

# UNDERSTANDING YOUR CHILD'S REPORT CARD

SY 2019-2020

4<sup>th</sup> Grade | First Nine Weeks

## LEARNING GUIDES

## What will my child learn?

English Language Arts	Mathematics	Science	Social Studies
<p><i>All students should know and/or be able to:</i></p> <p>Show an understanding of what they read.</p> <p>Describe characters, settings, or events in detail.</p> <p>Determine the meaning of all types of unknown words in what they read.</p> <p>Provide a summary of what they read.</p> <p>Read with accuracy and fluency.</p> <p>Write narrative stories to develop real or imagined experiences/ events.</p> <p>Use describing words according to a pattern (ex. A small red bag rather than a red small bag).</p> <p>Write sentences, using commas and quotation marks to indicate quotes from a book.</p> <p>Communicate and work with peers and adults about what they read and write.</p>	<p><i>All students should know and/or be able to:</i></p> <p>Read, write and compare numbers with multiple digits, (e.g., 34,207).</p> <p>Multiply or divide to solve word problems.</p> <p>Round numbers (up to 1,000,000) to any place using place value.</p> <p>Add and subtract whole numbers quickly (up to 1,000,000).</p> <p>Identify prime and composite numbers.</p> <p>Find factors and multiples of a number (e.g., 12 has the factors 1, 2, 3, 6 &amp; the multiples of 2 are 2, 4, 6, 8...).</p> <p>Use the formula for perimeter, distance around a shape, of a rectangle to solve problems.</p>	<p><i>All students should know and/or be able to:</i></p> <p>Identify similarities and differences in technology that has changed the information we know about distant objects in the sky (satellites, telescopes, space station, spacecraft).</p> <p>Describe why some stars appear to be larger or brighter than others.</p> <p>Explain the differences between stars and planets.</p> <p>Identify strengths and weaknesses of models of our solar system.</p> <p>Describe the roles of plants, animals, and decomposers such as bacteria and fungi in a community.</p> <p>Show the flow of energy through a food web/food chain.</p> <p>Show the how living and nonliving things change an ecosystem.</p> <p>Make a model describing changes in the flow of energy in an ecosystem when plants or animals become limited, extinct or plentiful.</p>	<p><i>All students should know and/or be able to:</i></p> <p>Explain the causes, events, and results of the American Revolution.</p> <p>Describe the role of key people in the American Revolution.</p> <p>Describe how each side of the American Revolution attempted to use the physical geography of each battle site to its benefit.</p> <p>Explain the writing of the Declaration of Independence (Who wrote it? Why was it written? What was the response?).</p> <p>Locate major physical features of the United States.</p> <p>Describe how trade creates a healthy economy.</p>

# UNDERSTANDING YOUR CHILD'S REPORT CARD

SY 2019-2020

K-5 Specials | First Nine Weeks

## LEARNING GUIDES

What will my child learn?

Art	Music	Health/PE
<p>Students should know and be able to demonstrate their understanding of art through performance-based standards and skills as outlined in the Henry Teaching and Learning Standards.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>• Use creative problem-solving skills to design artistic pieces of work.</li><li>• Perform &amp; present original art.</li><li>• Connect art to other cultures around the world.</li><li>• Respond to art through analysis, critique and reflection.</li></ul>	<p>Students should know and be able to demonstrate their understanding of music through performance-based standards and skills as outlined in the Henry Teaching and Learning Standards.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>• Use creative problem-solving skills to create pieces of work.</li><li>• Perform &amp; present original music.</li><li>• Connect music to other cultures around the world.</li><li>• Respond to music through analysis, critique and reflection.</li></ul>	<p>Students should know and be able to demonstrate their understanding of performance-based standards and skills as outlined in the Henry Teaching and Learning Standards.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>• Develop questions and understand data related to health and P.E. topics.</li><li>• Identify the benefits of and make decisions about healthy behaviors.</li><li>• Examine current health topics and set and explain their health goals.</li><li>• Actively participate in physical education activities.</li></ul>