

4th Grade Learning Expectations

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Tulsa Public Schools VISION and MISSION

Vision

Tulsa Public Schools—The District of Choice

Mission

We will provide quality learning experiences for every student, every day, without exception.

Dear Parent/Guardian:

Tulsa Public Schools is committed to providing a quality learning experience for your child every day. Parents and guardians are our partners in this effort. This booklet provides an overview of the new knowledge and skills that your child is expected to learn this year. This tool, along with the Parent Assisted Learning (PALS) Packets, is available from your child's teacher. PALS Packets are short activities, designed with parents in mind, to do with your child at home. They provide additional focus on practicing and reinforcing the learning that is taking place in your child's classroom. We strongly encourage you to use the Learning Expectations and the PALS Packets. Both will strengthen your child's education and support the efforts of the teacher to provide a quality learning experience every day.

The grade-level expectations are based on the State of Oklahoma's Core Curriculum which is known as Priority Academic Student Skills (PASS). From PASS, the District's learning expectations are developed and teachers use the standards and benchmarks that are found in PASS, along with the instructional Pacing Calendars, to plan and guide their teaching.

As your child's first and most important teacher, we encourage you to review these Learning Expectations and discuss them with your child's teacher. It is important that you know how your child is progressing in his/her efforts throughout the school year. You should ask your child's teacher about using the PALS Packets to assist your child in acquiring the necessary knowledge and skills. More information will be provided during Parent/Teacher Conferences about the PASS Standards and Benchmarks and what you can do at home to review and expand upon your child's school experiences. Our goal is to help your child to experience instruction that is challenging and relevant to his/her future success. You can assist the school in reaching this goal!

Thank you for being your child's most important teacher and for agreeing to serve as our educational partner. We are looking forward to our partnership with you as we work together to make certain that this school year is a great success.



Michael E. Zolkoski, Ph.D.
Superintendent



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“Education is simply incomplete without a deep and abiding commitment in the home to independent reading, self-discipline, cooperation, communication, and an unending search for learning.

Standards in schools are powerless without standards at home; accountability for teachers is irrelevant without accountability for students and parents.

The most profound impact on your child’s education will not stem from the words of the President nor from the legislation passed by Congress, but from the discussions you have with your children tonight and for many evenings to come.”

Excerpts from
Crusade in the Classroom
by
Douglass B. Reeves, Ph.D.

Science Standards

Content Standard 1: Position and Motion—Investigates the position of a moving object relative to a stationary object or background.

Content Standard 2: Electricity—Investigates how electricity in circuits produces light.

Content Standard 3: Characteristics of Organisms—Understands that living things have structures that enable them to function in unique and specific ways to obtain food, reproduce, and survive.

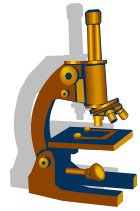
Content Standard 4: Properties of Earth Materials—Investigates/ discovers that Earth materials consist of rocks, soil, water, and air.

Process Standard 1: Observe and Measure—Acquires new information about an object, organism, or event using a variety of scientific tools.

Process Standard 2: Classify—Sorts and groups objects, organisms, and events based on similarities, differences, and interrelationships.

Process Standard 3: Experiment—Discovers information and tests ideas through observation and measurement.

Process Standard 4: Interpret and Communicate—Interprets the collected data by making inferences, predictions, or conclusions and communicates by describing, recording, and reporting experimental procedures and results to others.



Mathematics Standards

Standard 1: Patterns and Algebraic Reasoning—Uses a variety of problem solving approaches to extend and create patterns.

Standard 2: Number Sense—Uses numbers and number relationships to acquire basic facts.

Standard 3: Number Operations and Computations—Estimates and computes with whole numbers.

Standard 4: Geometry and Measurement—Uses geometric properties and relationships to recognize and describe shapes and uses customary and metric measurements to solve problems.

Standard 5: Data Analysis and Probability—Demonstrates an understanding of data collection, display, and interpretation.



Reading/Language Arts Standards

Standard I.1: Vocabulary—Develops and expands knowledge of words and word meanings to increase vocabulary.

Standard I.2: Fluency—Identifies words rapidly so attention is directed at text meaning.

Standard I.3: Comprehension/Critical Literacy—Interacts with the words and concepts in text to construct an appropriate meaning.

Standard I.4: Literature—Reads to construct meaning and responds to a wide variety of literary forms.

Standard I.5: Research and Information—Conducts research and organizes information.

Standard II.1: Writing Process—Uses the writing process to write coherently.

Standard II.2: Modes and Forms of Writing—Communicates through a variety of written forms and for various purposes and to a specific audience or person.

Standard II.3: Grammar/Usage and Mechanics—Applies Standard English conventions to the revising and editing stages of writing.

Standard III.1: Listening—Listens for information and for pleasure.

Standard III.2: Speaking—Expresses ideas and opinions in group or individual situations.

Standard III.3: Group Interaction—Uses effective communication strategies in pairs and small groups.

Standard IV.1: Interpret Meaning—Interprets and evaluates the various ways visual image-makers represent meaning and distinguish fact, opinion, and fiction in print and non-print media.

Standard IV.2: Evaluate Media—Evaluates visual and electronic media as compared with print media.

Standard IV.3: Creates a visual message that effectively communicates an idea, selects, organizes, or produces visuals to complement and extend ideas.



For a detailed description of each Standard, please refer to the Tulsa Public Schools Pacing Calendars at <http://www.tulsaschools.org/depts/currsvc/currsvc.shtm>



Social Studies Standards

Standard I.1: Develops and practices the process skills of social studies.

Standard I.2: Analyzes the regions of the United States from a spatial perspective.

Standard I.3: Examines the unique and common features of the physical systems of the regions of the United States.

Standard I.4: Describes the human systems identified with the major regions of the United States.

Standard I.5: Understands unique features which contributed to the settlement of the state of Oklahoma.



“Promoting literacy at home does not mean creating an academic setting and formally teaching children. Parents and other caregivers can take advantage of opportunities that arise in daily life to develop language and literacy. Often, these are unplanned, casual acts, like commenting on words on an article of clothing or engaging children in conversation. At other times, it is a conscious effort to read good books with children or provide toys that promote good literacy development.”

Starting Out Right: A Guide to Promoting Children's Reading Success by the National Research Council

Community Guidelines

Creating a safe, threat-free environment takes deliberate effort on the part of the teacher who works to make every student feel included in the learning community. Community Guidelines focus students on clear expectations for citizenship and leadership. The Guidelines are identified below. We encourage parents to use the same language so that as children transition from home to school, they will recognize parents and schools are working together to reinforce positive expectations.

Mutual Respect: Considering and honoring individual and cultural differences

Attentive Listening: Listening silently, non-verbal encouragement, and reflecting

Trustworthiness: Practicing being dependable, reliable, honest, keeper of confidences

Truthfulness: Being honest with ourselves and others

Appreciations/No Put Downs: Positive statements rather than negative or derogatory remarks

Right to Pass: Choosing the extent to participate in a group activity when the activity does not involve academic responsibility

Personal Best: Quality work, the best possible performance given the time and resources available.

-Adapted from *TRIBES* by Jean Gibbs and *Tools for Citizenship and Life* by Sue Pearson

LIFESKILLS DEFINE OUR PERSONAL BEST

Caring: To feel and show concern for others

Common Sense: to use good judgment

Cooperation: to work together toward a common goal or purpose

Courage: To act according to one's beliefs despite fear of consequences

Curiosity: A desire to investigate and seek understanding of one's world

Effort: to do your best

Flexibility: to be willing to alter plans when necessary

Friendship: to make and keep a friend through mutual trust and caring

Initiative: to do something because it needs to be done

Integrity: To act according to a sense of what's right and wrong

Organization: to plan, arrange, and implement in an orderly way, to keep things orderly and ready to use

Patience: To wait calmly for someone or something

Perseverance: To keep at it

Pride: Satisfaction from doing your best

Problem Solving: to create solutions for difficult situation and everyday problems

Resourcefulness: to respond to challenges and opportunities in innovative and creative ways

Responsibility: To respond when appropriate, to be accountable for your actions

Sense of Humor: To laugh and be playful without harming others

-Adapted from Susan Kovalik and Associates, 2002