

MILLER PLACE UFSD

Your Child and Fourth Grade

Dear Parents:

This booklet outlines the Fourth Grade program, which is based on the Miller Place UFSD curriculum guides and the **New York State Learning Standards**. It is designed to assist you in becoming familiar with the academic and cultural experiences of fourth grade students and will provide a helpful reference throughout the school year.

In implementing this program, it is the goal of the fourth grade staff to offer diverse experiences while teaching important basic skills. The collaborative effort of both parents and educators will expand learning, stimulate a variety of interests, and develop good work-study habits.

In a rapidly changing global society students must be prepared to meet the challenges of the twenty-first century. By incorporating the **New York State Learning Standards**, our children will be able to access and incorporate knowledge to solve problems competently and compete effectively in the work force.



MILLER PLACE SCHOOLS

Striving for Excellence

The Miller Place School District's mission is to educate all students to their fullest potential by providing opportunities for learning that is challenging and effective.

The education will enable all students to master the knowledgeable skills, strategies, and attitudes necessary to become lifelong learners and responsible citizens.

AN UNDERSTANDING OF SYSTEMS

Students will possess the ability to understand and apply systems of reasoning and logic to solve problems and create new concepts

COMMUNICATION SKILLS

Using the standards and conventions of written understanding and spoken English, students will read, write, listen and speak clearly, confidently and effectively for information and understanding, for critical analysis and evaluation, for literary response and expression, and for social interaction.

CULTURAL AND ARTISTIC AWARENESS

Students will know, recognize, and understand artistic, cultural, and intellectual accomplishments of past and present civilizations, and will have the skills for personal artistic expression.

ENVIRONMENTAL STEWARDSHIP

Students will understand the ecological and economic consequences of choices in the use of the environment and natural resources.

CAREER PREPARATION

Students will be able to identify career and employment opportunities related to their aptitude and interest and will be prepared to enter upon post/secondary education and/or career level employment.

CITIZENSHIP

Students will possess the skills, knowledge, and attitudes necessary to participate in our society.

INTERPERSONAL RELATIONSHIP SKILLS

Students will have the skills and understanding of how to work cooperatively as a contributing member of a group.

LIFE-LONG LEARNERS

Students will be self-directed learners having the motivation, capacity and skills for under-taking new studies and synthesizing new knowledge and experiences.

GLOBAL UNDERSTANDING

Students will be able to understand, analyze, compare, contrast, and evaluate political, economic, and social systems, past and present of this country and other countries.

TECHNOLOGICAL SKILLS

Students will understand the use of diverse technologies in personal academic, and work environments to compete in a global economy and to enhance the quality of life.

THE ABILITY TO ACQUIRE AND USE INFORMATION

Students will possess the ability to locate, manage, evaluate, integrate, and expand information using a variety of print and non-print resources and information facilities.

PROBLEM SOLVING

Students will use intellectual skills critically, and creatively for analysis, synthesis, and evaluation when planning and developing goals, solving problems and making decisions.

SOCIAL RESPONSIBILITY

Students will take responsibility for their actions and demonstrate ethical behavior towards self and others.

WELLNESS

Students will possess the knowledge and responsibility needed for physical, intellectual, and emotional wellness in their daily lives.

The Miller Place School District believes that:

- Children are our community's most valuable asset.
- All children can succeed in learning.
- Every individual has inherent worth.
- Children learn at different rates and in different ways.
- Learning is a lifelong process.
- Our democratic form of government thrives upon an educated citizenry.
- Parents bear primary responsibility for the welfare and development of their children.
- Excellence in learning is directly related to excellence in teaching.
- The school district is accountable to the public.
- Understanding and appreciation of cultural diversity are critical to world peace and harmony.
- Education is shared responsibility of the school, student, family, government, and the entire community.
- A core of common values and ethical conduct are fundamental to sustaining our society.
- All children have the capacity to become responsible citizens.
- Each individual is entitled to equal opportunities.

ENGLISH LANGUAGE ARTS

New York State Standards for English Language Arts

Standard 1: Language for Information and Understanding

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English Language to acquire, interpret, apply and transmit information.

Standard 2: Language for Literary Response and Expression

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English Language for self-expression and artistic creation.

Standard 3: Language for Critical Analysis and Evaluation

Students will listen speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follow the accepted conventions of the English Language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information, and issues.

Standard 4: Language for Social Interaction

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

ENGLISH LANGUAGE ARTS

Goals and Outcomes

The goals and outcomes of the English Language Arts program are organized into five categories or domains. The domains represent the major areas of literature based, integrated language arts instructing and assessment. Within each domain, there are sub-categories of specific strategies and skills.

The instructional design of the program is a recursive one; that is, the same major strategies and skills are taught across units in a grade level and across grade levels of the series.

The emphasis is on progress; the progress students are making in applying strategies in more sophisticated context. The emphasis is also on students personalizing strategies and transferring them to different contexts; not only other reading contexts, but also other curriculum area contexts.

Reading

Comprehension Strategies
Vocabulary Strategies
Decoding and Phonics
Print Literacy

Writing

Written Expression
Conventions of Language

Listening, Speaking, and Viewing

Multicultural Perspectives
Writer's Craft/Artist's Craft
Personal Interest and Attitudes

Study Skills and Information Resource

Study Skills
Information Resources

The Literacy Collaborative

In addition to being a basal district, the Miller Place School District is currently involved in the Lesley University Literacy Collaborative. The Literacy Collaborative is a thoroughly researched model of literacy instruction. The teachers at the primary level have received extensive staff development in order to successfully implement this type of instruction. We are in the process of training the intermediate level teachers. In addition to the classroom literacy program, there are various safety nets available to the child who needs support such as Reading Recovery and Remedial Reading.

The instructional framework used at both the elementary and intermediate levels consist of many literacy experiences that provide for a tremendous amount of authentic reading and writing. A key principle of the Literacy Collaborative is that children are engaged in different types of experiences. These activities range from those which require a high level of teacher support, to activities which require a level of student independence. The ultimate goal of the program is to make the students' successful independent readers and writers as they advance through the grades.

At the primary level, the instructional framework includes the following types of reading experiences: reading aloud to children, shared reading, guided reading, and independent reading. Guided reading gives teachers the opportunity to work with students on their individual level. All students are assessed to determine their level. The students then meet in leveled groups for practice and instruction.

Students are also engaged in many different types of writing experiences: language experience/shared writing, interactive writing, writing workshop, independent writing, phonics and word study. These reading and writing elements are connected through the systematic study of letters, words, and how they work. They are integrated through a variety of themes, assessed through documentation of progress, and linked to families through home involvement.

At the intermediate level the instructional framework includes three blocks: reading, writing, and language/word study. Students engage in three kinds of reading: independent reading, guided reading, and literature study. They also engage in three kinds of writing: independent writing, guided writing, and writing in the content areas. The language/word study block includes a variety of language, word, and text experiences usually conducted with a group. The elements of the intermediate framework are connected through oral, visual, and technological communication, assessed through documentation of progress, and linked to families through home involvement.

READING PROGRAM GOALS

The ultimate goal of the reading instruction is to produce individuals who value reading, who seek out books because books expand their understanding and transport them to another time or place, or allow them to see or feel with fresh insight.



READING LEARNING EXPECTATIONS

I. Comprehension Strategies

- A. Using Pre-Reading Strategies
 - 1. Preview
 - 2. Activate prior knowledge
 - 3. Set purposes

- B. Using Comprehension Monitoring (Fix-up Strategies)
 - 1. Ask questions
 - 2. Visualize
 - 3. Adjust reading rate
 - 4. Re-read
 - 5. Use decoding and vocabulary strategies

- C. Using Comprehension Strategies to Relate Ideas
 - 1. Make inferences
 - 2. Make, confirm, or review predictions
 - 3. Analyze story elements (character, plot, setting, narrative or character's point of view, tone, mood, theme, style)
 - 4. Recognize literary genres (narrative, expository, fiction, nonfiction)

- D. Organize Information
 - 1. Main idea and supporting details
 - 2. Cause and effect
 - 3. Problem and solution
 - 4. Categories
 - 5. Sequence of events
 - 6. Steps in a process
 - 7. Compare and contrast
 - 8. Spatial relationships
 - 9. Use illustrations, photos, headings, subheadings

- E. Using Comprehension Strategies-Synthesize Ideas
 - 1. Summarize
 - 2. Make, confirm, or revise predictions
 - 3. Draw conclusions
 - 4. Form generalizations

- F. Evaluate Ideas
 - 1. Distinguish between important and unimportant information
 - 2. Make judgments and decisions
 - 3. Distinguish between fantasy and reality
 - 4. Evaluate fact and opinion/nonfact
 - 5. Recognize techniques of persuasion and propaganda

6. Evaluate evidence and sources of information
7. Evaluate author's purpose and point of view

G. Generate and Apply Ideas

1. Reflect and respond to literature
2. Extend meaning

II. Vocabulary Strategies:

A. Context Clues for:

1. Unfamiliar words
2. Multiple-meaning words
3. Homophones
4. Figurative language
5. Content-area and specialized vocabulary

B. Structural Clues

1. Inflectional endings (-er, -est, -s, -es, -ed, -ing)
2. Plurals (regular and irregular)
3. Compound words
4. Contractions
5. Possessives
6. Prefixes and suffixes
7. Root words and combining forms/etymology

C. Relate Words and Concepts

1. Synonyms and antonyms
2. Word categories

III. Decoding and Phonics

A. Recognize sound/letter relationships

1. Consonant, blends, digraphs
2. Vowels (short, long, diphthongs, variants)
3. Vowels and phonograms

B. Use Decoding Skills

1. Blending
2. Substitution
3. Rhyming
4. Known words/word parts
5. Consonant and vowel patterns

C. Print Literacy

1. Understands concepts about print
2. Directionality
3. Letter, word, sentence
4. Punctuation

IV. Types of Reading Materials

- A. Library books, fiction, non-fiction, biographies, poems, plays, etc.
- B. Basal readers
- C. Authentic literature
- D. Textbooks
- E. Newspapers and magazines
- F. Electronically produced text

WRITING LEARNING EXPECTATIONS

I. Written Expression

A. Use Composition strategies

B. Pre-writing

1. Generate ideas (brainstorm, visualize, make a list, etc.)
2. Choose and narrow topics
3. Identify purpose and audience
4. Select writing mode: narrative, descriptive, expository, persuasive

C. Select Writing Form

1. Journal
2. Message/lists
3. Paragraph
4. Story
5. Description
6. Personal narrative
7. Autobiography
8. How-to
9. Play (scene)
10. Advertisement
11. Summary
12. Compare/contrast
13. Book report
14. Report
15. Invitation
16. Thank you note
17. Friendly letter
18. Gather ideas and information

D. Writing a First Draft

1. Draft compositions for specific purposes and audiences, and to capture ideas.
2. Use different organizational techniques to support and develop a central idea.

E. Revising

1. Evaluate content, organization, topic development, transition, clarity, and appropriateness of language, word and sentence variety, appropriateness to the purpose and audience.

F. Revise a First Draft Composition

1. Add information and ideas
2. Elaborate upon topics
3. Eliminate unrelated details and sentences
4. Rewrite to include a variety of word choices and sentence types/structures
5. Clarify and refine ideas
6. Combine sentences
7. Evaluate revisions made by self and others

G. Proofreading

1. Proofread and edit a composition
2. Check spelling, punctuation, and capitalization

H. Publishing

1. Share composition with others
2. Use appropriate manuscript style

II. Conventions of Language

A. Use Standard Grammar and Usage

1. Recognize correct word order in sentences
2. Recognize correct sentence order in paragraphs
3. Recognize complete and incomplete sentences
4. Recognize kinds of sentences: declarative, interrogative, exclamatory, imperative
5. Recognize sentence structures: simple, compound, complex, compound-complex

B. Use Standard Capitalization, Punctuation, and Spelling

C. Use Legible Handwriting (manuscript)

LISTENING AND SPEAKING LEARNING EXPECTATIONS

The ability to listen and communicate orally is stressed in all aspects of the Language Arts Program. In addition, these important lifetime skills are included and developed in all subject areas:

- Use appropriate sequences and organizational skills in preparing formal oral presentations.
- Synthesize information from a variety of sources to prepare oral presentations.
- Summarize information that is heard, using effective vocabulary and conventional spoken English.
- Develop and expand expressive vocabulary.
- Listen to literature to determine mood and feeling, to make inferences and to predict outcomes.
- Share personal experiences and appreciate those of others.
- Use critical thinking and problem solving skills.
- Support statements of opinion and values with references to text and outside sources including technology.
- Apply principles of good listening and speaking in a full range of social situations.
- Identify and interpret vocal inflections, body language, visual aids, and figures of speech that facilitate oral message.

ASSESSMENT

The ultimate purpose of assessment in the English Language Arts is to improve learning. All assessment examines the learning that is taking place in the classroom. Assessment of a student's abilities in the integrated language arts begins with the teacher's daily observations of the student's progress in the language arts learning expectations. Daily classroom activities stress the importance of learning language as an integrated process. The most complete assessment, therefore, tests language in the same way combining aspects of the four language arts domains in one assessment event.

Assessment is embedded in the learning process and not layered on as an afterthought. It is an integral and ongoing part of instruction. A primary result of assessment should be to instill in children knowledge about and confidence in their own learning.

Homework is an important element in a teacher's assessment of a student's abilities. Exercises completed at home as guided practice, independent reading, and research are typical assessments, often assigned as homework.

Typical modes of assessment in the English Language Arts are:

- Oral presentations
- Responses to literature
- Analysis of story elements
- Gathering and reporting information
- Writing directions or instructions
- Teacher observations
- Journal writing
- Homework – including studying and independent reading
- Standardized test

New York State Standards for Mathematics, Science and Technology

Standard 1: *Analysis, Inquiry and Design*

Students will use mathematical analysis, scientific inquiry, and engineering design as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: *Information Systems*

Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: *Mathematics*

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 4: *Science*

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: *Technology*

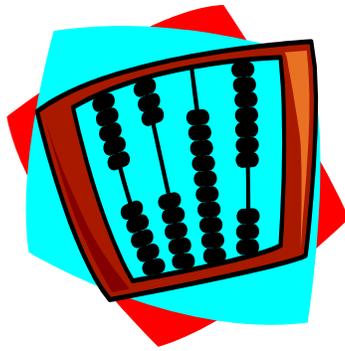
Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: *Interconnectedness: Common Themes*

Students will understand the relationships and common themes that connect mathematics, science and technology, and apply the themes to these and other areas of learning.

Standard 7: *Interdisciplinary Problem Solving*

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.



NEW YORK STATE STANDARDS FOR MATHEMATICS

Standard 1: *Mathematical Reasoning*

Students will use mathematical reasoning to analyze mathematical situations, make conjectures, gather evidence, and construct an argument.

Standard 2: *Number and Numeration*

Students will use number sense and numeration to develop an understanding of the multiple uses of numbers in the real world, the use of numbers to communicate mathematically, and the use of numbers in the development of mathematical ideas.

Standard 3: *Operations*

Students will use mathematical operations and relationships among them to understand mathematics.

Standard 4: *Modeling/Multiple Representation*

Students will use mathematical modeling/multiple representation to provide a means of presenting, interpreting, communicating, and connecting mathematical information and relationships.

Standard 5: *Measurement*

Students will use measurement in both metric and English measure to provide a major link between the abstractions of mathematics and the real world in order to describe and compare objects and data.

Standard 6: *Understanding*

Students will use ideas of uncertainty to illustrate that mathematics involves more than exactness when dealing with everyday situations.

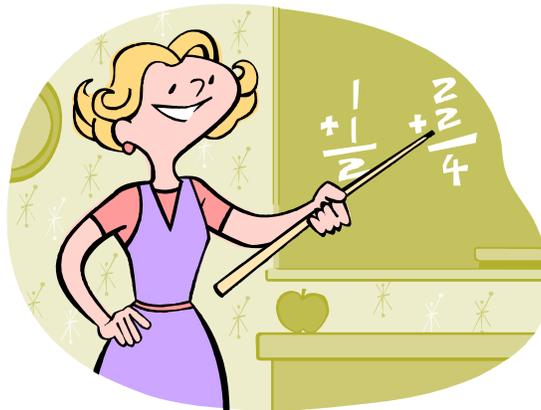
Standard 7: *Patterns/Functions*

Students will use patterns and functions to develop mathematical power, appreciate the true beauty of mathematics, and construct generalizations that describe patterns simply and efficiently.



MATHEMATICS PROGRAM GOALS

The Mathematics Program in the Miller Place Elementary Schools recognizes the diversity of our students who come to school with a wide range of abilities and who may pursue multiple pathways to learn effectively. A variety of instructional strategies and materials are employed to enhance student learning. Our curriculum is conceptually oriented, aligned with the National Council of Teachers of Mathematics, and enables students to acquire clear and stable concepts by constructing meaning in the context of physical situations. Students are actively engaged in doing mathematics. Our curriculum includes a broad range of content and makes appropriate use of calculators and computers. Communication with and about mathematics and mathematics reasoning permeates the curriculum.



MATHEMATICS LEARNING EXPECTATIONS

I. NUMBERS & NUMBER THEORY

- Read and write numbers using place value to the 100 millions
- Use decimals to the hundredth's place
- Identify common fractions with denominators of: 2,3,4,5,6,8,10, and 12
- Identify mixed numbers and improper fractions
- Compare fractions using equivalence, ordering, and fractional parts
- Determine percent of 100 using multiples of 5
- Understand concept of whole numbers

II. MEASUREMENT

- Investigate time intervals
- Use concept of area and perimeter
- Learn the concept of volume
- Use appropriate manipulatives to solve measurement problems
- Apply, compare, and determine concepts of length, weight, and capacity in metric and standard units
- Explore perimeter and area

III. PROBABILITY

- Round to tenths, ones, tens, hundreds, and thousands
- Explore and reinforce estimation skills
- Utilize the concept of simple probability
- Understand combinations and arrangements
- Make test predictions
- Collect, organize, and describe data

IV. PATTERNS AND FUNCTIONS

- Use patterns and functions to develop mathematical sense
- Recognize, describe, extend, and create a wide variety of patterns
- Use a variety of manipulative materials and technologies to explore patterns
- Represent and describe mathematical relationships
- Solve for an unknown using manipulative materials
- Explore whole number pattern
- Examine mode, mean, median and range

V. OPERATIONS

- Demonstrate mastery of basic addition, subtraction, multiplication, and division facts
- Use fact families of multiplication and division
- Multiply three-digit factors by two-digit factors
- Master one-digit long division

- Explore two-digit long division
- Review adding and subtracting fractions with like denominators
- Demonstrate mastery of commutative and associative properties
- Use a variety of mathematical means to present, interpret, communicate, and connect mathematical information and relationships

VI. PROBLEM SOLVING

- Use multiple strategies to solve problems
- Explain orally and in writing the process used to solve a story problem
- Create and write story problems involving various operations
- Develop strategies for selecting the appropriate computational and operational method in problem solving situations

VII. MATHEMATICAL REASONING

- Use mathematical reasoning to analyze mathematical situations, make conjectures, gather evidence, and construct an argument
- Use mathematical manipulatives, diagrams, models and technology to explain the concepts
- Justify their answers
- Use logical reasoning to reach conclusions

VIII. STATISTICS

- Interpret graphs
- Construct tables, charts graphs to display and analyze real world data
- Use physical materials, pictures, and diagrams to explain mathematical ideas and processes

IX. GEOMETRY

- Collect, organize, graph, and interpret data
- Graph ordered pairs
- Define, identify, and illustrate the following geometric terms: polygon, chord, radius, face, edge, vertex, angle, line segment, point, parallel, perpendicular, and intersecting
- Explore properties of plane and solid figures
- Investigate lines of symmetry
- Determine the circumference of circles using string
- Determine the area of circles using squares
- Use a ruler to measure standard and metric units
- Begin using protractors and compasses

ASSESSMENT FOR MATHEMATICS MAY INCLUDE:

- Multiple choice and/or free response book tests
- Periodic practice exercises
- Written and oral examinations, teacher created
- Teacher observation

- NY State Mathematics Assessment

SCIENCE PROGRAM GOALS

The science program at the elementary level strives to provide the student with a sense of discovery and excitement for the study of science. It is dedicated to the idea that science has a place in every child's life and extends into adulthood. The program develops the student's ability to use the scientific method, and develop thinking and reasoning skills, in order to solve problems.

Students will acquire knowledge about how science has contributed to our understanding of the natural world. Students will also become knowledgeable about how scientific concepts have developed through history. They will also demonstrate an understanding of the interconnectedness of math, science, and technology. The program aims to promote the ability to use the scientific method to develop critical thinking skills and a logical approach to problem solving.



SCIENCE LEARNING EXPECTATIONS

Topics of study encompass Physical, Life, and Earth Science with an emphasis on the development of Inquire Skills through a hands-on approach.

- Inquire Skills
 - Identify a problem
 - Predict an outcome
 - Investigate/experiment
 - Observe
 - Measure results
 - Record data
 - Sort and classify
 - Draw a conclusion

I. LIVING ENVIRONMENT

- Critically examine groups of animals of the same kind that live together in animal populations. Specifically study ocean animals, invertebrates, reptiles, and amphibians.
- Differentiate how and why some animals live with and depend on each other.
- Distinguish between helpful and hurtful relationships.
- Identify seed and non-seed plants by the way they reproduce.
- Examine and identify different types of seeds.
- Develop a respect for life and the need to preserve the environment.
- Hypothesize how living things get energy from food.
- Classify living things as producers or consumers.
- Distinguish between food chains and webs.
- Recognize the interdependence of all living things.
- Identify adaptations and conclude why they are necessary for survival.

II. PHYSICAL SETTING

- Identify matter, its forms, and measurements.
- Identify and compare different forms of energy.
- Observe and describe the effects of common forces such as gravity, electrical charge, and magnetism on objects; recognize that forces can operate over distance.
- Categorize the different types of rocks and minerals according to their properties and characteristics.
- Observe the topography of the ocean floor.
- Explain the causes for tides and the effects that they produce.
- Develop a respect for the ocean's ecosystem.
- Identify and utilize the instruments used for measuring different weather elements.
- Observe and understand the importance of the water cycle.

III. INTEGRATE SKILLS

- Identify and define related vocabulary.
- Write a well constructed paragraph using scientific vocabulary and concepts.
- Examine critical information, thus drawing conclusions, making inferences and value judgments based on information gathered in each unit of study.
- Employ and understand the scientific method.
- Gather and classify information for use with the scientific method.
- Observe and evaluate in small groups in order to discover viable solutions to problems.
- Use appropriate materials and technology for research.

SCIENCE KITS:

A. ELECTRICAL CIRCUITS

- Investigate the basic principles of electricity.
- Explore the workings of a complete circuit.

B. MAGNETS

- Demonstrate the special properties and uses of magnets.
- Predict and observe whether a magnet will attract various objects.
- Identify different kinds of magnets.
- Demonstrate that a magnet can attract through non-magnetic materials.

ASSESSMENT:

- Topic related field trips and in-school workshops.
- Hands-on activities.
- Group and individual projects.
- Class participation.
- Oral presentations.
- Illustrations/student drawings.
- Experiments and written reports based upon laboratory work.
- Writing explanatory paragraphs.
- Gather and interpret data.
- Using graphs and charts.
- Constructing and explaining models.
- Classroom tests.
- Long-term projects requiring consistent planning will be assigned to both individuals and groups and will be completed both in and out of class. This includes a special project of each child's choosing for entrance in the Science Fair.
- Students will engage in a variety of hands-on laboratory experiences throughout the year.
- Use of multi-media technology to gather information and solve problems.

TECHNOLOGY PROGRAM GOALS

Technology in the Miller Place School District is used as a learning tool. Students retrieve, enter, process, display, and communicate age-appropriate information in various forms using text, tables, pictures and other sources, as they become available.

Students will demonstrate the ability to ethically utilize technology and critically evaluate technological information. They understand this technology is continually changing and impacts change in society and their environment.

Miller Place students will utilize technology to help them make informed decisions and solve real-life problems. The technology in the classroom allows students to learn in an environment without walls. Students have the ability to access the world in their quest for knowledge.



TECHNOLOGY LEARNING EXPECTATIONS

COMMUNICATION

Students will use technology to communicate effectively and creatively.

1. Students will communicate through application software.
 - Create written documents using word processing skills, writing process steps, and publishing programs.
 - Use electronic spell checker/thesaurus.
 - Use computer graphic programs.
 - Create spreadsheets to manage information and create reports.
 - Use publishing software and scanners to produce layouts.
 - Integrate databases, graphics and spreadsheets into word-processed documents.
2. Students will communicate visually, graphically, and artistically through multi-media.
 - Produce audio presentations.
 - Use analog and digital equipment.
3. Students will communicate through networks and telecommunication.
 - Use network communication systems (electronic mail)

INFORMATION PROCESSING

Students will use technology to access, retrieve, evaluate, and interpret visual/auditory information.

1. Students will access and retrieve electronic information.
 - Use software for drill and practice and to strengthen skill development.
 - If appropriate, use software for computer assisted instruction.
 - Develop strategies for problem solving and critical thinking.
2. Students will develop basic technology skills.
 - Select and use technology appropriate to needs.
 - Develop keyboarding skills to navigate within the keyboard.
 - Operate peripheral devices.
 - Use an expanded technology vocabulary.
 - Care for technology equipment and use it safely.

- Follow copyright laws.

ASSESSMENT

- Teacher observation
- Class participation
- Group and individual projects



SOCIAL STUDIES

New York State Standards for Social Studies

Standard 1: *History of the United States and New York*

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States.

Standard 2: *World History*

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: *Geography*

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global – including the distribution of people, places, and environments over the Earth’s surface.

Standard 4: *Economics*

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

Standard 5: *Civics, Citizenship, and Government*

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.



SOCIAL STUDIES PROGRAM GOALS

In social studies classes, students confront questions about the wonders and excitement of humankind in the world. Social Studies students understand their roots, see their connections to the past, comprehend their context, recognize the commonality of people across time, appreciate the delicate balance of rights and responsibilities in an open society, and develop the habits of thoughtful analysis and reflective thinking.

SOCIAL STUDIES LEARNING EXPECTATIONS

LOCAL HISTORY AND LOCAL GOVERNMENT

The grade 4 social studies program builds on the students' understanding of families, schools, and communities and highlights the political institutions and historic development of their local communities with connections to New York State and the United States. The in-depth study of local government will emphasize the structure and function of the different branches and the roles of civic leaders. Students continue to learn about the rights, responsibilities, and duties of citizenship. By participating in school activities that teach democratic values, students develop a sense of political efficacy and a better understanding of the roles of supporters and leaders. Students expand their civic concepts of power, equality, justice, and citizenship as they learn about local government.

The historic study of local communities focuses on the social/cultural, political, and economic factors that helped to shape these communities. Students study about the significant people, places, events, and issues that influenced life in their local communities. Students can investigate local events and issues and connect them to national events and issues. The grade 4 program should consider the following themes and events at the local level: Native American Indians of New York State, the European encounter, the colonial and revolutionary War period, the new nation, and the period of industrial growth and development in New York State. This chronological framework will help students to organize information about local history and connect it to United States history.

Connect local, New York State, and United States history, focusing on the following themes:

- Native American Indians of New York State
- European encounter: Three worlds (Europe, Africa, and the Americas) meet in the Americas
- Colonial and Revolutionary periods
- The new nation
- Industrial growth and expansion
- Government-local and State

I. NATIVE AMERICAN INDIANS OF NEW YORK STATE

Native American Indians were the first inhabitants of our local region and State. The Iroquois (Haudenosaunee-People of the Longhouse) and the Algonquian were the early inhabitants of our State.

Meeting basic needs-food, clothing, and shelter.

Uses of the environment and how Native American Indian settlements were influenced by environmental and geographic factors.

Important accomplishments and contributions of Native American Indians who lived in our community and state.

II. THREE WORLDS (EUROPE, THE AMERICAS, AFRICA) MEET IN THE AMERICAS

Major explorers of New York State.

Impacts of exploration-social/cultural, economic, political, and geographic.

The slave trade and slavery in the colonies.

Groups of people who migrated to our local region and into our State.

Ways that people depended on and modified their physical environments.

III. COLONIAL AND REVOLUTIONARY PERIODS

Dutch, English, and French influences in New York State.

Lifestyles in the colonies – comparisons during different time periods.

Different types of daily activities including social/cultural, political, economic, scientific/technological, or religious.

Ways that colonists depended on and modified their physical environments.

Cultural similarities and differences, including folklore, ideas, and other cultural contributions that helped shape our community, local region, and State

Colonial governments.

Colonial societies were organized to answer three fundamental economic

questions: What

goods and services do we produce? How do we produce them? For whom do we produce

them?

Ways of making a living in our local region and State.

Causes for revolution; social, political, economic.

Important accomplishments of individuals and groups living in our community and

Region.

IV. THE REVOLUTIONARY WAR IN NEW YORK STATE

Location of New York State.
The significance of New York State's location and its relationship to the locations of other people and places.
Geographic features that influenced the War.
Native American Indians in New York State influenced the War.
The war strategy: Saratoga and other local battles.
Loyalists and patriots in New York State.
Leaders of the Revolution.
Effects of the Revolutionary War.

V. THE NEW NATION

Foundations for a new government and the ideals of American democracy as expressed in the Mayflower Compact, the Declaration of Independence, and the Constitutions of the state of New York and the United States of America.
The importance of the Bill of Rights.
Individuals and groups who helped to strengthen democracy in the United States.
The roots of American culture, how it developed from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.
Those values, practices, and traditions that unite all Americans.

VI. INDUSTRIAL GROWTH AND EXPANSION

Transportation, inventions, communication, and technology.
(e.g., 1800s – Erie Canal, railroads, steamboats, turnpikes, telegraph, cable; 1900s – automobiles, subways, air travel, seaways, telephones, radios and televisions, computer)
Immigration and migration.
(e.g., Ellis Island; the mass starvation in Ireland, 1845-50; forced relocation of Native American Indians in New York State)
The important contributions of immigrants to New York State.
Geographic influences of industrialization and expansion.
(e.g., natural resources, location; the interactions between economic and geographic factors)

VII. URBANIZATION: ECONOMIC, POLITICAL, AND SOCIAL IMPACTS

Rural to urban to suburban migration.
Economic interdependence (e.g., resource use; from farm to market).
Ways of learning and public education in our community and State.
The labor movement and child labor.

VIII. GOVERNMENT

Basic democratic values (Taken from: National Standards for Civics and Government).

The fundamental values of American democracy include an understanding of the following concepts: individual rights to life, liberty, property, and the pursuit of happiness; the public or common good; justice; concepts: equality of opportunity; diversity; truth; and patriotism.

The fundamental values and principles of American democracy are expressed in the declaration of Independence, Preamble to the United States Constitution, Bill of Rights, pledge of Allegiance, speeches, songs, and stories.

IX. PURPOSES OF GOVERNMENT

The basic purposes of government in the United States are to protect the rights of individuals and to promote the common good. (Taken from: National Standards for Civics and Government)

XI. LOCAL AND STATE GOVERNMENTS

An introduction to the probable consequences of the absence of government.

The structure and function of the branches of government of New York State and local governments, including executive, legislative, and judicial branches.

The meaning of key terms and concepts related to government, including democracy, power, and citizenship.

The United States Constitution and the Constitution of the State of New York and their respective Bills of Rights were developed as written plans for organizing the functions of government and safeguarding individual liberties.

Representatives in the legislative, executive, and judicial branches at the local, State, and national levels of government and how they are elected or appointed to office.

People elect and/or appoint leaders who make, enforce, and interpret laws.

Citizenship and the rules and responsibilities of citizenship in the classroom, school, home, and local community.

Citizenship includes an awareness of the holidays, celebrations, and symbols of our nation, including the flag of the United States of America, its proper display, and use.

Effective, informed citizenship involves duties such as voting, jury service, and other service to the local community.

Citizens can participate in political decision making and problem solving at the local, State, and national levels.

ASSESSMENT FOR SOCIAL STUDIES MAY INCLUDE:

- Group and individual projects
- Class participation

- Classroom tests
- Teacher observation
- Oral presentations

LEARNING STANDARDS FOR THE ARTS

Standard 1: *Creating, Performing and Participating in the Arts*

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Standard 2: *Knowing and Using Arts Materials and Resources*

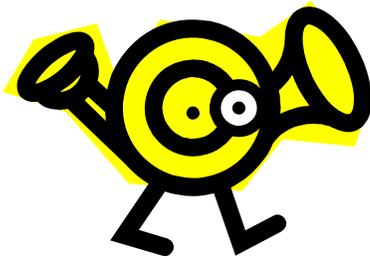
Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: *Responding to and Analyzing Works of Art*

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: *Understanding the Cultural Dimensions and Contributions of the Arts.*

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.



ART PROGRAM GOALS

- Provide the children with exposure to and experimentation with all available media.
- Instruct children in the elementary use of materials.
- Provide children with opportunities to develop self-expression and creativity through art media.
- Use media to aid in developing eye/hand coordination, spatial relations, and visual perception.

ART LEARNING EXPECTATIONS

I. ARTS AND ARTISTS

Recognize the nature, function, uses and applications of art.

List career paths in art.

Recognize skills needed to become an artist.

Discuss how artists are regarded in different cultures.

II. CREATING ART

Recognize content, image and idea.

Develop the use of content in creating art.

Recognize the elements of art: space, light, color, shape, form, line textile, motion.

Select and properly use materials (multimedia, tools and elements).

Recognize the principles of design: unity, variety, rhythm, balance, contrast, harmony, symmetry, proportion, distortion, and perspective.

Demonstrate methods of art: drawing, painting, sculpture, ceramic, construction, print, collage, calligraphy, film art, computer art, mobile, etc.

Demonstrate the use of structure.

Demonstrate safety and effectiveness with art supplies.

Recognize art in one's environment.

III. VALUING ART

Describe the critical process-naming and describing, analyzing, interpreting and evaluating.

IV. VOCABULARY BUILDING

Acquire an art vocabulary.

V. ATTITUDES

Recognize the creativity and uniqueness of others.

Develop a sense of pride in accomplishment.

ASSESSMENT

- Observation
- Discussion

- Displays and exhibits
- Classroom participation

MUSIC PROGRAM GOALS

The Music Education Program strives to offer each student the opportunity to experience the excitement, which can be derived from a full range of musical endeavors. Through its integrated curriculum, students can expand their individual interests and abilities in the field of music. Among its many objectives are: to expand the ability of each student to communicate through music, to acquaint the student with his/her musical heritage and to develop a sense of awareness and self-esteem.



MUSIC LEARNING EXPECTATIONS

I. Making Music Your Own

1. Children are taught simple songs related to the curriculum and/or holidays in an effort to afford them opportunities to experience the pleasure of group and individual singing.
2. Through the use of recordings, the piano, and a variety of simple rhythm instruments, children begin to develop a sense of rhythm.
3. Children use musical selections as a means of self-expression through simple interpretive dance sessions.
4. Auditory skills and social skills are developed through group participation in musical games.
5. Children are exposed to a variety of classical works related to their age level and interest.

II. Technical

Match pitches; recognize tonal direction; sing with a natural pleasing timbre; develop a rhythmic sense (march or beat in time with music).

A. Mechanics

- Recognize tonal direction
Identify ascending or descending scale line or melody line
- Recognize rhythmic differences.
Respond with body movements to march, waltz, rapid rhythmic passages (or slow ones).
- Recognize high and low pitches.
- Sing together. Start working on intonation (broadly).

B. Aesthetics

- Use appropriate folk material from many cultures for musical games and class singing.
- Use material in major and minor modes.
- Use orchestral and monophonic listening music. Have children identify rhythms. (Use percussion instruments.)

ASSESSMENT

- Teacher observations.
- Classroom participation.
- Group and individual performances.

INSTRUMENTAL LEARNING EXPECTATIONS

Students participating in the elementary music instrumental program meet once a week for small group lessons and participate in orchestra or band.

TONE PRODUCTION

- Demonstrate ability to produce pleasing sound – proper embouchure, breathing technique, bowing and posture.

INTONATION

- Demonstrate correct pitch on all instruments.
- Demonstrate proper embouchure to ensure steady pitch.

MUSIC SYMBOL IDENTIFICATION

- Identify music symbols such as bar line, clefs, key signature.

RHYTHMS – NOTE AND REST VALUES

- Demonstrate steady beat or pulse.
- Count, identify and perform whole, half, quarter, eighth and sixteenth notes and rests.

BREATHING, BOWING, PHRASING AND POSITIONING

- Demonstrate: body erect, arms relaxed, elbows away from body, correct and relaxed hand position on instrument.
- Recognize good posture whether in sitting or standing position.
- Develop breathing from diaphragm.
- Perform music in fluid manner.
- Identify musical phrases similar to sentences.

EXPRESSION MARKS – MUSICAL VOCABULARY

- Recognize that musical expression marks are like punctuation and add character to the music.
- Identify and describe expression marks such as tempo, dynamics and articulation.

PROPER CARE OF INSTRUMENTS

- Identify instrumental hygiene.
- Demonstrate assembly and cleaning procedures.

SIGHT READING ABILITY

- Demonstrate sight reading.

EAR TRAINING AND ROTE PLAYING

- String players match pitch with correct finger positions.
- Wind players match pitch/rhythm with instructor.
- Read/memorize songs.

TONAL RANGE

- Demonstrate proper technique for building range.

ELEMENTARY CHORUS LEARNING EXPECTATIONS

REPERTOIRE

- Sing a variety of patriotic, holiday, seasonal, and folk songs from other cultures.
- Participate in vocal performing groups.

RHYTHM

- Recognize meter, beat, accent and rhythmic patterns.
- Demonstrate note value and patterns.

MELODY

- Identify melodic patterns and melodies of familiar songs.

HARMONY

- Sing chants, rounds, descants, and simple two-part songs.

FORM

- Recognize repetition and contrast of phrases or sections, identify various forms of theme and variations.

EXPRESSION

- Sing with appropriate tempo, dynamics and tone quality.

LISTENING

- Identify melody, harmony, form and expression.

NEW YORK STATE LEARNING STANDARDS FOR HEALTH AND PHYSICAL EDUCATION

Standard 1: *Personal Health and Fitness*

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health

Standard 2: *A Safe and Healthy Environment*

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: *Resource Management*

Students will understand and be able to manage their personal and community resources.



PHYSICAL EDUCATION

The Physical Education Curriculum in the Miller Place School District is a manifestation of a desire to use a child's natural and societal inclinations toward physical activity as a means of facilitating the achievement of goals for higher than mere physical proficiency. While it is true that motor proficiency to a child, is a crucial factor in the development of self-respect, it is the self-respect with which we are primarily concerned and not so much the motor proficiency in itself. For it is upon the keystone of self-respect that we hope to build a human being capable of understanding life's purpose. Knowledge of, and respect for, one's self makes it more possible for one to know and respect other human beings – indeed all of humanity. Hopefully, a child's knowledge and respect for himself as well as other humans, will lead him to the realization that the service and improvement of mankind – wherever he finds the opportunity – can be the starting point for human happiness. The Physical Education curriculum (both in its content and its methodology) in Miller Place shall strive toward the end described above.

PHYSICAL EDUCATION PROGRAM GOALS

- A. **KNOWLEDGE OF ONE'S SELF** shall be achieved by having the child become familiar with his capabilities and limitations, particularly with respect to his ability to cope with the physical environment as it is described by our society. The classes will be structured so as to guarantee a sanguine self-analysis.
- B. **RESPECT FOR ONE'S SELF** shall be made more likely by deliberate planning of the activities that will guarantee success for all at onetime or another. Such a deliberate plan is **NOT** inconsistent with reality since a child's appreciation of "reality" is incomplete (usually limited to the tangible and obvious). To permit a child to experience unprotected "realism" at such an early age would be to guarantee a totally unrealistic appraisal of his humanity – many aspects of which cannot be known or appreciated at this early age. The psychological scars incurred through such a false appraisal may well preclude any further proper appraisal of his human work – not just his physical ability.
- C. **IMPROVEMENT OF ONE'S SELF** serves to improve a child's self-respect in the form of feed-back from comparison with his/her peers. The child is given a challenge to increase his ability to handle his own body in the play environment of his age level; to increase his ability to handle objects used in the sports culture of American society; to increase his ability to operate in the social situation of the school. If he can increase his ability in these areas **without** the teacher's direct attention so much the better for the student's appreciation of himself.

PHYSICAL EDUCATION LEARNING EXPECTATIONS

UNIT ONE

- I. Pursuit, Arrest Intercept
 - A. Person after Person: In large spaces; in small spaces; in spaces crowded with obstacles (other students or objects); with various goal areas.
 - B. Chaser with implement (ball); student being chased-NO help; variety of conditions as above.
 - C. Chaser with NO help or ball; student being chased with help blocker. Variety of conditions as above.

- II. “KEEP AWAY” – Deprive the other (team, person) of the Sought After Object
 - A. Importance of visually-guided responses (team mates and opponents).
 - B. Dispersal of personnel – (ball movement, NOT player movement).
 - C. Utilization of vacant areas of field for maneuver.

- III. Victory as the Difference Between the Teams in Scoring
 - A. Combination of Offense and Defense.
 - B. Man-to-man concept-how to use it offensively; how to use it defensively.
 - C. Zone Concept-How to use it offensively, how t use it defensively.

UNIT TWO – BALL THROWING/TARGET

- I. Four Basic Relationships
 - A. Stationary player-stationary target
 - B. Stationary player-moving target
 - C. Moving player-stationary target
 - D. Moving player-moving target

- II. Target Variables
 - A. High target, low target, large targets, small targets, two-dimensional target, three-dimensional targets.

- III. Understanding and appreciation of all skills listed above
 - A. Ball Skills:
 1. The roll of vision
 - a. the relationship between the eyes and bodily actions. (sensory in-put) (efferent response)
 - b. understanding the problems caused by movement and discovery of compensatory solutions.
 2. Trajectory
 - a. varieties of...
 - b. values of certain trajectories in certain situations
 - c. trajectory, distance and time
 - d. how to achieve certain trajectories; angles and propulsion

3. Catching (when the moving target is another player)
 - a. easing the problems of the thrower by visually inspired modifications of rate and/or direction

UNIT FOUR- PHYSICAL FITNESS

Concepts to be appreciated and experienced:

1. The effect of aerobic activity (i.e. jump roping) on the cardio-respiratory system.
2. Utilization of designated fitness equipment (i.e. rowers, stationary bicycles, climbers) for specific fitness related goals.
3. Introduction of additional components of fitness such as agility, strength, flexibility.
4. Understanding and evaluation of personal fitness levels in relation to national norms.
5. Self-evaluation and its role in determining future fitness levels and goal setting.

Fitness Activity Areas

1. Jump Roping
 - single rope, single jumper
 - single rope, double jumpers
 - double rope, single jumper
 - double rope, double jumpers

Entering the turning rope... “front door” and “back door”

Double Dutch... turning and jumping techniques

2. Fitness Equipment
 - stationary bicycles
 - alpine climbers
 - rowers
 - climbing ropes
 - chinning bars

Side Jumps and Side Steps (agility)

3. The President’s Challenge
 - Students shall take the following 5 items and will attempt to earn a national or presidential certificate:
 - a) pull –ups
 - b) curl-ups
 - c) shuttle run
 - d) sit and reach
 - e) 880 yd. run or 1 mile run

4. Obstacle Course- application of learned fitness components in a “timed” event

UNIT FIVE

- I. Angles of Rebound
 - A. Off horizontal surfaces (floor, basketball rim).
 - B. Off vertical surfaces (walls, basketball backboards, sports implements).
 - C. Off human surfaces (feet, head, chest, legs).

- II. Angles of Evasion (evasion of stationary obstacles or opposition players).
 - A. Optimum angles for goal scoring (hockey, soccer).
 - B. Optimum angles for passing (hockey, soccer, basketball).

- III. Angles of Interception
 - A. Favorable field position prior to movement.
 - B. Anticipation of passing angles open to offensive team.
 - C. Angles of actual intercept movement.

UNIT SIX - STRIKING

- I. Primacy of vision.
- II. Anticipation of the point of contact.
- III. Early organization of the feet.
- IV. Early organization of the hands/arms; feet/legs; sports implement.
- V. Appreciation of the specific implement.
 - A. Its length in relation to eye, foot, arm position.
 - B. Its length in relation to leverage and acceleration.
 - C. Its rebound characteristics.
- VI. Understanding the use to which the implement is usually put.
 - A. Simple power-no particular target area.
 - B. Simple control-a particular target area.
 - C. The blending of power and control.
- VII. Appreciation of the value and ability to use both sides of the body.
 - A. Foot position.
 - B. Backhand and forehand.
 - C. Ambidextrous striking.

HEALTH EDUCATION PROGRAM GOALS

The Health Education program on the elementary level is designed to be an integral part of the curriculum and an essential element in the growth of the child. The goals of the program focus on both the traditional and current issues which affect the health and well being of the student. The health program strives to provide the basis of healthful living for each student, to provide each student with meaningful health experiences, and to provide an atmosphere which will foster good health practices.

HEALTH LEARNING EXPECTATIONS

I. DRUGS, ALCOHOL AND TOBACCO

- Compare the following terms: drug use, drug misuse and drug abuse.
- List some hazards in the misuse of drugs.
- Name some drugs that are dangerous if misused.
- Explain what is meant by prescription and over the counter drugs.
- Relate excessive use of alcohol to accidents.
- Cite some of the effects of alcohol on the body.
- Explain the effect of tobacco on the circulatory and respiratory systems.
- Illustrate how decisions will impact on their health.
- Demonstrate effective decision making.

II. NUTRITION

- Explain the function of food to maintain life, health and growth.
- Demonstrate the value of the food pyramid.
- Recognize variance in nutritional values of food.

III. DENTAL HEALTH

- Recognize the different types of teeth and their functions.
- Describe how decay starts and spreads in a tooth.
- Discuss importance of maintaining primary teeth.

IV. SAFETY

- Describe unsafe places to play and give reasons.
- Utilize knowledge of responses in uncomfortable situations with strangers and non-strangers.

V. GROWTH, FITNESS AND CARE OF THE BODY

- Discuss benefits of personal hygiene.
- Discuss body systems and their function.
- Discuss fitness and exercise.

VI. DISEASES AND DISORDERS

- List the many causative agents of diseases.
- Identify AIDS as a communicable disease which is very difficult to contract.
- Identify risk-reducing behaviors that prevent disease, or injury, i.e., hygiene, brushing teeth, immunization, sports equipment, helmets for cycles.
- Explore their health practices and recognize they have control over their health related behavior.
- Define vocabulary words; germs, virus, mucus, antibodies, immunity, vaccines, AIDS (Acquired Immune Deficiency Syndrome).

ASSESSMENT

- Classroom tests
- Group discussions
- Participation in class
- Students will discuss harmful effects of drug abuse with parents
- Students will discuss nutrition, physical and cardiovascular fitness with parents
- Students will discuss the prevention of the transmission of AIDS with parents



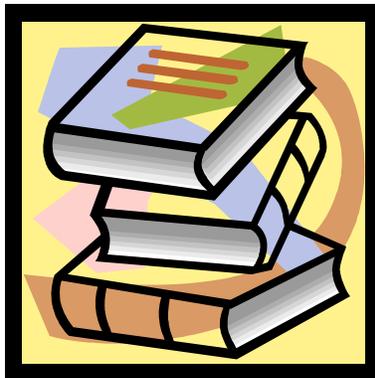
LIBRARY MEDIA

The Library Media program supports and enhances individual student needs and interests. It is a keystone for quality education. Its goals and objectives are consistent with school wide activities, which enrich and implement the learning standards as written in the curriculum guide. Through its wide variety of resources it encourages each student to achieve to the optimum of his/her potential as a learner, as a citizen, and as a human being. With each student as the center of focus, it strives to develop a curiosity and eagerness for life-long learning as well as to develop the ability to examine ideas constructively and creatively. The library media program will remain flexible in order to accommodate the ever-changing role of technology in education.

LIBRARY MEDIA PROGRAM GOALS

The Library Media instructional program is:

- A. Designed to match the developmental stages and specific library and information needs of pupils at each grade level.
- B. Structured to teach the location and interpretation skills necessary to develop freedom of selection, evaluation, and the discriminate use of information sources.
- C. Integrated with the content areas of the curriculum.
- D. Supplemented by extensive individual use of the library media center which will encourage an appreciation of fine literature and a commitment to education.



LIBRARY LEARNING EXPECTATIONS

Library Orientation

- Recall rules and demonstrate behavior appropriate to grade level.
- Demonstrate competency in following appropriate procedures to borrow materials and return them on time.
- Use library time appropriately.
- Demonstrate appropriate interpersonal skills.
- Model ethical behavior in the use of resources and technology.

I. INFORMATION SKILLS

- Choose and locate appropriate materials.
- Identify the differences between books and periodicals.
- Identify the difference between fiction and non-fiction media: books, video, software, Internet, etc.
- Define, identify, and utilize the various forms of technology.
- Recognize use of the catalog to index the library's collections.
- Identify and apply the library's system of classification.
- Compose appropriate questions to access information from available technology.
- Utilize the computer to identify, analyze and synthesize information.
- Utilize various technologies to access information sources beyond our local school library.
- Identify and locate information on title page from books and other media.
- Utilize tables of contents, menus and indexes.
- Access information from both hard copy and online dictionaries and online encyclopedias

II. LITERATURE

- Compare various examples of children's literature.
- Identify certain authors' and illustrators' works.
- Describe Caldecott Award winners.
- Select books appropriate to one's interests and abilities.
- Analyze imaginative stories, i.e., recognize theme, and discuss characters and vocabulary.
- Utilize technology to enhance enjoyment of literature.
- Recognize reading as a leisure and self-educating activity.

ASSESSMENT

- Success in circulation of library materials.
- Maintain and respect library materials and demonstrate pride in the library and school environment.
- Satisfactory completion of teacher assigned tasks.
- Work cooperatively to accomplish tasks.
- Independently choose, locate and utilize appropriate materials.

- Define, identify and utilize the various forms of technology.
- Successful utilization of library materials for completion of interdisciplinary projects.
- Success in applying learned information skills to other academic areas.
- Successful outcome of school wide reading program.
- Participation in class discussions.
- Student surveys and peer sharing of independent reading.