.

UNDERSTANDINGS- Students will understand...

- In the past, people relied heavily on the local environmental resources for meeting their daily needs.
- Waterways were highly influential in the ability to open up the Western United States.
- Railroads also contributed to people & goods moving west.
- There is a difference between rural and urban life.
- People evaluated the human, natural, and capital resource factors of a location when deciding to establish a community.

KEY KNOWLEDGE- Students will know...

- Characteristics of rural living.
- Characteristics of urban living.
- Fundamental necessities for developing a city.
- Waterways were a main form of transportation and trade.
- Names of major waterways that were used to transport goods to Illinois.
- Names of canals that enhanced Illinois transportation.
- The function and purpose of canals.
- The various components of a map (compass rose, key, key topographical features, key cities, and capitals).

ESSENTIAL SKILLS- Students will be skilled at...

- Locating and labeling geographic features on a map.
- Comparing and contrasting maps of the same region that show different features of the region.
- Making an argument utilizing geographical knowledge.
- Identifying unique geographical features.
- Generating ideas around how communities are influenced by technological advances.
- Generating ideas around how a factor (e.g. a canal) can influence the history of an entire country.
- Comparing and contrasting the daily living experiences of early Illinoisans (rural versus urban).

UNIT TWO

ESSENTIAL QUESTION

- How does a city grow?

SUPPORTING QUESTIONS:

- How does technology influence the growth of a city?
- What kinds of events affect the growth of a city?
- How does government impact the growth of a city?

TRANSFER GOAL

Students will be able to independently use their learning to understand the variety of components that contribute to the development of a city and how recurring patterns in history can inform current social and political events and other issues.

UNDERSTANDINGS- Students will understand...

- Particular circumstances lead to technological advances.
- After a catastrophic event, cities need to respond and rebuild.
- Certain events can elevate the status of a particular place.
- Government decisions are shaped by the voices and needs of different constituencies.

KEY KNOWLEDGE- Students will know...

- Springfield was established as the state capital.

- Roles of state and local government officials (mayor, governor, representatives, etc.).
- Details of the rebuilding of Chicago after the Great Fire
 - Building and safety regulations that changed
 - Names of city planners
 - Redistribution of the population
 - Creation of Grant Park and the Lakefront
 - Chicago became home to the first skyscraper
- Details of The Columbian Exposition of 1893 that introduced Chicago as a world city
 - Purpose of a World's Fair
 - People visited from all over the world
 - Chicago's introduction as a modern city
 - Technological advances of electricity, transportation, and underground sewage system highlighted how Chicago had become a modern city
 - Chicago City Planners, such as Burnham, were highly involved in the planning of the "White City"
 - Population increase due to workers and visitors

ESSENTIAL SKILLS- Students will be skilled at...

- Identifying differences between state and local government officials
- Locating on a map:
 - City of Springfield

- The boundaries of the Chicago Fire
- The build out of the lakefront
- The location of the World's Fair
- Analyzing the cause and effect of building regulations post-Chicago Fire
- Researching the new technologies introduced at the World's Fair
- Reading and interpreting graphs/charts that document the population growth of Early Chicago

- Immigrants relied on each other for survival and success.
- Immigrants helped to create the culture of specific neighborhoods and the city of Chicago.
- Requirements and processes for immigration have changed/are changing over time.
- Immigrants both struggled and succeeded when they got to Chicago.
- The immigrant experience was a multi-generational progression.

UNIT THREE

ESSENTIAL QUESTION

- How do immigrants influence the growth of a city?

SUPPORTING QUESTIONS

- How did immigrants shape the culture and neighborhoods of Chicago?
- What did the American Dream look like for immigrants who came to Illinois? What were the realities of the experience?
- Where did people settled and why?

TRANSFER GOAL

Students will be able to independently use their learning to recognize communities are shaped by the contributions of various cultures.

UNDERSTANDINGS- Students will understand...

- Immigrants created neighborhoods of like people.

KEY KNOWLEDGE- Students will know...

- There were many ports of entry in the US.
- Names of entry points.
- Immigrant experiences are similar
- Immigrant experiences could differ according to who you were and when you arrived
- Push and pull factors of migration.
- How immigrants assimilated vs kept their cultural traditions.

ESSENTIAL SKILLS- Students will be skilled at...

- Empathizing with the immigrant experience.
- Identifying the stages of the immigrant journey (requirements, screening, challenges, connections).
- Comparing and contrasting similarities and differences of immigrant experiences.
- Analyzing primary sources.

- Using historical fiction to grow ideas and make connections.

- Using fiction and non-fiction resources to understand the tension between assimilation and retaining your cultural identities.

FINE ARTS

LEARNING OUTCOMES

In grades K-8, the fine arts curriculum will provide learning experiences so that students:

- Understand the elements and qualities of a work of art and how they interact while developing skills as an audience.
- Experience a variety of processes and tools to create in arts media.
- Use appropriate critical skills to evaluate elements in works of art and use appropriate skills, tools, and materials to present ideas and feelings in performance.
- Demonstrate awareness of the differences in artistic styles of different periods of history and the connections between history and culture.

GRADE 4 EXPERIENCES

ART

Art is an essential part of a child's education. The Winnetka Public School Art education program's mission is to provide students with a nurturing environment essential to becoming lifelong creative and critical thinkers. Art studio time develops the whole child creatively, intellectually, socially and emotionally. Through studying past and present artists and practices, students learn to create, observe, discuss, interpret and analyze works at hand.

CONTENT

Our visual arts curriculum strives to develop art content that is appropriate to each grade level and reflects the child's individual interests. It must also reinforce that being taught by the classroom teacher.

Title: 2D/Drawing Level: Grade 4 Art

Big Ideas	Essential Questions: questions that promote inquiry...		
<i>Observational Analysis</i> <i>Creating & Making</i> <i>Critical Thinking, Reflection,</i> <i>Intention</i> <i>Art History & Society</i>	What are the Elements and Principles of Design and why are they important? Why is art history relevant to creating artwork today? Why is it important to use and experience a variety of materials?		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Positive/negative space. K2: Balance/symmetry vs. asymmetry. K3: Art historical & cultural references.	U1: The choices of materials and techniques influence the final outcome of a work of art. U2: Different skills and components are used to create an observational drawing vs. drawing from imagination. U3: The Elements and Principles of Design are “building blocks” for the creation of a composition.	D1: Identify the difference between positive and negative space. D2: Identify the difference between symmetry and asymmetry. D3: Create a composition that shows depth, value, and balance. D4: Identify art historical & cultural references.	

National Content Standard (K-4) #1: Understanding and applying media, techniques, and processes.

National Content Standard (K-4) #2: Using knowledge of structures and functions.

National Content Standard (K-4) #3: Choosing and evaluating a range of subject matter, symbols, and ideas.

National Content Standard (K-4) #4: Understanding the visual arts in relation to history and cultures.

National Content Standard (K-4) #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

National Content Standard (K-4) #6: Making connections between visual arts and other disciplines

Title: 3D

Level: Grade 4

Art

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<p><i>Observational Analysis</i> <i>Creating & Making</i> <i>Critical Thinking, Reflection,</i> <i>Intention</i> <i>Art History & Society</i></p>	<p>How do materials and techniques express the intent of the artist? How do the qualities specific to 3D work communicate the intent of the artist?</p>		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
<p>K1: The following terms: mixed media, assemblage, additive, reductive, found objects, form, shape, space, and kinetic art. K2: Art historical references.</p>	<p>U1: There are intrinsic differences between 2D and 3D processes and techniques.</p>	<p>D1: Create a 3D work of art using a variety of methods and materials appropriate to the theme of the project.</p>	

National Content Standard (K-4) #1: Understanding and applying media, techniques, and processes.

National Content Standard (K-4) #2: Using knowledge of structures and functions.

National Content Standard (K-4) #3: Choosing and evaluating a range of subject matter, symbols, and ideas.

National Content Standard (K-4) #4: Understanding the visual arts in relation to history and cultures.

National Content Standard (K-4) #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

National Content Standard (K-4) #6: Making connections between visual arts and other disciplines.

MUSIC

Students will acquire a lifelong interest in and appreciation of music through active exploration, engagement, and reflection.

Title: Composing/Creating

Level: Grade 4

General Music

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<p><i>Creating and Sharing Fundamental Skills Listening and Observing</i></p>	<p>How have our compositions grown from when we started to compose in first grade? What decisions do composers make in their creative process? How I can I continue to grow as a composer?</p>		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
<p>K1: An increasing number of musical choices need to be made when composing alone and in groups. K2: All classroom instruments, how they sound, and how they may be used in a composition. K3: Form in composition may also include: - Bridge - Coda K4: Terms: - Harmony - Interlude</p>	<p>U1: Compositions can be organized in an increasingly diverse amount of ways. U2: Instruments can play a melody or a harmony part. U3: All fundamental skills learned in K-4 in music can be utilized in our compositions.</p>	<p>D1: Compose larger pieces and accompaniments. D2: Improvise more complex accompaniments alone and in groups. D3: Refine the notation of compositions so that others might understand and perform it. D4: Use and knowingly apply all fundamental skills (i.e., rhythm, form, and melody) in compositions.</p>	

National Standard 3: Improvising melodies, variations, and accompaniments

National Standard 4: Composing and arranging music within specified guidelines

National Standard 7: Evaluating music and music performances

National Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts

Title: Listening**Level: Grade 4****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>	
<p><i>Music and Culture</i> <i>Listening and Observing</i> <i>Creating and Sharing</i> <i>Fundamental Skills</i></p>	<p>What instruments would you use if you were writing a song about _____? What does it mean to be a good music listener?</p>	
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...
<p>K1: The four families of instruments and the unique ways in which they are played. K2: The appropriate ways to listen and respond as a good audience member. K3: Musical vocabulary to describe what is heard in a piece of music. K4: The names of several pieces of music from major time periods and their composers.</p>	<p>U1: Each composer has his/her own unique strategy in choosing instruments, creating form and constructing a piece of music. U2: There are identifiable characteristics about music from different time periods and cultures. U3: Being an active listener and supportive audience member is an important component to being a well-rounded musician.</p>	<p>D1: Identify more sophisticated musical forms. D2: Demonstrate appropriate audience behavior. D3: Identify a variety of instruments heard simultaneously. D4: Use extended music vocabulary to describe a piece of music. D5: Listen to and identify several pieces of music by major composers. D6: Listen to and reflect upon ones own performance.</p>

National Standard 6: Listening to, analyzing, and describing music

National Standard 7: Evaluating music and music performances

National Standard 9: Understanding music in relation to history and culture

Title: Playing**Level: Grade 4****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Fundamental Skills Creating and Sharing Listening and Observing</i>	How do I make the recorder sound the way I want it to? How do I adapt my playing to fit its purpose (i.e., solo, ensemble, accompaniment)? What do I need to know in order to learn a new instrument?		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: The basic skills of playing a soprano recorder: -Breath -Posture -Fingering -Tonguing K2: How to properly play most classroom instruments whether reading, creating or improvising. K3: The different qualities between playing/creating an accompaniment and playing/creating an instrumental piece.	U1: Playing an instrument requires both physical technique and a knowledge of musical elements. U2: Playing an instrument can be a creative expression different than singing.	D1: Demonstrate the basic skills of playing the soprano recorder. D2: Play more difficult accompaniments on melody and rhythm instruments. D3: Create introductions, ostinatos and other accompaniments on rhythm and melody instruments. D4: Improvise on the soprano recorder and other classroom instruments.	

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 3: Improvising melodies, variations, and accompaniments

Title: Reading

Level: Grade 4

General Music

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>	
<p><i>Fundamental Skills Creating and Sharing</i></p>	<p>What crucial properties of music are reflected in notation? Why is music notation necessary and how can it help us? Do all musicians read the same music?</p>	
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...
<p>K1: Traditional rhythmic notation and their corresponding rhythmic syllables: -Quarter note/rest, dotted quarter (ta, ta) -Eighth note/rest (ti-ti) -Sixteenth note (ti-ki-ti-ki) -Half note/rest, dotted half (ta-a, ta-a-a) -Whole note (ta-a-a-a)</p> <p>K2: The treble clef on a staff circles around the G line.</p> <p>K3: Absolute note names in treble clef.</p> <p>K4: More complex signs and symbols, including: -Coda -DC al fine -1st and 2nd endings</p> <p>K5: Common time signatures (i.e., 2/4, 4/4, 3/4, 6/8).</p> <p>K6: Scales can be read by numbers, syllables and/or letters.</p>	<p>U1: The signs and symbols found in a score determine how a piece of music is played or sung.</p> <p>U2: Notation allows us to improve our ability to learn music and to accurately preserve our musical ideas.</p> <p>U3: Rhythmic patterns can be read by using rhythmic syllables and also by counting.</p>	<p>D1: Move to, clap, and perform a variety of rhythmic and melodic symbols when read.</p> <p>D2: Identify notes on the treble staff using absolute pitch names.</p> <p>D3: Begin to use counting when performing rhythmic patterns (i.e. “one, two, and three, four”).</p> <p>D4: Sing or play a simple piece of music correctly following the signs and symbols found in a score.</p> <p>D5: Use a variety of rhythmic, melodic and directional symbols when composing.</p>

National Standard 1: Singing, alone and with others, a varied repertoire of music

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 5: Reading and notating music

National Standard 9: Understanding music in relation to history and culture

Title: Singing

Level: Grade 4

General Music

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>	
<i>Music and Culture</i> <i>Creating and Sharing</i> <i>Fundamental Skills</i> <i>Listening and Observing</i>	What does quality singing look, sound, and feel like? How has singing been used throughout history as an expression of culture? Why do we need to know how melodies are constructed?	
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...
K1: Good singing habits now include: -Deep diaphragmatic breaths. -An awareness of facial expression. -An awareness of chest and head voice and when each is appropriate. -Correct and appropriate vowel formation. K2: The following ways of singing: -Partner song. -Descant. K3: Major scale by syllable and/or number. K4: A repertoire of African American spirituals.	U1: Good physical practice and reflection is necessary to improve the quality of our singing. U2: Songs give a unique and creative voice to the people of the world around them. U3: Songs can be sung in multiple parts, featuring different voices and text. U4: The notes we sing are organized into melodies and often are grounded in a type of scale (i.e., major, minor).	D1: Demonstrate and identify an expanded number of good singing habits. D2: Sing rounds, partner songs, and songs that include descants. D3: Sing independently and in groups on pitch and in rhythm using proper vocal techniques. D4: Develop and continue to sing and listen to a repertoire of songs from diverse styles and cultures. D5: Sing melodic patterns and identify them using syllable or note names. D6: Sing a variety of African American spiritual songs.

National Standard 1: Singing, alone and with others, a varied repertoire of music

National Standard 5: Reading and notating music

National Standard 9: Understanding music in relation to history and culture

STRINGS PROGRAM

The Elementary Strings program is based on the Suzuki Method (Suzuki in the Schools) while incorporating some traditional methods, through a step-by-step repertoire sequence, enhanced by recordings. Students learn in a positive, supportive environment to achieve musical success. Students may select to play violin, viola, or cello at any point during grades 1, 2, 3, or 4. The curriculum is differentiated according to a student's readiness, age, and instrument.

Students participate in one 30-minute small group lesson a week. Parent attendance is strongly recommended for lessons. Students also participate in a one-hour, large group lesson during lunch on a bi-monthly schedule.

Title: Instrument Skills

Level: 4th Year Student

Elementary Strings

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>	
<p><i>Music/Culture</i> <i>Fundamental Skills</i> <i>Creating and Sharing</i> <i>Listening/Observing</i></p> <p><i>Note Reading</i> <i>More advanced repertoire</i> <i>More Advanced hand position, fingering and bowing</i> <i>Musicality</i> <i>Leadership skills</i></p>	<p>Why do I have to play all of the notes on the page? Why is intonation important to sound production? How do time signatures/key signatures change the way the music sounds? How do markings in the music affect the sound? How do I know when to add dynamics when they are not marked in? How does watching the leader and listening help us play together? What are the best ways to be a leader within the large group setting? Why is it important for me to be a leader? Why is practicing important?</p>	
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...
<p>K1: Notes and rest types: whole, dotted half, half, dotted quarter, quarter, eighth, sixteenth. K2: Note names on the staff and corresponding finger placement. K3: Steady beat and correct rhythms. K4: Key signatures. K5: Time signatures. K6: Advanced hand positioning: 2nd position for cello, differing finger placement for others. K7: Advanced bowing: Articulations (staccato, legato, slur, tie) and Direction (down up, hooked). K8: Musicality-both marked and unmarked changes in dynamics and style. K9: Importance of being a leader. K10: Established practice routine.</p>	<p>U1: Bowings influence the style and sound of the music. U2: Steady beat and rhythm are integral to playing music correctly. U3: Being a leader and role model is important to helping younger players in the group. U4: Practicing one's assignment is essential to skill development and growth.</p>	<p>D1: Demonstrate knowledge of notation by correct finger placement. D2: Demonstrate knowledge of advanced rhythms, bowings and fingerings. D3: Demonstrate knowledge of musicality. D4: Continue to demonstrate both leadership and role modeling skills in group/ensemble class. D5: Show progress on weekly assignments.</p>

National Standard 1: Singing and playing alone and with others, a varied repertoire of music

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 3: Improvising melodies, variations, and accompaniments

National Standard 4: Composing and arranging music within specified guidelines

National Standard 5: Reading and notating music

National Standard 6: Listening to, analyzing, and describing

National Standard 7: Evaluating music and music performances

National Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts

National Standard 9: Understanding music in relation to history and culture

KINETIC WELLNESS

The mission of the Winnetka Kinetic Wellness department is to maintain a program that fosters growth of the whole child in the physical, cognitive, and social and emotional domains by exposing our students to a wide variety of health, sport, fitness and team-building concepts to instill a love for life-long activity, fitness, and recreation.

Kinetic Wellness Department Beliefs

Health and Wellness

It is important for students to...

- Understand the components of physical fitness: cardiovascular, muscular strength, muscular endurance, and flexibility
- Reflect on their own personal fitness levels
- Develop an understanding of lifetime fitness concepts

Physical Development

It is important for students to...

- Explore a variety of Kinetic Wellness strands through teamwork, communication, and cooperation
- Engage in age-appropriate skill development that challenges students to progress from grades K-8
- Allow students the opportunity for play

Community and Civic Responsibility

It is important for students to...

- Present themselves as responsible members of the community by demonstrating good character and sportsmanship
- Persevere through difficult decisions and reflect effectively on those decisions
- Learn in a safe space through the development of a respectful learning community

Social-Emotional

It is important for students to...

- Build on-going positive relationships through communication, acceptance, and compromise
- Identify positive choices and understand how those choices will strengthen the classroom and themselves
- Recognize taking risks is an opportunity for growth
- Accept challenges with a positive attitude

Students will experience units in the following strands of KW in Grade 4:

- Physical Fitness
- Health and Wellness
- Team Sports
- Individual/Dual Sports
- Dance and Movement

LEADERSHIP DEVELOPMENT & SOCIAL EMOTIONAL LEARNING

Social-emotional learning nurtures children's capacity to become empathetic, accepting, and responsible citizens. Children learn to embrace struggles as opportunities for growth, develop self-awareness, and solve problems. Ultimately, social-emotional learning is the foundation of *all* learning - as emotional well-being is essential to healthy, productive engagement in society.

Belief Statements

Communication

- We believe socially competent children effectively communicate their thoughts and feelings and actively listen to others.

Community

- We believe children deserve an emotionally safe environment for learning.
- We believe socially competent children honor individuals, accept differences, and work collaboratively.
- We believe children have a responsibility to be contributing members of society.

Empathy

- We believe through the cultivation of empathy, we teach acceptance.
- We believe taking the perspective of others encourages respectful interactions.

Self-Management and Awareness

- We believe children can learn to identify, manage, and regulate their emotions.
- We believe that children who are aware of their choices understand how those choices can affect others.
- We believe reflection helps children develop an awareness of their personal strengths and weaknesses.

Relationships

- We believe that relationship building is an ongoing developmental process.
- We believe children develop relationships through the capacity to compromise, be flexible, and resolve conflicts.

Resiliency

- We believe resilient children are willing to take risks.
- We believe resilient children embrace challenges, persevere, and view mistakes as powerful opportunities for growth.

RESOURCE CENTER

The Resource Center strives to provide information online and through print resources to staff and students. Classes visit the Resource Center beginning in kindergarten through fourth grade once a week for an hour. Students are taught throughout the year how to navigate the library and select fiction and nonfiction books using our App *Researcher*. All students enjoy being read to, and the library staff is always sharing the latest books and series each month. The Resource Center also participates in the Illinois State Monarch and Bluestem book awards each year.

In addition to offering a rich library environment, students are introduced and taught a variety of technology skills using various devices. Students learn new Apps, software programs and educational online references to supplement all curricular areas. Keyboarding is introduced in first and second grades, and more intensive keyboarding lessons are taught to third and fourth graders three times a year.

The MakerSpace provides S.T.E.A.M. (Science, Technology, Engineering, Arts, and Math) hands-on activities throughout the year. The MakerSpace fosters creativity, imagination, tinkering, exploration and problem solving.

WORLD LANGUAGE

VISION AND BELIEFS

The vision of the World Language program is to empower students to acquire language to communicate, understand, learn, create, and cooperate with others. In order to understand people and cultures and foster democratic participation both locally and globally, students must have the opportunity to develop language and cultural skills in other languages. By enhancing critical thinking skills, language acquisition also fosters greater awareness and sensitivity, preparing and encouraging citizens to participate in a globally interconnected 21st Century.

GOALS

Winnetka World Language students will...

- Acquire language by participating in a well-articulated 1st-8th grade World Language Program.
- Cultivate the language skills, vocabulary and grammar needed for functional language proficiency.
- Gain confidence in the target language by interacting in oral and written contexts beginning in first grade
- Use the target language in classroom communication.
- Develop and nurture a lifelong interest in language learning and cultural exploration.
- Understand the diversity and commonality among cultures of the world and appreciate the values and beliefs of all people.

<u>Big Ideas</u>	<u>Essential Questions:</u> <i>questions that promote inquiry...</i>	
Communities Comparisons Connections Communications	Can you understand what I am saying and can you show me?	
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...
<p>K1. Verbs/Verb structures: <i>viaja, trabaja, saca fotos, visito, vamos, prefiero, juego, dibujo, leo, me mira, puedo, se rie, no toques nada, compro, grito, lloro, monto a, canto, le respondo, me levanto, hablan, cuesta, paga, preparan, pienso, entro en, le pregunto, salta, abandona,</i></p> <p>K2. Connectors: <i>depende, casi, como, cuando, un día, hacía, en mi opinión, para mí, pero, porque, sobre</i></p>	<p>U1. In order to acquire language I need to actively engage in class.</p> <p>U2. Reading comprehensible texts support language acquisition.</p> <p>U3. Languages do not translate literally.</p> <p>U4. Cognates are words that are spelled alike or sound alike in English and Spanish and have a similar meaning.</p> <p>U5. False cognates are words that are spelled or sound alike in English and Spanish but have a different meaning.</p> <p>U6. Careful listening helps me replicate sounds.</p>	<p>D1. Show comprehension of personalized questions by: gesturing, responding, drawing, translation, and dramatizing.</p> <p>D2. Respond orally to personalized questions (such as things that they have/want/need/like).</p> <p>D3. Show comprehension of oral TPRS stories by: gesturing, answering questions, drawing, translation, and dramatizing.</p> <p>D4. Respond orally to oral TPRS story questions.</p> <p>D5. Show comprehension of written TPRS stories by: gesturing, answering questions, drawing, translation, and dramatizing.</p> <p>D6. Respond to questions about written TPRS stories.</p>

	<p>U7. Good readers look for words they know, and exploit pictures and context clues.</p> <p>U8. Gestures and word associations help me remember Spanish.</p>	<p>D7. Respond to commands.</p> <p>D8. Offer details to a story orally.</p>
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STANDARDS: 1.1, 1.2, 1.3, 4.1, 5.1.

ADDITIONAL PROGRAMS

CHORUS

Chorus is offered as an optional activity to fourth graders as a new musical experience for our students. Children meet throughout the year before school from 8:00 - 8:30. As a member of the chorus students sing music of greater complexity and further develop their voices as choral singers. They may also sing at events such as singing the National Anthem at local sporting events. The experience culminates with the five school choruses singing together at the District Choral Festival.

AFTER SCHOOL SPORTS

This program is offered to 3rd and 4th grade boys and girls. It is an optional fee-based program coordinated by KW instructors. It meets once a week from 3:15 - 4:00 pm. It is a non-competitive program for students to enjoy physical activity and games together with adult supervision either in the gym or on the playground.