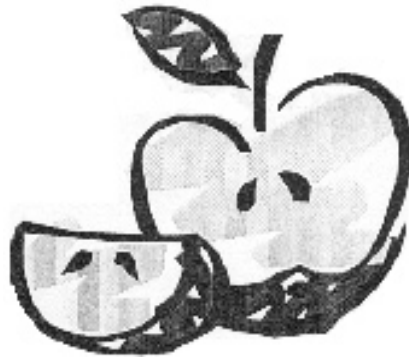




Family Guide
for
Grade Four



EIGHTH EDITION

September 2007



—HOW TO USE THIS GUIDE—

Dear Families:

This guide is written to help families understand the Wenatchee School District's grade level standards. These standards are defined by the State's Essential Academic Learning Requirements (EALRs) and the State's Grade Level Expectations (GLEs). Promotion depends upon students meeting these standards.

The opposite page outlines the Promotion Standards for this grade. It describes expectations for attendance, work ethic, test scores, and classroom work. The following pages summarize grade level standards in all subjects. How can you help your child at home? Helpful hints are provided within each section to provide ideas about how you can support your child's learning.

Research shows that parent participation is essential for student success. We also believe that educating our children is a partnership of responsibility between home and school. We want parents involved in the Wenatchee Schools! If you are interested in being a part of your child's education at the building or district level, contact your school principal for more information.

Brian Flonas
Superintendent

Jodi Smith, Executive Director
Learning & Teaching Department

GRADE FOUR Promotion Standards

To earn promotion a student must have a score of at least 10. This rubric is intended for use by student and staff at any given time throughout the school year to assess progress.

4 ABOVE STANDARD: Superior Performance	0-4 ABSENCES/ TARDIES	MEETS OR EXCEEDS ON 4 WASL ABOVE GRADE LEVEL ON LEVELS TEST TARGETS [215+RDG.] [220+MATH]	MOSTLY 4'S	TURNS IN EXTRA WORK
3 MEETS STANDARD: Solid Academic Performance	5-10 ABSENCES/ TARDIES	MEETS STANDARDS ON 3 OF 4 WASL AT GRADE LEVEL ON LEVELS TEST TARGETS [207-215 RDG] [211- 220 MATH]	CONSISTENT MOSTLY 3'S	REGULARLY TURNS IN WORK
2 WORKING TOWARD STANDARD	10 OR MORE ABSENCES/ TARDIES	MEETS STANDARDS ON 2 OF 4 WASL 1 GRADE LEVEL BELOW LEVELS TEST TARGETS [200-206 RDG] [206-210 MATH] Light's Assessment indicates possible retention	SOME CLASSROOM- BASED EVIDENCE OF GROWTH MOSTLY 2'S	TURNS IN SATISFACTORY WORK INCONSISTENTLY
1 BELOW STANDARD: Little or no Demonstration	15 OR MORE ABSENCES/ TARDIES	MEETS 0-1 STANDARDS ON WASL 2 OR MORE GRADES BELOW ON LEVELS TEST TARGETS [LESS THAN 198 RDG] [LESS THAN 202 MATH] Light's Assessment indicates retention	LITTLE OR NO CLASSROOM-BASED EVIDENCE OF GROWTH MOSTLY 0-1'S	TURNS IN LITTLE OR NO WORK
	<i>ATTENDANCE/ TARDIES</i>	<i>STANDARDIZED SCORES</i>	<i>CLASSROOM-BASED EVIDENCE [Report Card]</i>	<i>WORK ETHIC/ STUDY SKILLS</i>

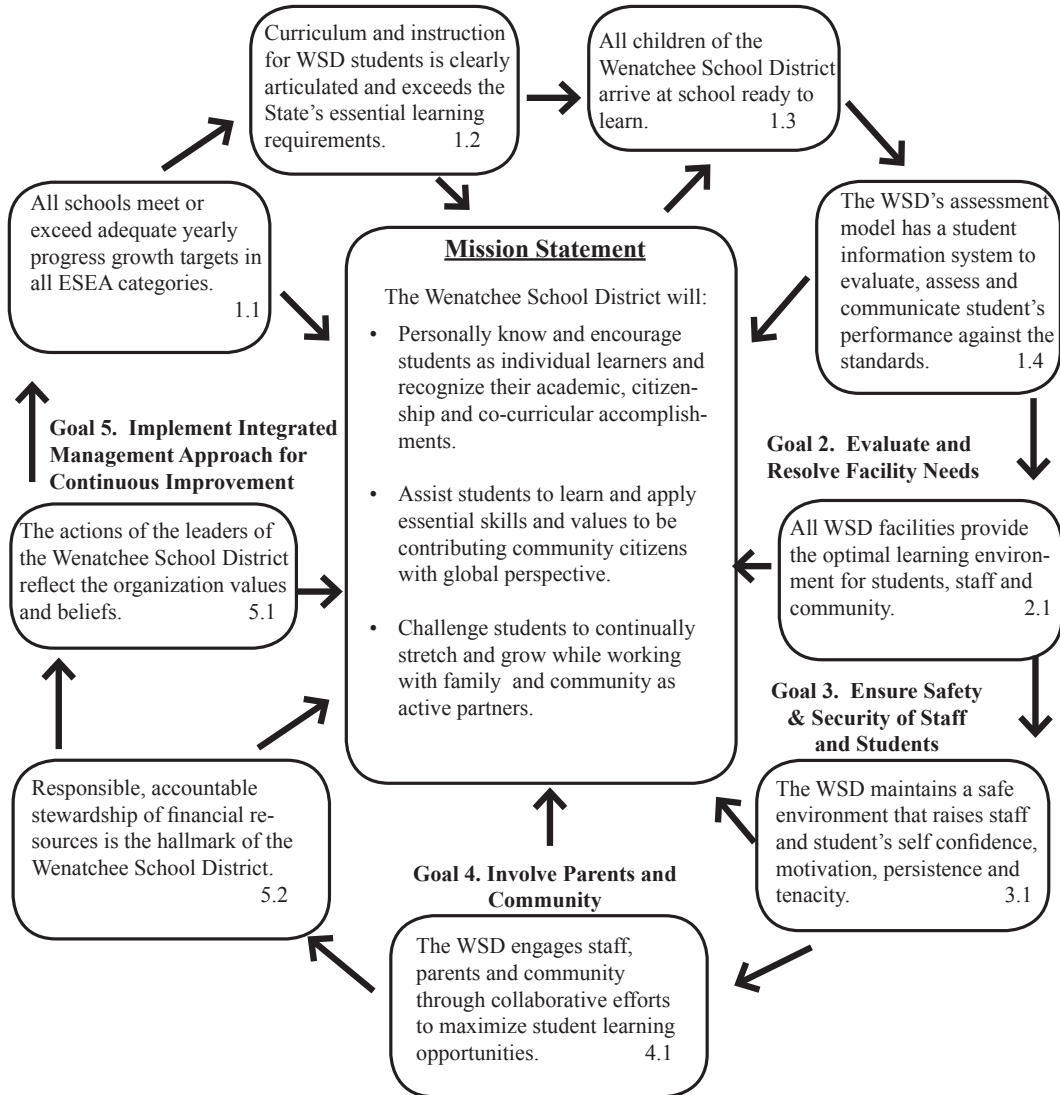
ANOTHER FACTOR TO CONSIDER IS IF THE STUDENT IS MAKING SIGNIFICANT PROGRESS TOWARD MEETING STANDARD.



Vision Elements

Students will meet or exceed standards when:

Goal 1. Improve Student Achievement



School Board Members -
 Kevin Gilbert, President
 Jesús Hernández, Vice President
 Laura Jaecks
 Chuck Largent
 Karen Norlin

Brian Fones, Superintendent

Technology

As citizens of the 21st century, we use technology as a normal part of everything that we do. Continuing into the next decade, technology skills will mean far more than simply programming cell phones or composing letters on desktop computers, and student knowledge of technology must grow, too. For example, electronic applications, data-based presentations, and Internet information literacy have become an expectation of high school graduates almost everywhere. Wenatchee School District students at each grade level, therefore, are required to meet technology skills standards that are integrated into specific content areas.

By the end of fourth grade, your student must be able to:

- Know computer icons and menus.
- Use text features in printed and electronic materials.
- Select and use appropriate resources for finding information (print and electronic).
- Summarize in writing, both hand-written and word-processed.
- Prepare and make formal presentations using technology.
- Identify and describe 2- and 3-dimensional shapes, both written and digital.
- Draw 2-dimensional shapes by hand and on a computer.
- Collect and present data using graphs and tables, both written and digital.
- Use available technology to retrieve information.

The Internet is a valuable and beneficial tool that has become widely accessible to people of all ages. The vast array of information and services available on the Internet is staggering. However, as with any activity, Internet use has certain risks. We need to be aware of the risks in order to help our children use the Internet properly and safely. The following are links to Internet safety resources for you and your student:

- *Students* – <http://www.amdsb.ca/InternetSafety/StudentTips.htm>
- *Parents* – <http://www.amdsb.ca/InternetSafety/ParentTips.htm>

Curriculum-related Internet resources to use at home:

Internet 4 Teachers – For Use as Independent Skill Activities

- http://www.internet4classrooms.com/skills_4th.htm

Interactive Skill-based Curriculum _Activities and Games for Students

- http://www.forsyth.k12.ga.us/sbeck/interactive_curriculum_sites.htm

Getting Students Connected

- http://www.gsc.amdsb.ca/grade_four.htm

Picadome Interactive

- <http://www.picadome.fcps.net/lab/interactive/intermediate.htm>

KidPort

- <http://www.kidport.com/Grade4/Grade4Home.htm>

Philosophy Statement for Reading, Writing and Communication

Reading, Writing and Communication in the Wenatchee School District is based on the belief that curriculum development is a constant process of evolution and implementation. This process is learning-centered, with students and teachers working together to support and develop each other's inquiry and understanding. The classroom is, therefore, a community where learners are encouraged to take risks in a nurturing environment that engenders ownership. Within this environment, language is recognized not only as a means of communication, but also as a means of personal and content knowledge development. Language is not only what is studied and learned; it is also a major mode of learning.

District Reading/Writing/Communication Program Goals

1. Reading — Understand, evaluate, and appreciate written information in literary and technical writing.
2. Writing — Understand the writing process and use it effectively in a variety of forms.
3. Speaking — Speak effectively in various situations to entertain, to persuade, to respond, and to inform.
4. Listening — Actively listen for the purpose of processing and responding to a variety of presentations.

Reading

Fourth grade readers choose appropriate strategies to read skillfully and with meaning. Using evidence from text, he/she responds and discusses a wide range of genres. He/she also reads for pleasure, choosing books based on personal preference and topic.

How you can help your child with reading:

- *Read to and with your child everyday. Recognize and be proud of their successes.*
- *As you read, ask questions like: What do you think will happen next? How is the character feeling right now? What is this story all about?*
- *Encourage your child to read for different reasons – for fun, answer a question, to follow directions – and to talk about the books they read.*
- *Use the Internet to find suggested reading lists.*

Your child needs to understand and use different skills and strategies to read:

- Uses prefixes and suffixes to understand words.
- Uses dictionaries and thesauruses to find the meaning of words.
- Reads grade level stories correctly and with expression.

Your child needs to understand the meaning of what is read:

- Shows comprehension of both fiction (literary) and nonfiction (informational) text.
- States the theme / main idea.
- Summarizes
- Questions
- Makes predictions.

Your child needs to read different materials for a variety of purposes:

- Reads materials such as: letter and emails from friends, books about animals.
- Reads to learn new information or to perform a task.
- Uses text features (i.e. key words, bold words, headings) to locate information in print or electronic forms, such as library browsers, Internet, CD-ROM.

Your child needs to set goals and evaluate progress to improve reading:

- Identifies reading strengths and weaknesses.
- Sets goals for areas that need improvement.
- Creates a plan to meet goals and monitors progress.
- Shares' reading likes and dislikes with classmates.

Resources to use at home:

7 Keys to Comprehension – How to Help Your Kids Read it and Get it! By Susan Zimmermann and Chryse Hutchins.

Wenatchee Public Library – telephone # 662-5021.

BookAdventure.com = variety of book lists based on interest and grade level.

Reading Series:

Hank the Cow Dog series by John Erikson

Island of the Blue Dolphins and other adventures by Scott O'Dell

Writing

Fourth grade writers are now writing to describe, to tell and to explain. He/she is able to add imagery to their writing and is becoming more aware of using correct conventions. He/she is now able to reflect on their strengths in writing, and strives to improve on his/her weaknesses.

How you can help your child with writing:

- *Show that you enjoy and value your child's writing by praising their writing efforts.*
- *Ask questions about your child's writing like: "Point out a couple of words that you're proud of." "Can you tell me your story? Does that story match what you wrote"?*
- *Help your child to write letters and notes, as well as modeling your own personal writing both handwritten and on the computer.*
- *If your child has access to a computer, purchase programs that involve reading writing or spelling for real purposes.*

Your child needs to understand and use the writing process:

- Brainstorms ideas.
- Writes a draft.
- Revises to improve the piece.
- Edits to fix errors (uses tools both written and computer-based).
- Publishes

Your child needs to write in a variety of forms for different audiences and purposes:

- Writes in different forms such as fictional stories, procedures, newspaper and articles.
- Writes to entertain, to learn and to explain.
- Collaborates with a partner on a writing project (i.e. a newspaper article).

Your child needs to write clearly and effectively:

- Organizes clearly with a beginning, middle, and end.
- Varies short sentences and long sentences.
- Chooses powerful words.
- Develops characters.

Your child needs to analyze and evaluate the effectiveness of written work:

- Identifies reading strengths and weaknesses.
- Sets goals for improvement.
- Creates a plan to meet goals and monitor progress.
- Listens to others' writing and offers feedback.

Resources to use at home:

Live Writing – Breathing Life into Your Words by Ralph Fletcher.

http://www.sandrariief.com/tips/tips_howtohelp.htm — writing process support for parents.

<http://www.meddybemps.com/9.700.html> — publish your child's work online and read other published stories.

Communication

Fourth grade communication students will continue to develop his/her listening strategies. He/she can recognize a different point of view. Presentations can be planned and delivered using available technology.

How you can help your child with communication:

- *Set aside 10-15 minutes to discuss what has happened during the day.*
- *Ask questions like: What is important about that change? What are two things you learned today?*

Your child needs to use listening and observation skills to gain understanding:

- Paraphrases information by repeating the most important parts.
- Explains feelings in a spoken message.
- Identifies point of view in an oral story.

Your child needs to use communication skills and strategies to interact/work effectively with others:

- Chooses language that builds relationships in classroom activities.
- Takes turns talking so that everyone has a chance to speak.
- Shares own opinion and compares it to others.

Your child needs to use communication skills and strategies to effectively present ideas and ones' self in a variety of situations:

- Uses notes or graphic organizers to structure presentations.
- Uses visual aids and available technology with teacher help.
- Adjusts volume to engage the audience.

Your child needs to analyze and evaluate the effectiveness of communication:

- Identifies strengths and areas needing improvement using rubric or scoring guide.
- Offers feedback to classmates using a rubric or scoring guide.
- Sets goals for an area of communication, creates a plan and monitors progress toward goals.

Resources to use at home:

<http://www.areyougame.com/Interact/default.asp> - games to play with your family.

Mathematics

Fourth grade math students will be working on number sense, measurement, geometry, algebraic sense, probability/statistics and problem solving through: math problems, thematic investigations, exploration, calendar activities, guided practice and Home Connections (activities completed at home).

How you can help your child with Math:

- *Play Monopoly, Racko, Yahtzee, Sudoku or any other games that require keeping score, tracking time and/or money.*
- *Practice addition, subtraction, multiplication & division facts.*
- *Make mathematical connections as you use math in your daily life (e.g. while shopping talk about what you notice about prices, sizes, quantities, and volume. Include your child in planning events, like parties).*
- *Look for and discuss charts, graphs, and other forms of data collections from newspapers and magazines.*
- *Make it a priority to help your child with his/her homework (e.g. practicing basic math facts, playing math games, completing Home Connections activities).*

In Number Sense:

- Your child needs to know fraction families using models and pictures to show relationship (e.g. $\frac{1}{2}$, etc., or $\frac{2}{4}$, etc.).
- Your child needs to be able to recall multiplication and division facts through the 12's.
- Your child needs to be able to use estimation and tools to solve and check multiplication and division problems.
- Your child needs to be flexible with equations [e.g. $4 \times (5 \times 6) = (4 \times 5) \times 6$].

In Measurement:

- Your child needs to be able to explain how area covers a shape and perimeter measures the distance around a shape.
- Your child needs to understand and be able to label time, money, weight, and length/distance measurements.

In Geometry:

- Your child needs to understand and be able to describe the characteristics of two-dimensional figures with correct vocabulary of parallel, perpendicular and symmetrical (e.g. a stop sign is a symmetrical figure with eight lines of symmetry, a football field includes many parallel lines, etc.).
- Your child needs to understand and be able to solve problems involving congruent figures that are the same size and shape (e.g. create a design made out of congruent shapes).
- Your child needs to be able to plot points and describe positions on a coordinate grid (e.g. the ordered pair (4, 3) is the location of the lake on the map grid).

Mathematics

In Probability & Statistics:

- Your child needs to understand and be able to display data in tables, charts, picture or bar graphs.
- Your child needs to understand and be able to apply median and range to describe data (Median is the middle number in a given set of data...e.g. the median of the numbers 3, 4, 7, 9,10 is 7 – the middle number. Range is the difference between the greatest number and the least number in a given set of data...e.g. the range of the numbers 5, 9, 8, 2, 6 is 7...9-2=7).
- Your child needs to understand when events are certain or impossible and more likely, less likely, or equally likely to happen.

In Algebraic Sense:

- Your child needs to understand and be able to extend/create patterns, using words, tables, numbers and pictures, as well as, able to develop a rule for the pattern.
- Your child needs to understand and apply the concept of mathematical inequality (e.g. $5 \times 3 > 3 \times 2$).
- Your child needs to be able to solve single variable equations that include multiplication (e.g. $4 \times \square = 12$).

In Problem Solving & Communication:

- Your child needs to understand and be able to use a variety of strategies (e.g. ask questions, make lists, draw pictures, etc.).
- Your child needs to be able to choose appropriate tools to solve problems (e.g, paper and pencil, money, ruler, geoboard, base 10 pieces, clocks, etc.).
- Your child needs to be able to make reasonable predictions and justify solutions.

Resources to use at home:

Use your school website! To get to your school website, you can start at the district homepage at: home.wsd.wednet.edu

“Math to Know” (a mathematics handbook) – available in English and Spanish at local bookstores / educational supply stores

Online (virtual) manipulatives (math tools) website: nlvm.usu.edu/en/nav/vlibrary.html

Website: games.funschool.com

Website: www.funbrain.com

Website: www.internet4classrooms.com/skills_4th_math.htm

Science

Fourth grade science students use their developing investigative skills to begin to compare systems. They examine cause and effect and ask what is a fact and what is an opinion. They are primarily exploring more complex systems in a more complex manner, such as the changes of earth systems over time.

HOW CAN YOU HELP YOUR CHILD WITH SCIENCE:

Structures of Life Unit:

Learning Goal: Recognize that living things can be single celled or have many cells to form parts with different purposes (eg., wing of a bird, gills of a fish, legs of insects).

Activities: Compare a bird to a dog (notice the things that are the same and those that are different), compare different types of seeds discuss what they become, put a bean in a sandwich bag with a wet paper towel and seal the bag observe what happens each day for 2 weeks (talk about the parts that form).

Questions: What is the reason for leaves on a plant? Why do some animals have fur? Why are wings useful? How is a turtle's shell helpful?

Learning Goal: Observe how living and nonliving things are different and sort living things into plant and animal groups.

Activities: Draw pictures of living and nonliving things and sort the living things into animal and plant groups, walk through a park or neighborhood and make a list of living and nonliving things and put a P by the plants and an A by the animals.

Questions: What makes something living? How are living things different from nonliving things? How can you tell a plant from an animal? How are plants and animals alike?

Learning Goal: Describe what living things need to live and grow (eg., air, water, light, food, mineral nutrients).

Activities: Plant seeds in tiny pots and put one pot in the dark and one in the light and observe them for a month, pick one plant and one animal and compare what they need to survive.

Questions: What do cats eat and how is it different from what you eat? How do plants get their food? (they make their own food by using sunlight).

Science

****Energy Unit:**

Learning Goal: Describe the forms of energy in a system (eg., energy of motion, heat energy, sound energy, light energy, electrical energy, chemical energy, and food energy).

Activities: Rub your hands together quickly and talk about what you feel (energy of motion to heat energy and sound energy), turn on a flashlight and talk about the energy (energy from the batteries (chemical energy) to heat and light energy).

Questions: Where does the energy come from to make the oven hot? What are the big Solar panels at all of the schools for? How do “wind farms” change energy?

Learning Goal: Observe and describe transfers of energy (eg., heat energy is transferred from hot water to a cup, heat energy is transferred from a hair dryer to hair).

Activities: Put butter in a pan on the stove and watch what happens to the butter, hold hands with your child and notice which hand is warmer-keep holding hands and see if they become the same temperature.

Questions: What happens when an ice cube is put in hot water? How does the temperature in a room change when the heater is turned on?

Learning Goal: Observe and describe changes of energy (eg., energy of motion of hands clapping changing into sound energy, chemical energy of a flashlight changing to light and heat energy).

Activities: Go outside and play baseball (the energy of motion with the bat hitting the ball turns into sound energy), ride a scooter or bike and feel the wheels after going for a distance (energy of motion has turned to heat and sound).

Questions: What happens to the gasoline we put in a car? (chemical energy is burned and changed to energy of motion, heat and sound) What are two examples you can give me of energy changing form? (eating a hot dog, plants making food, playing basketball, skateboarding, swimming).

Resources to use at home:

“Batteries, Bulb, & Wires” by David Glover

Visit the Electricity Museum at Rocky Reach Dam

“Crawdad Creek” by Scott Russell Sanders

Visit the local pet store to see how animals are different

“Claws, Coats & Camouflage” by Susan Goodman

<http://www.kathimitchell.com/scien2.html>

“Pond” by Donald M. Silver

<http://fossweb.com/modulesK-2/index.html>

“Energy: make things happen” by Kimberly Brubaker Bradley

****These units are in the process of being developed and aligned with Washington State Science GLEs**

Social Studies

Fourth grade social studies students will study different geographic and climate regions and how different regions contribute to different cultures.

How you can help your child with social studies:

- *Visit local museums, dams, parks, and roadside markers.*
- *Help your child learn the names of towns and geographical features of our area. Read maps together.*
- *Participate with your child in community festivals.*
- *Discuss current events, local industry, and local weather patterns with your child.*
- *Tell your child stories about your family's history.*
- *Encourage your child to read history or historical fiction.*
- *Explore North Central Washington, Washington State and the Pacific Northwest.*
- *Recycle as a family and explain.*

Your child will be exposed to the following Big Ideas:

- Different geographic and climate regions have unique characteristics.
- Different regions contribute to different cultures.
- People migrate and explore for different purposes.
- Native cultures have historically been disrupted and dominated by exploring groups,
- Laws and rules are necessary to provide safety & order.
- Our government is citizen organized to ensure participation.
- Trade is dependent upon the transportation and communication systems of a society.
- Trade, resource use, climate and/or labor can have a big impact on a region's economy.
- Explain how use and depletion of natural resources affect our environment and economy.

Resources to use at home:

www.kids.gov/

www.timeforkids.com

Health and Fitness

How you can help your child with health:

- *Discuss bicycle safety practices.*
- *Reinforce ways to prevent injuries.*
- *Practice emergency drills and procedures for your home.*
- *Include your student in meal planning and preparation.*
- *Model positive communication skills.*
- *Discuss and demonstrate respect for cultural diversity.*

In Health your child needs to be able to:

- Understand upcoming physical changes that occur with growth.
- Develop a plan for reasonable personal health and hygiene.
- Explore relationships of food nutrients to food groups.
- Describe the consequences of unhealthy decisions.

How you can help your child with fitness:

- *Provide opportunities to create movement sequences.*
- *Practice throwing, catching, kicking, dribbling, and striking skills.*
- *Organize a family exercise time using warm-up and cool down.*
- *Play games that increase heart rate significantly.*
- *Encourage play with children of other cultures, genders, and abilities.*

In Fitness your child needs to be able to:

- Dribble and pass ball/object to a receiver.
- Balance, with control, a variety of objects.
- Consistently strike an object with a bat, paddle, stick, or racket.
- Understand that appropriate practice improves performance.
- Describe healthful benefits from regular physical activity.
- Monitor heart rate to determine exercise intensity.
- Maintain aerobic activity for a specified time or activity.
- Support, lift, and control body weight in variety of activities.
- Use equipment safely in a manner appropriate to the task.
- Accept decisions regarding a personal rule infraction.
- Demonstrate acceptance of the skills and abilities of others.

Resources to use at home:

www.pecentral.org

www.eatsmart.org

www.americanheart.org

www.keepkidshealthy.com

Dance and Movement

How you can help your child with dance:

- *Encourage active participation, both in and outside of school.*
- *Reinforce proper audience etiquette.*

In Dance your child needs to be able to:

- Demonstrate movement sequences using call and response [square dance, line dance, swing, party dance, etc.].
- Understand how dance improves fitness.
- Use the elements of dance in a spontaneous way [improvisation].

Resources to use at home:

www.pecentral.org

www.christylane.com

www.aahperd.org/nd

Visual Arts

Fourth grade visual arts students will be able to identify and use visual arts vocabulary and concepts, and apply basic skills and techniques.

How you can help your child with Visual Arts:

- *Display artwork around the home and workplace.*
- *Keep a variety of art materials available.*
- *Encourage safe use of material and clean-up practices.*
- *Do art projects with your child.*
- *Talk about the art objects in your home.*
- *Sign, date and save some artwork in a folder.*
- *Visit online galleries, museums and cultural events.*

Your child needs to understand and apply Visual Arts concepts, vocabulary and skills in order to:

- Identify and use lines to create texture.
- Identify and mix color values: tints/shades monochromatic colors.
- Identify and use complementary colors.
- Use contour lines in observational drawing.
- Use different 2D and 3D art mediums to create textural effects.
- Create variations in value.
- Create space using foreground, middle ground and background.

Your child needs to demonstrate the thinking skills used in the artistic processes by:

- Applying a creative, performing and responding/reflecting process to Visual Art.

Your child needs to understand how to communicate through visual art by:

- Combining media for visual and expressive purposes.
- Controlling tools and processes to produce detailed imagery in a variety of media.

Your child needs to make connections within and across the Arts, to other disciplines, life, cultures, and work by:

- Describing the features of a specific artists or culture's art.
- Describing career roles in Visual Art and demonstrating the skills used in the world of work.

Resources to use at home:

Office of Superintendent of Public Instruction at <http://www.k12.wa.us/curriculumInstruct/arts/>

Wenatchee School District web site at <http://home.wsd.wednet.edu/>

Music

Fourth grade music students will be able to identify and use music vocabulary and concepts, and apply basic music skills and techniques.

How you can help your child with Music:

- *Sing and/or play instruments together.*
- *Listen to, attend, and participate in a variety of musical activities.*
- *Obtain videos of musicals suitable for children*
- *Listen to various recordings of vocal/instrumental performances.*
- *Discuss how music and the other arts are used in media.*

Your child needs to understand and apply Music concepts, vocabulary and skills in order to:

- Understand the use of dynamic symbols [i.e. pp, p, mp, mf, f, ff].
- Identify families of instruments by sight and sound.
- Understand that sounds are produced by vibrations.
- Write and identify notes in the treble clef.
- Identify simple musical forms [i.e. introduction, interlude, coda, rondo].
- Sing and match pitch throughout a major diatonic scale.
- Demonstrate proper technique on at least one pitched instrument.

Your child needs to demonstrate the thinking skills used in the artistic processes by:

- Applying a creative process in the music classroom.
- Applying a performing process in the music classroom.
- Applying a responding/reflecting process in the music classroom.

Your child needs to understand how to communicate through music by:

- Expressing ideas and feelings.
- Using the arts for a specific purpose [e.g. sharing traditions, ceremonies].
- Recognizing that aesthetic choices are influenced by culture.

Your child needs to make connections within and across the Arts, to other disciplines, life, cultures, and work by:

- Demonstrating skills and processes common among the arts disciplines [i.e. creating, performing, exhibiting, collaborating].
- Identifying steps of processes common to the arts and other content areas [i.e. creative writing and scientific processes].
- Identifying general attributes of artworks from a specific culture.

Resources to use at home:

“Music in the Wenatchee School District” <http://mv.wsd.wednet.edu/wsdmusic/wsdmusic.htm>

Local Music Teachers

Local Musicians

- *Piano/Vocal/Instrumental*

Local Music Stores

Music Department Links

Educational Links

Local Music Events

Wenatchee School District
Graduate Profile
“Prepared to be Contributing 21st Century Citizens”
(Adopted: February 10, 2003)

Students who are enrolled in the Wenatchee School District share a common school experience designed to prepare them to be contributing 21st Century citizens. The graduate profile describes the indicators that provide evidence of this preparation.

Students as Scholar:

Students will have the opportunity to demonstrate their academic scholarship as evidenced by:

- Reading with comprehension, writing with skill, and communicating effectively and responsibly in a variety of ways and settings through all content areas;
- Knowing and applying the core concepts and principles of mathematics; social, physical and life sciences; civics and history; arts and health and fitness;
- Thinking analytically, logically, and creatively, integrating experience and knowledge to form reasoned judgements and to solve problems;
- Understanding the importance of work and how performance, effort and decisions directly affect future career and educational opportunities;
- Understanding, applying, and integrating technology throughout academic studies.

Students as Citizen:

Students will have the opportunity to demonstrate how they can be responsible, contributing members of the community. Evidence includes the student's:

- Knowledge and appreciation of personal and cultural similarities and differences;
- Knowledge of and compliance with school policies and rules;
- Knowledge of local and global environmental issues;
- Knowledge of how to function in social, organizational and occupational systems;
- Demonstration of social responsibility;
- Demonstration of active citizenship in a democratic society;
- Application of working independently, cooperatively and in groups to achieve desired results.

Student as Life Planner:

Students will have the opportunity to discover and to align their educational and career goals. Evidence includes the student's:

- Demonstration and awareness of self-worth and an appreciation of the worth of others;
- Demonstration of a positive work ethic;
- Application of the necessary skills for maintaining good physical, mental and nutritional wellness;
- Demonstration of career exploration and planning in preparation for post high school;
- Demonstration of self-management.

The development of the student as a scholar, a citizen, and a life planner will be accomplished through the student's entire school experience and demonstrated through learning in classes, co-curricular activities, state and district graduation coursework requirements, the Washington Assessment of Student Learning (WASL), career planning, and a culminating project.

School Information:

Principal's Name: _____

Teacher's Name: _____

Child's Room Number: _____

School Telephone: _____

Teacher's Telephone: _____

Dates to remember:

Open House: _____

Teacher/Parent Confs: _____

End of 1st Trimester: _____

End of 2nd Trimester: _____

End of 3rd Trimester: _____

Favorite authors for fourth grade students:

Dav Pilkey

Peg Kehret

Shel Silverstein (poetry)

Roald Dahl

Seymour Simon (nonfiction)

Phyllis Reynolds Naylor

Sandra Markle (nonfiction)

Louis Sachar

Dan Gutman

Matt Christopher

J. K. Rowling

Kate DiCamillo

Betty Ren Wright

Andrew Clements

Patricia MacLachlan

Judy Blume

Jack Prelutsky (poetry)

Mission Statement

The Wenatchee School District will:

- Personally know and encourage students as individual learners and recognize their academic, citizenship and co-curricular accomplishments;
- Assist student to learn and apply essential skills and values to be contributing community citizens with a global perspective;
- Challenge students to continually stretch and grow while working with family and community as active partners.... “My Child, Your Child, Our Children”.

NONDISCRIMINATION STATEMENT FOR SCHOOL PUBLICATIONS AND PUBLIC ANNOUNCEMENTS

The Wenatchee School District complies with all federal and state rules and regulations and does not discriminate on the basis of race, color, national origin, creed, sex, sexual orientation, including gender identity, disability, familial status, marital status or age. This holds true for all staff and for students who are interested in participating in educational programs and/or extracurricular school activities. Inquiries regarding compliance and/or grievance procedures may be directed to RCW Officer and ADA Coordinator Mr. Steve Cole. Issues related to 504 should be directed to Mr. Mike Franza, Administrator for Student and Support Services.