

Music

Rhythm/Beat

- ★ Review all rhythms in previous levels
- ★ Introduce 3 and 6 ti meter – conducting in one (3/8) and two (6/8)
- ★ Introduce tim-ri and diminished syn-co-pa (dotted eighth/sixteenth combinations)
- ★ Name all rhythmic figures and notes with proper names
- ★ Two and three part rhythm ensemble using body percussion and instruments
- ★ Read, write and compose



Melody

- ★ Review all previous pitches, scales and intervals
- ★ Introduce major/minor intervals
- ★ Introduce altered notes (sharp, flat and natural), harmonic/melodic minor
- ★ Read, write, and compose

Harmony

- ★ Three-part ostinati accompaniments, echo, and partner songs
- ★ Introduce rounds and chords (I, IV, V)
- ★ Introduce the Orchestra, prepare for 5th grade Band/Orchestra lessons

Form

- ★ Identify variations of up to ABCD form through movement, singing, and reading
- ★ Developing awareness of phrasing
- ★ Question/Answer

History/Style

- ★ Musical concepts taught sequentially through a rich variety of games, American/International folk songs/dances and classical music

Physical Education

Personal and Social Skills

- ★ Provide growth and development of personal skills through individual and cooperative activities that would encourage LIFETIME participation
- ★ Provide an atmosphere that allows students to learn fair play, sportsmanship, respect for other students, and playing by the rules

Personal Fitness

- ★ Show improvement in physical fitness components such as flexibility, strength, body composition, and aerobic capacity.

Physical Skills

- ★ Demonstrate locomotor skills such as: walking, running, skipping, leaping, galloping, sliding, etc.
- ★ Demonstrate eye/hand and eye/foot coordination in various activities
- ★ Demonstrate skills in throwing, catching, rolling, bouncing, dribbling, batting, and kicking
- ★ Demonstrate non-locomotor and body control skills

Our Mission

We, the Staff of Stambaugh Elementary School in cooperation with the families of our students, are committed to challenge each student to achieve his or her full academic potential, acquire high moral values, and develop a positive self-image in a safe and supportive environment.

Our Philosophy



Based on our beliefs of how children develop and learn, we at the Stambaugh Elementary School envision an environment that provides positive learning experiences to promote a transition from home to school and to address individual needs by using a variety of teaching methods to ensure school success.

Title I

The Title I program is a federally funded program, administered by our school, and designed to help students achieve success in the core curriculum.

Our goals for all Title 1 students are:

1. To help students succeed in the district's regular academic program.
2. To learn the skills and knowledge appropriate for their grade.
3. To improve student mastery of basic and more advanced skills.

Our Title I program is a classroom tutoring program run by highly qualified teachers and paraprofessionals. Students with a demonstrated need are provided assistance to promote their success in language arts, mathematics, science, and social studies.

West Iron County Public Schools Stambaugh Elementary

FOURTH GRADE



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Iron River, Michigan 49935
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www.westiron.org

Language Arts

Writing:

- ★ Grammar and spelling instruction
- ★ Test preparation
- ★ Organizational and writing skills
- ★ Cross-curricular connections

Literature:

- ★ Reading classic and contemporary works
- ★ Instructional level reading
 - ✦ AR – Accelerated Reading Program

Oral Language:

- ★ Developing a love for literature
- ★ Retelling activities
- ★ Listen responsively and speaking with expression

Word Identification:

- ★ Use decoding skills and speaking with expression

Vocabulary:

- ★ Strategies in developing vocabulary through extensive reading and listening

Comprehension:

- ★ Critical thinking

Novels: Read Alouds

- ★ *Maniac Magee, Maggie Marmelstein, Jim Ugly, The Sign of the Beaver, The Whipping Boy, Charlie and the Chocolate Factory, The Family Under the Bridge*



Assignment Sheets

- ★ Students are expected to complete an assignment sheet entry each day.

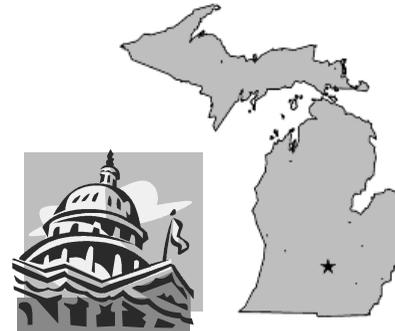
Science/Health

- ★ Animal Adaptations
- ★ Ecosystems
- ★ Evolution (Plants & Animals)
- ★ Properties of Matter
- ★ Heat, Light, Sound, Electricity
- ★ Earth, Sun and Moon
- ★ Fossils



Social Studies The Study of Michigan

- ★ Learning facts about Michigan
- ★ Michigan's First People (Native Americans)
- ★ Early Explorers
- ★ Statehood
- ★ Slavery
- ★ Natural Resources (their importance in Michigan and to Iron County)
- ★ Early Transportation
- ★ Michigan during the Depression, WWI, and WWII
- ★ Present Day Michigan
 - ✦ Famous people
 - ✦ Places to visit
 - ✦ Products
 - ✦ Ancestors
- ★ Government
- ★ Core Democratic Values



Mathematics

- ★ Place Value to one million
- ★ Adding and subtracting into the millions
- ★ Estimation and Rounding to the ten thousands
- ★ Fact Families: Add, Subtract, Multiply & Divide
- ★ Whole numbers and money
- ★ Multiplication and division facts to the 9's
- ★ Using data and probability
- ★ Multiplying by one and two digit numbers
- ★ Time and measurement to the minute & determine elapsed time
- ★ Dividing by one digit divisors
- ★ Geometry: 2 & 3 dimensional shapes (Symmetry & Congruency)
- ★ Identify angles and line segments
- ★ Arrays: use, make and interpret graphs
- ★ Fractions & decimals

Technology

- ★ Students use computers regularly to reinforce academic skills
- ★ Curriculum is aligned with Michigan Education Technology Standards

Art

- ★ Color theory terms such as hue, value, tone, intensity, complimentary colors, etc... are illustrated
- ★ Students are introduced to some of the "masters" and learn through critique why they are famous
- ★ All major projects are selectively critiqued for the class to share unique ideas and approaches
- ★ Linear perspective used as a mathematical foundation for creating realistic spatial relationships
- ★ At this grade level we work on some cooperative project to emphasize the value of creative thinking. Not all filmmakers are great cameramen and few writers are illustrators, they are the visionaries. Thus not all of our students are great artists but

they can contribute their imagination to be part of great artwork.