



Grade 4

CURRICULUM OVERVIEW

2011 ~ 2012

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Introduction

Can you believe this is your child's final year in elementary school? You will watch your child blossom this year into a confident and capable student. By spring, you will not recognize this responsible student moving on to the middle school! This year time will be spent in a wide variety of academic pursuits. Your child will read mysteries, biographies, and non-fiction. S/he will write weekly, and integrate technology and information literacy skills into research projects. Math will present the challenges of finding mean, median, and mode, and measuring with a protractor. This year world language choices are put into place until eighth grade, and daily instruction begins. In wellness, students focus on strength, endurance, and flexibility. Fourth graders learn about world cultures, Illinois, electricity, geography and energy. They participate in a "crime scene" observation, focus on current events by reading a weekly news magazine and participate in a service project. Before you blink, your child will be attending Buddy Day for the middle school and you will know the meaning of the word "transition." Enjoy your fourth grader as s/he travels down the path of learning, responsibility, and independence!

This online resource is designed to provide you with general information about the curriculum in Lake Forest District 67 and with information specific to fourth grade. This document is an overview containing goals, applications of learning, and a list of skills for language arts, mathematics, science, social studies, world language, fine arts, wellness, technology and information literacy. The standardized assessments and homework policy for the fourth grade are also included.

You will want to pay special attention to the Learning Standards for all District 67 students. These standards are what your student should know and be able to do as s/he exits from the eighth grade. The standards in District 67 are high. The course of study over the last four years has been designed to bring your student to this school year well-prepared for further achievement. The fourth grade program of studies is based on best practice, and should be interesting and engaging for your student. It is delivered by a highly qualified staff, who believe all children can learn and who value the partnership with you to create an environment for your student's success.

Fourth Grade Overview



All District 67 children will demonstrate critical and creative thinking through projects, activities, and assessments that include real-life applications as part of the study of each curriculum area.

All District 67 children planning to attend college will be well prepared to succeed in high school AP or honors coursework.

LEARNING STANDARDS

By the end of eighth grade the following will be achieved:

Language Arts: All students will demonstrate their ability to read critically above grade level and effectively write and speak for a variety of purposes and audiences.

Math: All students will master Algebra I and related concepts, acquire a foundation in geometry and apply those concepts to real-life problems.

Science: All students will master the scientific method and synthesize the themes and related concepts that unite life, physical, and earth sciences.

Social Studies: All students will be able to locate information, analyze resources, and apply concepts of government, culture, economics, geography, current and historic events, in order to practice civic competency.

World Languages: All students will master high school level one world language classes and apply those concepts to real life situations.

Visual Arts: All students will demonstrate the artistic skills needed to analyze works of art and express themselves creatively.

Performing Arts: All students will demonstrate the musical and dramatic skills to express themselves individually and cooperatively through singing, acting, playing instruments, oration, or movement activities.

Information Literacy: All students will be able to access, evaluate, and synthesize information in order to develop, publish, and present products using various technological resources to communicate to an audience.

Wellness: All students will show an increased level of fitness and be able to develop and implement an individual health and fitness plan that includes proper nutrition, cardiovascular endurance, appropriate training techniques and the ability to make healthy choices providing a foundation for life long fitness.

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SKILLS OVERVIEW

Language Arts

- ◆ Read with understanding and fluency above grade level
- ◆ Read and comprehend unfamiliar words using root words, synonyms, prefixes and suffixes
- ◆ Read a variety of fiction and nonfiction selections at the child's instructional level
- ◆ Identify and analyze the elements of fiction
- ◆ Apply word analysis and vocabulary skills to comprehend selections
- ◆ Apply reading strategies to improve understanding and fluency
- ◆ Appreciate and write poetry
- ◆ Identify structure of nonfiction texts to improve comprehension
- ◆ Distinguish and list main ideas and supporting details of nonfiction text
- ◆ Draw conclusions and determine cause and effect relationships
- ◆ Read ability-appropriate material aloud with fluency and accuracy
- ◆ Read ability-appropriate material independently
- ◆ Make and support inferences and form interpretations about topics, make and support inferences about character's feelings and motivation
- ◆ Summarize content and relate to purpose of material
- ◆ Explain how authors and illustrators use text and art to express their ideas
- ◆ Identify literary elements and literary techniques in a variety of literary works
- ◆ Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning
- ◆ Identify definitive features of realistic fiction, mystery, fantasy, nonfiction, biography
- ◆ Respond to literary material by making inferences, drawing conclusions, and comparing it to their own experience, prior knowledge, and other texts
- ◆ Relate literary works and their characters, settings, and plots to current and historical events, people, and perspectives
- ◆ Write and illustrate a narrative with beginning, middle, ending, pace, climax, consistent point of view, consistent verb tense, specific details, and effective conclusion
- ◆ Write multi-paragraph expository and persuasive essays that include an introduction, body paragraphs and a conclusion
- ◆ Use anecdote, opinion, dialogue, quotation, and fact leads for expository and persuasive essays
- ◆ Write a response to literature that shows connection with the story or character, specific support from the piece of literature, and an evaluation of the writing or character
- ◆ Use and spell correctly all kindergarten through fourth grade word wall words
- ◆ Write and publish an informational report based on more than one type of resource (print, non-print, human, and technological); cite title, author, copyright, and year of sources
- ◆ Write paragraphs that include a variety of sentence types and accurate spelling, capitalization, and punctuation
- ◆ Identify and apply nouns and verbs
- ◆ Write four types of sentences
- ◆ Brainstorm to generate ideas in order to answer a writing prompt
- ◆ Organize ideas in relation to purpose and audience

Language Arts (cont'd)

- ◆ Expand ideas by using elaboration, sentence variation, and standard paragraph organization
- ◆ Edit documents for clarity, proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication
- ◆ Edit for sentence structure, word choice, vocabulary, and organization of ideas
- ◆ Use quotation marks to show dialogue
- ◆ Hyphenate multi-syllabic words
- ◆ Indent paragraphs to show new place, new time, new topic, and new speaker
- ◆ Use and vary types of sentences in writing: declarative, imperative, exclamatory, and interrogative
- ◆ Confer with peers to give and receive helpful writing advice
- ◆ Use free-writing to generate ideas for writing
- ◆ Use thesaurus and/or dictionary to improve word choices
- ◆ Demonstrate understanding of the listening process by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations
- ◆ Ask and respond to questions related to oral presentations and messages in small and large group settings
- ◆ Restate and carry out a variety of oral instructions
- ◆ Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format
- ◆ Use speaking skills and procedures to participate in group discussions
- ◆ Identify methods to manage or overcome communication anxiety and apprehension
- ◆ Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict
- ◆ Create a variety of print and non-print documents to communicate acquired information for specific audiences and purposes
- ◆ Prepare and deliver oral presentations based on inquiry or research
- ◆ Self identify strengths and weakness in oral communication
- ◆ Write a short presentation, then re-write it for a listening audience
- ◆ Identify various purposes for speaking and be able to alter topics due to type and goal of the presentation
- ◆ Understand the role of the situation, time factor and audience needs in topic selection
- ◆ Formulate questions and construct a basic research plan
- ◆ Organize and integrate information from a variety of sources
- ◆ Prepare and deliver oral presentations based on inquiry or research
- ◆ Utilize an opening statement, thesis, developed middle, and closing with summary for oral presentations
- ◆ Present mid-length oral reports that clearly tell a story and provide details
- ◆ Utilize examples as a device to develop an idea
- ◆ Connect ideas with helpful transitions, utilize meaningful gestures
- ◆ Demonstrate variety and enthusiasm in vocal expression

Mathematics

- ◆ Use notation to draw and describe lines, rays and segments
- ◆ Identify place value from ones to millions
- ◆ Find equivalent names for numbers
- ◆ Identify maximum and minimum from a set of data
- ◆ Identify mode, mean and median from a set of data
- ◆ Identify true and false number sentences
- ◆ Solve open sentences
- ◆ Solve map scale problems
- ◆ Write and solve story problems
- ◆ Find elapsed time
- ◆ Identify place value from tenths to ten-thousandths
- ◆ Compare decimals, order decimals
- ◆ Solve number stories with decimals
- ◆ Convert measurements within metric system
- ◆ Draw, identify and measure acute and obtuse angles with $\frac{1}{2}$ circle protractor
- ◆ Locate and graph points in quadrant I of the coordinate plane
- ◆ Find the fractional part of a collection
- ◆ Find probability and express it as a fraction
- ◆ Compare large numbers in various forms including exponential notation
- ◆ Round numbers from thousandths to millions
- ◆ Multiply numbers by powers of ten
- ◆ Estimate with large numbers by rounding
- ◆ Multiply with multi-digits
- ◆ Convert simple ratios from fraction to percents ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{10}$)
- ◆ Shade fractions of a region (denominators 10 and under)
- ◆ Find percent of a number
- ◆ Use percent of a number (multiples of 5)
- ◆ Divide by a single digit number with and without a remainder
- ◆ Solve perimeter problems with a formula
- ◆ Solve area problems with a formula
- ◆ Find volume of a rectangular prism with formula
- ◆ Find equivalent rates
- ◆ Find unit rates
- ◆ Find volume of rectangular prism with a formula

Mathematics (cont'd)

- ◆ Solve long division problems by a single digit number with and without remainders
- ◆ Determine and communicate possible methods for estimating a given measure, selecting proper units in both customary and metric systems
- ◆ Estimate conversions between measure within the customary and metric systems
- ◆ Construct or draw figures with given perimeters and areas
- ◆ Identify, describe, extend, and create geometric and numeric patterns
- ◆ Analyze a geometric pattern and express the results numerically
- ◆ Explain operations and number properties including communicative, associative, distributive, transitive, zero, equality, and order of operations
- ◆ Solve linear equations involving whole numbers
- ◆ Build and describe how geometric figures are used in practical settings (e.g., construction, art, advertising)
- ◆ Make predictions and decisions based on data and communicate their reasoning
- ◆ Formulate questions of interest and select methods to systematically collect data
- ◆ Collect, organize, and display data using tables, charts, line plots, and stem-and-leaf graphs
- ◆ Interpret results or make relevant decisions based on the data gathered
- ◆ Compare the likelihood of events in terms of certain, more likely, less likely, or impossible

Science

- ◆ Compare and contrast different variables such as material or color by their ability to absorb and release heat
- ◆ Demonstrate that heat involves movement of particles
- ◆ Construct mechanical models to demonstrate how muscles are responsible for movement
- ◆ Investigate and compare response time of hands and feet
- ◆ Develop a plan, design, and then construct an electrical buzzer
- ◆ Identify a design problem and propose possible solutions
- ◆ Rewrite the design problem to have a measurable solution
- ◆ Develop a plan, design, and procedure to address the problem of building a battery-operated device within the constraints of time, materials, technology, etc.
- ◆ Evaluate the plans, designs, and procedures for building a battery-operated device and choose the most feasible design
- ◆ Build a prototype of the battery-operated device using available tools and materials
- ◆ Test the prototype of the battery-operated device
- ◆ Demonstrate the connection between electricity and magnetism
- ◆ Construct experiments that investigate the interrelationship between types of energy
- ◆ Identify unknowns by physical and chemical properties
- ◆ Understand that one way to make sense of something is to think how it is like something more familiar
- ◆ Use facts from books, articles, and databases to support an argument
- ◆ Identify basic informal fallacies, including appeals to authority, the use of statements such as “everybody knows,” and vague references
- ◆ Distinguish between observations and conclusions about what was observed
- ◆ Formulate questions on specific science topics, hypothesize an answer based on previous knowledge and choose steps necessary to find the answer
- ◆ Formulate questions and choose the steps needed to answer the questions in the areas of: electrical circuits; properties of substances; and relationship among skeleton, joints, and muscles
- ◆ Collect data on: strength of magnets and electricity; properties of substances; and relationship among skeleton, joints and muscles
- ◆ Construct charts and visualizations to display data collected in each unit
- ◆ Use data collected to produce reasonable explanations to questions formulated
- ◆ Reevaluate data that does not fit with other data or with the explanations
- ◆ Report and display the results of individual and group investigations in all units
- ◆ Analyze reports and discuss validity of conclusions
- ◆ Evaluate the plan, designs, and procedures for building a solar water heater
- ◆ Collect and record measurable test results for the solar water heater
- ◆ Modify solar water heater to increase rate of heating the water
- ◆ Analyze solar water heater design, test process, and test results explaining problems and possible solutions

SKILLS OVERVIEW

Science (cont'd)

- ◆ Describe and explain the properties of specific solids, liquids, and gases
- ◆ Apply knowledge of properties of solids, liquids, and gases to identify unknown substances
- ◆ Demonstrate and explain the relationship between electric force and magnetic action
- ◆ Use safety procedures in all science activities
- ◆ Create artifacts showing ways to avoid injury when conducting science activities
- ◆ Explain why similar investigations may not produce similar results
- ◆ Explain why keeping accurate and detailed records is important in all scientific work
- ◆ Maintain accurate and detailed records for all experiments
- ◆ Debate how science and technology positively and negatively effects society
- ◆ Explain how technology is used in science for a variety of purposes such as enlarging images, projecting images on the TV, storage, retrieval, and communication
- ◆ Use technology in scientific experiments for a variety of purposes such as storage, retrieval, communication of information, and to obtain more accurate results (magnetic probe)
- ◆ Describe the effect on society of the scientific and technological innovations that came with our increased knowledge and use of electricity
- ◆ Identify a variety of career choices and their relationship to science and technology

Social Studies

- ◆ Identify individual contributions to a community and participate in a service project
- ◆ Investigate and demonstrate ways they can be contributing members to society
- ◆ Research and explain the basic structure and function of the political systems of the United States and Illinois
- ◆ Identify the different levels of government such as local, state, and national
- ◆ Describe the responsibilities of citizens in our community and state and describe ways in which they can be responsible citizens
- ◆ Investigate the economic system in Illinois
- ◆ Understand how different economic systems operate in the exchange of goods and services
- ◆ Ask questions and seek answers by collecting and analyzing data from documents, images, and other literary and nonliterary sources
- ◆ Investigate and discuss current world events
- ◆ Research and summarize the influence of key individuals and groups in Illinois, including John Deere, Abraham Lincoln, and Jane Addams, etc.
- ◆ Identify environmental factors that drew settlers to the state and region
- ◆ Describe environmental factors that influence the development of transportation and trade in Illinois
- ◆ Describe how early settlers in Illinois and the United States adapted to, used, and changed the environment prior to 1818
- ◆ Locate, describe, and explain places, regions, and features on the Earth
- ◆ Compare the physical characteristics of places including soils, land forms, vegetation, wildlife, climate, natural hazards
- ◆ Use maps and other geographic representations and instruments to gather information about people, places, and environments
- ◆ Analyze and explain characteristics and interactions of the Earth’s physical systems
- ◆ Understand relationships between geographic factors and society
- ◆ Describe the relationships among location of resources, population distribution, and economic activities (e.g., transportation, trade, communications)
- ◆ Explain how human activity affects the environment
- ◆ Understand the historical significance of geography
- ◆ Identify different settlement patterns in Illinois and the United States and relate them to physical features and resources
- ◆ Compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions
- ◆ Explain ways in which language, stories, folk tales, music, media, and artistic creations serve as expression of culture
- ◆ Describe key individuals, events, historical aspects, and geography of Illinois
- ◆ Explore world and culture geography
- ◆ Use geography skills to create maps and label states in the various U.S. regions, and identify countries studied through Caravans
- ◆ Use a variety of writing styles and products to express learned concepts

World Language

- ◆ Paraphrase illustrated stories or audiovisual programs or websites
- ◆ Follow instructions in the target language, given one step at a time, for a wide range of activities
- ◆ Pose questions spontaneously and respond accordingly in structured situations
- ◆ Produce language using proper pronunciation, intonation and inflection
- ◆ Comprehend and use gestures and body language often used in everyday interaction in the target language
- ◆ Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words
- ◆ Decode new vocabulary using contextual clues and drawings on words and phrases from prior lessons
- ◆ Present a simple written oral report on familiar topics
- ◆ Present a production (e.g., TV commercial, ads, skits, songs) using known vocabulary and grammatical structures
- ◆ Demonstrate activities (e.g., games, songs and role playing) associated with the target language
- ◆ Identify sample art works and their creators associated with areas where the target language is spoken
- ◆ Describe selected art forms of areas where the target language is spoken using arts vocabulary from the target language
- ◆ Read, retell and summarize selected literary works
- ◆ Identify sample literary works and their authors representative of the target language
- ◆ Use simple history vocabulary to identify historical concepts and trends (e.g., rise and fall of the Roman Empire and the French Revolution)
- ◆ Use maps, charts, digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken
- ◆ Identify products that are from the countries where the target language is spoken and that are found in the United States economy
- ◆ Use the target language to express time and money (e.g., time, linear, monetary)
- ◆ Use the target language to identify and describe physical characteristics of the target language country (e.g., mountain range, coast, desert)
- ◆ Use target language vocabulary in/or describe games and dances, and sports
- ◆ Expose students to manners and customs of various target language societies
- ◆ Understand music, dance, folk art, visual art, drama, and/or architecture related to the target language societies
- ◆ Comprehend illustrated stories; create and present student illustrated stories
- ◆ Present simple written poems on familiar topics
- ◆ Demonstrate knowledge of the daily life of the target language societies
- ◆ Summarize the main points of selected media presentations in English
- ◆ Present written or oral report on historical topics in English
- ◆ Use simple geographical vocabulary to identify geographical locations
- ◆ Identify symbols and mottos that are from the countries where the target language was spoken and that are used in the U.S. economy
- ◆ Demonstrate a basic knowledge of roots, prefixes, and suffixes from the target language by recognizing them in English works
- ◆ Understand some Latin phrases, mottos, and abbreviations used in English
- ◆ Demonstrate the relationship of words from the target language to their derivatives
- ◆ Demonstrate an increased use of derivatives
- ◆ Observe architectural features of the buildings around them and recognize elements borrowed from the culture of the target language
- ◆ Recognize that cultural diversity has been an aspect of society from antiquity

Fine Arts

- ◆ Understand the sensory elements, organizational principles, and expressive qualities of the arts
- ◆ Identify differences in elements and expressive qualities (e.g., between fast and slow tempo; loud and soft dynamics; high and low pitch/direction; long and short duration; same and different form, tone, color, or timbre, and beat)
- ◆ Identify the elements of line, shape, space, color, and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion, and pictorial representation
- ◆ Understand processes, traditional tools, and modern technologies used in the arts
- ◆ Relate symbol systems (e.g., icons, syllables, numbers, and letters) to musical sounds
- ◆ Identify media and tools and how to use them in a safe and responsible manner when painting, drawing, and constructing
- ◆ Sing or play on classroom instruments a variety of music representing diverse cultures and styles
- ◆ Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building, and imagination
- ◆ Analyze how the arts function in history, society, and everyday life
- ◆ Identify how the arts contribute to communication, celebrations, occupations and recreation
- ◆ Understand how the arts shape and reflect history, society, and everyday life
- ◆ Classify musical sound sources into groups (e.g., instrumental families, vocal ranges, solo/ensembles)
- ◆ Read and interpret the traditional music notation of note values and letter names
- ◆ Describe the relationships among media, tools/technology, and processes
- ◆ Understand the artistic processes of printmaking, weaving, and sculpting
- ◆ Sing or play acoustic or electronic instruments demonstrating technical skill
- ◆ Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching, and constructing
- ◆ Identify and describe the relationship between the arts and various environments
- ◆ Describe how the arts function in commercial applications
- ◆ Identify and describe how the arts communicate the similarities and differences among various people, places, and time

SKILLS OVERVIEW

Wellness

- ◆ Catch an object while traveling, such as catching a football pass on the run
- ◆ Demonstrate body control in jumping and landing, such as landing on feet, bending knees, and absorbing force
- ◆ Perform sequence that include traveling, showing good body control combined with stationary balances on various body parts
- ◆ Transfer weight along and over equipment with good body control
- ◆ Travel into and out of a rope turned by others without hesitating
- ◆ Demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, punt, striking with body part, racquet, or bat
- ◆ Create a movement sequence with a beginning, middle, and end
- ◆ Demonstrate changes in speed during straight, curved, and zigzag situations
- ◆ Combine shapes, levels, pathways, and locomotor patterns smoothly into repeatable patterns
- ◆ Jump and land for height and distance using key elements for creating and absorbing force such as bending knees, swinging arms, and extending
- ◆ Identify similar movement elements in sport skills such as underhand throwing and underhand volleyball serve
- ◆ Identify ways movement concepts such as time, space, effort, and relationships can be used to refine movement skills
- ◆ Describe key elements of mature movement pattern of throwing for distance or speed such as catch, kick, strike, and jump
- ◆ Use equipment safety and properly
- ◆ Participate in moderate to vigorous activities on a daily basis
- ◆ Describe the effects of exercise on keeping the strength component of fitness
- ◆ Participate in activities that develop and maintain muscular strength and endurance
- ◆ Describe the effects of exercise on heart rate through the use of manual pulse checking or heart rate monitors
- ◆ Identify sources of information on skill improvement, fitness, and health such as books/technology
- ◆ Identify methods for measuring cardiovascular and flexibility
- ◆ Identify opportunities for participation in physical activity in the community such as little league, parks, recreation
- ◆ Participate in activities that develop and maintain muscular strength and endurance
- ◆ Improve flexibility in shoulders, trunk, and legs
- ◆ Identify and demonstrate a variety of exercises that promote flexibility
- ◆ Analyze potential risks associated with unsafe movement and improper use of equipment
- ◆ Follow rules, procedures, and etiquette
- ◆ Work independently and stay on task
- ◆ Demonstrate effective communication, consideration, and respect during physical activities such as encouraging others, allowing others equal turns, and inviting others to participate
- ◆ Explain the importance of regular health screenings
- ◆ Identify positive behaviors of personal hygiene related to disease prevention
- ◆ Analyze the essential food nutrients in promoting good health
- ◆ Describe and apply safety precautions when cycling and skating



Testing

Fourth grade students will again take the NWEA Measures of Academic Progress (MAP). They will be tested in: Reading Achievement; Language Usage Achievement; Mathematics Achievement.

The MAP measures student progress in District 67 curriculum. The tests are administered in fall and in spring. Teachers use the fall results to prescribe instruction based on student profiles. They are able to monitor growth based on periodic testing as needed. Students new to District 67 are given MAP tests to provide for more accurate class placement. The spring results, with fall data, are mailed to parents by the end of May as one indicator of a student's growth throughout the school year. The results will be mailed to you by the Assistant Superintendent of Student Services' office. Upon receipt of the results, individual questions should first be directed to your student's teacher and/or the school principal.

In fourth grade the students will take Illinois Standards Achievement Test (ISAT) in March in the areas of: Reading, Math, and Science. This series of tests measures our current students' progress on the State of Illinois curriculum standards. These results will be mailed to you the following fall from the Assistant Superintendent of Student Services' office. Upon receipt of the results, individual questions should first be directed to your student's teacher and/or school principal.

The same common sense advice for test preparation holds true in fourth grade as it did in the primary years: have a calm evening preceding the tests; get a proper amount of sleep; eat a moderate and nutritious breakfast.

If your student demonstrates or expresses anxiety about test-taking situations, reassure him that to some extent this is natural when we want to do well on a task. If anxiety concerns continue, contact your student's teacher. Together you can support your student in test taking strategies. If more pronounced concerns persist, the services of the school psychologist or social worker are available to your student to work on anxiety and stress relief strategies. The team of professionals at our middle school is highly qualified and ready to work with you to help your student become a confident test-taker.

Illinois Standards Achievement Test (ISAT) – March

Science
Reading
Math
Writing

NWEA Measures of Academic Progress (MAP) – September & April

Reading Achievement
Language Usage Achievement
Mathematics Achievement

HOMWORK POLICY

Policy 6.290 - Homework

Homework is to be done independently outside regular class time. The type, frequency, and quantity of independent work will be based on the learning to be accomplished and the needs of the individual student as determined by the professional judgment of the teacher. Homework will reinforce, or be an application of, the classroom instruction and shall not be used for disciplinary purposes.

The purpose of homework will be to extend learning through:

- ◆ Practice or reinforcement of skills presented in class
- ◆ Preparation for future class work
- ◆ Extension of ideas or concepts
- ◆ Creative or personal expression related to learning
- ◆ Application of knowledge or skills
- ◆ Completion of class work

Benefit to students:

- ◆ Communicate to the students that learning takes place all the time, not just in school
- ◆ Develop responsibility and study skills
- ◆ Reinforce academic skills
- ◆ Increase retention

Professional staff responsibilities:

- ◆ Provide timely feedback on the product and the demonstration of responsibility
- ◆ Provide direction and instruction to enable the student to work sent home

Student responsibilities:

- ◆ Bring directions and appropriate materials home
- ◆ If there are questions, ask the teacher before going home
- ◆ Complete work on time
- ◆ Put forth effort required for quality work

Principal/Administration responsibilities:

- ◆ Facilitate articulation regarding homework between and within grade level reviewing areas such as type and frequency
- ◆ Provide in-service support to staff and parents

Parent responsibilities:

- ◆ Provide support through organization of time, space, and materials for homework
- ◆ Foster independence by allowing the child to own his/her work

Adopted: April 8, 1997

HOMWORK EXPECTATIONS

- ◆ Regular spelling tests (usually on Fridays) ... study spelling as needed
- ◆ Monday Night Writing Assignments (MNWA) or Weekly Writing Assignments
- ◆ Reading Logs
- ◆ Preparation for subject tests/projects (includes Science and World Language)
- ◆ Mathematics homework on a regular basis (this includes practicing basic facts)
- ◆ Finishing incomplete work
- ◆ Book reports on a regular basis (usually monthly or bi-monthly)
- ◆ Occasional long-term projects

NOTES