

Dear Parents:

The purpose of this guide is to provide you with insight into the instructional program and learning expectations for your child. This guide contains a list of the grade-level instructional objectives for each subject area. The instructional program focuses on these Virginia Beach objectives that include the Virginia Standards of Learning (SOL). Please take time to become acquainted with the helpful information in this guide.

Your interest and involvement in your child's education promotes positive attitudes toward learning, enhanced academic achievement, and emotional well-being. We are excited about the opportunity to join you in providing the best possible education for your child.

Thank you for your careful review of this guide. If you have any questions, please contact your child's teacher.

*Sincerely,
Department of Curriculum and Instruction*

USING THE GUIDE

The contents of this guide provide information about the elementary instructional program. The following are recommendations for using the *Parent/Student Course Information*.

- Become familiar with the introduction and the objectives for each subject area, as well as the overview provided for additional resources
- Refer to the guide as you prepare for conferences with your child's teacher
- Use the guide to promote conversation about your child's classroom learning and homework assignments

INVITE SUCCESS

It is important that the following practices, critical for school success, be established and reinforced at home. Parents should encourage the following behaviors from their children.

- Attend school regularly
- Eat well, exercise regularly, and get enough sleep
- Put forth his/her best effort
- Listen attentively
- Select an appropriate study place and develop a consistent study routine
- Have available necessary supplies
- Be prepared and organized
- Plan ahead
- Read for fun and information

GENERAL INFORMATION

Elementary Guidance Program

Each elementary school offers a comprehensive and developmental counseling program that is an integral part of the total educational program designed to promote the academic, social, and career development of all students. As an essential part of the instructional program, school counseling helps to build a foundation for student learning and academic success. Certified school counselors provide a variety of services, including classroom guidance, crisis intervention, individual and group services, support for parents, teachers, and administrators, and coordination of services with outside agencies.

Parent/Student Handbook

Each school's parent/student handbook is sent home at the beginning of the school year. It contains general information about the school's program, the school division calendar, availability of school services and materials, regulations, and general guidelines.

Report Cards

The Grades 3-5 Report Card formally advises parents of their child's progress/performance. It is issued four times a year. Other informal progress reports are sent home at regular intervals. In addition, parents who register for the online Parent Portal can access their children's grades throughout the year.



Language Arts

The fourth grade language arts program focuses on the broad areas of oral language, reading, writing, and word study. Students will be introduced to a wide variety of fiction and nonfiction literature which will serve as a basis for instruction and practice in phonics, vocabulary, comprehension, fluency, and writing. Following are the major concepts addressed in language arts at this grade level.

Reading

- Use a variety of reading comprehension strategies (e.g., predicting, summarizing, inferring)
- Read independently a variety of literature
- Respond to literature orally and in writing

Written and Oral Communication

- Write for a variety of reasons to various audiences using different formats
- Communicate ideas in writing using legible handwriting and punctuation and capitalization
- Demonstrate effective oral communication

Word Study

- Apply knowledge of word study (phonics, spelling, word structure, word meaning, and grammar) to read text with understanding and to communicate effectively through writing



Mathematics

Problem solving is integrated throughout the six strands listed below. The development of problem-solving skills is a major goal of the mathematics program at every grade level. Instruction in the process of problem solving is integrated early and continuously into each student's mathematics education. Students have many opportunities to use the skills involved with computation, estimation, time, money, measurement, geometry, graphing, probability, and algebra to solve a wide variety of problems.

Number and Numeration

Understand the Meanings, Uses, and Representations of Numbers

- Read, write, and identify place and value of whole numbers up to 1,000,000,000
- Read, write, and identify place and value of decimals expressed through thousandths
- Read, write, and model fractions
- Solve problems involving fractional parts of a region or a collection
- Name multiples of whole numbers less than 10
- Find factors of numbers

Understand Equivalent Names for Numbers

- Use numerical expressions and grouping symbols to give equivalent names for whole numbers
- Use numerical expressions to find equivalent names for fractions and decimals
- Rename fourths, fifths, tenths, and hundredths as decimals and percents

Understand Common Numerical Relations

- Compare and order whole numbers up to 1,000,000,000
- Compare and order decimals through thousandths
- Compare and order integers between -100 and 0
- Compare and order fractions

Operations and Computation

Compute Accurately

- Know all basic addition and subtraction facts and fact extensions quickly and accurately
- Recall quickly and accurately multiplication facts and have a strategy to compute related division facts
- Solve problems involving addition and subtraction of whole numbers and decimals through hundredths
- Solve problems involving multiplication and division of whole numbers using mental arithmetic, paper-and-pencil, and calculators
- Solve problems involving addition and subtraction of fractions with like and unlike denominators using manipulatives, mental arithmetic, and calculators

Make Reasonable Estimates

- Make reasonable estimates for whole number and decimal addition and subtraction problems and explain how the estimates were made
- Make reasonable estimates for whole number multiplication and division problems and explain how the estimates were made

Understand Meanings of Operations

- Use repeated addition, skip counting, arrays, area, and scaling to model multiplication and division

Data and Chance

Select and Create Appropriate Graphical Representations of Collected or Given Data

- Collect and organize data or use given data to create charts, tables, bar graphs, line plots, and line graphs

Analyze and Interpret Data

- Use the maximum, minimum, range, median, mode, and graphs to ask and answer questions, draw conclusions, and make predictions

Understand and Apply Basic Concepts of Probability

- Describe events using *certain*, *very likely*, *likely*, *unlikely*, *very unlikely*, *impossible*, and other basic probability terms and explain the choice
- Use *more likely*, *equally likely*, *same chance*, *50-50*, *less likely*, and other probability terms to compare events
- Predict the outcomes of experiments and test the predictions using manipulatives; summarize the results and use them to predict future events
- Express the probability of an event as a fraction

Measurement and Reference Frames

Understand the Systems and Processes of

Measurement: Use Appropriate Techniques, Tools, Units, and Formulas in Making Measurements

- Estimate length with and without tools
- Measure length to the nearest $\frac{1}{4}$ inch and $\frac{1}{2}$ centimeter
- Estimate the size of angles without tools
- Describe and use strategies to measure the perimeter and area of polygons
- Estimate the area of irregular shapes
- Find the volume of rectangular prisms
- Describe relationships among U.S. customary units of length and among metric units of length

Use and Understand Reference Frames

- Use ordered pairs of numbers to name, locate, and plot points in the first quadrant of a coordinate grid
- Estimate and measure volume/capacity and weight/mass using metric and U.S. customary units

Geometry

Investigate Characteristics and Properties of Two- and Three-Dimensional Geometric Shapes

- Identify, draw, and describe points, intersecting and parallel line segments, and lines, rays, and right, acute, and obtuse angles
- Describe, compare, and classify plane and solid figures including circles, polygons, spheres, cylinders, rectangular prisms, pyramids, cones, and cubes using geometric terms *congruent*, *face*, *edge*, *vertex*, and *base*

Apply Transformations and Symmetry in Geometric Situations

- Identify, describe, and sketch examples of reflections
- Identify and describe examples of translations and rotations

Patterns, Functions, and Algebra

Understand Patterns and Functions

- Extend, describe, and create numeric patterns
- Describe rules for patterns and use them to solve problems

Use Algebraic Notation to Represent and Analyze Situations and Structures

- Read, write, and explain number sentences using the symbols $+$, $-$, \times , \div , $=$, $<$, and $>$
- Determine whether number sentences are true or false
- Solve open sentences and explain the solutions
- Write number sentences to model number stories



The fourth grade objectives stress the importance of a variety of hands-on investigations to study the life, physical, and earth sciences. Students will continue to use science skills to explore the world around them. These skills include observing, asking questions, measuring, classifying, inferring, predicting, analyzing data, and validating experimental results. Defining variables in experimentation and interpreting data from picture, bar, and line graphs are emphasized. Questioning and hypothesizing become more detailed. Students are introduced to basic principles of electricity, energy, and to different

activity levels of molecules. Interactions among the earth, moon, and sun, and among plants and animals and their environments are investigated. In examining weather, students use meteorological tools and chart data to predict the various factors that produce weather conditions. The importance of natural resources in Virginia is emphasized.

Electricity, Energy, and Work

- Identify and explain the forces which affect the motion of objects
- State the relationship between kinetic and potential energy and provide examples
- Create, diagram, and differentiate between different types of circuits (series, parallel, open, and closed)
- Differentiate between a permanent magnet and electromagnet

Ecosystems, Plant Anatomy, and Life Processes

- Identify the parts of the plant and explain their function
- Create and explain a model/diagram illustrating the reproductive process of flowering plants, ferns, and mosses
- Explain the process of photosynthesis
- Analyze the components of different ecosystems: nonliving elements, plants, food webs, communities, and animal niches
- Explain how organisms adapt to different environments through structural and behavioral adaptations in order to survive

Earth, Moon, and Sun Systems

- Create and describe a model of the sun and planets in the solar system including physical characteristics of each body and related movements (rotation, revolution, moon phases, eclipses)
- Describe how previous astronomers based their conclusions on their observations and how our understanding continues to change with new scientific discoveries

Weather

- Explain and use key terminology such as humidity, high-low pressure, air masses, warm and cold fronts, cirrus, stratus, cumulus, and cumulonimbus
- Compare and contrast the formation of different

types of precipitation and describe the weather conditions associated with each one

- Plan, design, and conduct an investigation where weather data are gathered using meteorological tools and charted to make weather predictions

Natural Resources of Virginia

- Compare and contrast natural and man-made resources
- Distinguish among rivers, lakes, and bays
- Describe a variety of soil and land uses
- Create and interpret a model of a watershed to demonstrate the interrelationship between soil, land, rivers, lakes, and bays



In fourth grade, students explore the regions of the United States. Students will study the reasons why people want to make the United States their home. Fourth grade students will become aware of how the geography of each region varies and its impact on each region's economy. Although each state has its own state government, students learn that all Americans share the same citizenship and obey the same laws of our nation. In addition, students will be introduced to their own state. With this portion of the program, students will study the geography of Virginia and how this affects the state's economy. An overview of the Jamestown colony and the interactions between the English, American Indians (First Americans), and Africans will lead the students to understand the colony's contributions to early America.

History

Identify the people in each of the regions of the United States

- Analyze primary and secondary sources to acquire information about a region's history
- Identify the American Indians who were the original inhabitants in each region
- Identify people of different ethnic groups who settled in each region
- Summarize the reasons for people wanting to make a certain region their home
- Identify the major historical events that occurred

- in each region and their impact on America
- Name some historical sites for which each region is known
- Summarize why Jamestown became the first permanent English settlement in America
- Explain the reasons for English colonization
- Evaluate and discuss how geography influenced the decision to settle at Jamestown
- Identify the importance of the arrival of Africans and women to the Jamestown settlement
- Describe the hardships faced by settlers at Jamestown and the changes that took place to ensure survival
- Analyze and interpret the interactions between the English settlers and the Powhatan people, including the contributions of the Powhatans to the survival of the settlers
- Describe how archaeologists have recovered new material resources through sites including Werowocomoco and Jamestown

Geography

- Develop map skills as the continents, oceans, and hemispheres are investigated
- Locate the European countries of England, Scotland, Ireland, and Germany, and identify their relative location to North America
- Use a map legend to interpret different maps
- Compare each region and the influences of geography on each
- Name and locate the states in each region
- Locate the capital city and other major cities for each state
- Identify the relative location (reference to neighboring bodies of land and water) and absolute location (using grid system) of certain places in each region
- Describe the location of each region in relation to Virginia
- Identify and locate major physical features of each region
- Describe the climate of each region and draw conclusions for the varied climates throughout the United States
- Analyze the impact of geography on the people of each region and their lifestyles
- Explain how the geography of a region affects its economy, e.g., resources and jobs
- Interpret the impact of geography on the American Indians of Virginia

- Locate three American Indian language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia and summarize their interaction with one another
- Explain why Virginia Indians are referred to as Eastern Woodland Indians
- Describe how American Indians in Virginia related to the climate and their environment in order to secure food, clothing, and shelter
- Identify and locate the eight American Indian tribes in Virginia and explain how their culture has changed over time
- Analyze how Virginia's geography influenced its history and culture
- Summarize how the rivers that emptied into the Chesapeake Bay affected the growth of early Virginia
- Explain the importance of agriculture as a source of wealth and its influence on the institution of slavery
- Describe how European immigrants (English, Scotch-Irish, German), Africans, and American Indians influenced the cultural landscape and changed the relationship between the Virginia colony and England
- Justify reasons for moving the capital from Jamestown to Williamsburg and finally to Richmond
- Locate Virginia and its bordering states on maps of the United States
- Locate the Eastern Shore and recognize that it is a peninsula
- Locate and identify Virginia Beach, Richmond, Alexandria, Yorktown, Fredericksburg, and other important cities on maps and globes
- Locate and identify the five geographic regions of Virginia (Coastal Plain [Tidewater], Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau)
- Locate and identify water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Rappahannock River, Potomac River, and Dismal Swamp, and Lake Drummond)

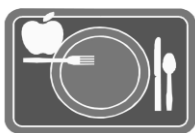
Economics

- Analyze the major economic aspects of each United States region
- Identify the major natural resources of each region
- Identify the major products of each region

- Identify the job opportunities for each region and state the reason for this
- Discuss how technology has influenced the economic system of each region
- Describe how money, barter, saving, debt, and credit were used in colonial Virginia
- Explain why barter and credit were used more often than money in early Virginia’s agricultural society
- Describe the interactions between native peoples and the English settlers
- Define “cash crop” and explain why tobacco was a valued cash crop
- Conclude how tobacco, as a cash crop, transformed colonial life and encouraged slavery
- Analyze how life was different for the various people who lived in the Virginia colony

Civics

- Identify the three branches of state and federal governments
- Identify the titles of major positions in state and federal governments
- Explain the factors that help to unite us as one country, e.g., patriotism and participation in democratic government
- Define a person’s responsibility as a state resident and a citizen of the United States
- Conclude what constitutes good citizenship by studying diverse individuals who have contributed to their community, state, and country
- Identify the importance of the *Charters of the Virginia Company of London* in establishing the Jamestown settlement and extending English rights to settlers
- Identify the importance of the House of Burgesses as the first elected legislative body in America
- Conclude how the House of Burgesses became the Virginia General Assembly which continues to this day



Health

The fourth grade health objectives reflect the National Health Education Standards and the Virginia Standards of Learning. Instruction reinforces the Standards of Learning in the core subject areas.

Knowledge and Skills

- Understand bullying tactics, characteristics of aggressive behavior, and ways to cope with difficult relationships
- Understand coping skills needed to manage stressful situations
- Understand the importance of practicing self-control
- Understand that proper nutrition is essential for growth and development
- Understand the food guide pyramid
- Explain why eating a balanced diet will enhance personal health and academic achievement
- Understand that the body has defenses that protect against diseases and germs
- Understand that the earlier a disease or health problem is detected, the faster the body can recover
- Understand how regular physical activity helps to prevent illness
- Understand the impact that drug and alcohol use has on individuals, families, and communities

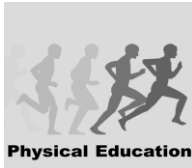
Community Health and Wellness

- Understand there are obstacles to effective communication and solutions with family about personal and community health issues
- Understand the importance of being personally responsible for exhibiting appropriate health practices within the school and community
- Understand the benefits of volunteering

Information Access and Use

- Understand how to access a variety of sources to obtain information designed to improve personal and family health
- Understand the difference between accurate and inaccurate health information

D.A.R.E. (Drug Abuse Resistance Education) is a program taught in fourth grade health. In this program, students learn how to resist the pressures to use drugs, the effects of drug use, and how to prevent and resist violence.



The fourth grade physical education objectives reflect the National Standards for Physical Education and the Virginia Standards of Learning.

Instruction reinforces the Standards of Learning in the core subject areas.

- Explain the basic principles for improving physical fitness
- Participate in physical fitness testing
- Refine the basic game skills of throwing, catching, volleying, dribbling, and hitting
- Participate in small group activities including basketball, soccer, volleyball, hockey, racket sports, and softball
- Perform sequences of rolls, balances, jumps, and transfer of weight from feet to hands
- Perform basic dance steps to music
- Exhibit cooperative behaviors



The fourth grade technology proficiencies offer children a variety of experiences in the utilization of technology. All technology experiences are to be integrated into the subject areas of language arts, mathematics, science, and social studies, emphasizing the use of technology as a tool for learning.

Creativity and Innovation

- Digitally design and create illustrations and graphic organizers depicting ideas and abstract concepts as a means of expression and communication
- Produce media-rich products related to curriculum content (i.e., digital stories, web pages, presentations, etc.)
- Interact with simulations to explore developmentally-appropriate concepts

- Use digital tools to gather data, examine patterns, and make predictions

Communication and Collaboration

- Demonstrate the use of digital tools for communication (i.e., word processing, spreadsheets, databases, graphics software, podcasts, wikis, blogs, etc.)
- Write, revise, and share digital products (i.e., compositions, brochures, postcards, presentations, digital stories, etc.)
- Participate in age-appropriate learning activities with learners from multiple cultures
- Collaboratively plan, create, and present digital products that contribute to the learning of others

Research and Information Fluency

- Utilize a research/problem-solving process when using digital tools to seek knowledge for personal or academic purposes
- Use appropriate electronic resources to access information (i.e., electronic resources and subscription databases)
- Locate and collect information for a specific purpose using teacher-created “jump pages” and web-based bookmarking tools
- Use simple electronic search techniques
- Evaluate information found in electronic resources on the basis of accuracy, relevance, validity, appropriateness for needs, importance, and social and cultural context
- Identify misconceptions, conflicting information, and point-of-view or bias from a variety of electronic sources
- Organize and record information using a variety of visual formats/technology tools

Critical Thinking, Problem Solving, and Decision Making

- Conduct investigations using digital instruments or measurement devices
- Use electronic tools to collect, organize, and analyze data; solve authentic problems; draw conclusions; and/or report results
- Utilize and access interactive digital games and simulations for construction of knowledge
- Utilize digital tools to plan, organize, manage, and visually represent information and ideas

Digital Citizenship

- Comply with the school division's Acceptable Use Policy by demonstrating the responsible and ethical use of technology systems and software
- Recognize, discuss, and demonstrate internet safety principles (i.e., do not share passwords, do not share your name, age or location while online; ask an adult before using the computer; tell an adult when you feel threatened or scared; use the internet responsibly)
- Demonstrate the cooperative and collaborative use of technology
- Demonstrate the basic principles of ownership of ideas and original works and follow copyright laws
- Cite electronic sources when given a template or model
- Recognize, discuss, and demonstrate an understanding of appropriate, ethical, and socially responsible electronic communication
- Recognize and discuss the potential consequences of responding to online advertising, surveys, and contests
- Practice injury prevention by using appropriate posture when using a computer

Technology Operations and Concepts

- Use developmentally appropriate computer and troubleshooting skills
- Demonstrate basic keyboarding skills including the use of both hands on the keyboard and awareness of the location of special keys and their purposes
- Communicate about technology using developmentally appropriate and accurate terminology
- Select and effectively utilize appropriate digital tools for a variety of tasks (i.e., wikis, blog, word processing, spreadsheet, database, multimedia, graphics software, etc.)
- Explore existing and emerging technologies, and their affects on individuals, society, and the global community
- Demonstrate the ability to log onto a network; locate, retrieve, and save files to and from a variety of locations



Essential Information Literacy Skills (EILS)

The fourth grade Essential Information Literacy Skills (EILS) enhances student experiences for developing skills in information literacy, independent learning, and social responsibilities. These skills are achieved through the collaboration of the classroom teacher and the library media specialist (LMS).

Inquire, think critically, and gain knowledge

- Utilize a research/problem-solving process in seeking knowledge for personal and academic purposes (i.e., Big 6, I-Search, etc.)
- Use prior and background knowledge as context for new learning
- Develop and refine questions to guide the research process
- Identify a variety of potential sources of information for a given purpose
- Use the library classification system to effectively differentiate between and utilize sections of the library media center
- Utilize the online catalog, subscription databases, and other electronic sources to locate materials for research and personal use
- Select and evaluate the appropriate source for a given purpose
- Utilize search strategies as needed when locating materials or information
- Demonstrate the ability to use information from a variety of print and electronic sources such as dictionary, index, glossary, thesaurus, encyclopedia, and almanac
- Evaluate information found in selected sources on the basis of accuracy, relevance, validity, and appropriateness for needs, importance, and social and cultural context
- Identify misconceptions, conflicting information, and point of view or bias from a variety of sources
- Collaborate with others to broaden and deepen understanding

Draw conclusions, make informed decisions, apply knowledge to new situations, and create knowledge

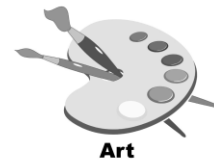
- Summarize, analyze, and synthesize information from a variety of sources
- Organize and record information using a variety of visual formats/ technology tools
- Use technology and other tools to create products demonstrating application and creation of knowledge
- Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems

Share knowledge and participate ethically and productively as members of our democratic society

- Show social responsibility by working collaboratively with others
- Use writing and speaking skills to share knowledge with others
- Use technology and other tools to share knowledge with others
- Reflect on and evaluate the quality of the learning process and product
- Connect learning to community issues
- Recognize the importance of citing sources
- Provide citation information when given a template
- Understand and explain the meaning and consequences of plagiarism
- Use Internet appropriately and safely as a means of personal and academic learning and the respectful exchange of ideas and products
- Comply with the school division's Acceptable Use Policy

Pursue personal and aesthetic growth

- Select, read, and use appropriate books and other sources of information for personal growth and pleasure
- Recognize and respond to a variety of genres
- Recognize and respond to a variety of poetic forms
- Use information tools (i.e., databases, bookmarks, wikis, blogs, etc.) to gather, organize, and share information

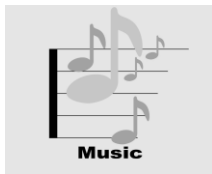


The elementary art program incorporates the National Standards for Art Education, the Visual Arts Standards of Learning, Virginia Beach City Public Schools Art Objectives, and supports specific core academic Standards of Learning. The elementary art program is designed as a concept-based, sequential curriculum that makes connections between art and life through the disciplines of art history, art production, aesthetics, and art criticism.

Art in the fourth grade develops an understanding of the disciplines of art history, art criticism, aesthetics, and production. The study of art in the fourth grade develops concepts and skills essential to appreciating art and understanding cultural heritage. Through learning and creating, the students examine historical and contemporary arts and crafts. Elementary art focuses on skills needed to become an informed consumer and producer of art. Students participate in an art class each week that is taught by an art teacher.

- Apply universal concepts to art-making
- Question what is the role of the artist in society
- Explore the many reasons why people make art
- Expand vocabulary for explaining the nature of art
- Expand an appreciation for the artistic choices of others
- Recognize the value of an informed opinion for understanding artworks
- Appropriately connect artworks to time and place
- Relate artwork to important historical events and ideas
- Compare and contrast the functions of artworks
- Raise thoughtful questions about the relationship of art to time, place, and culture
- Make appropriate comparisons between artworks of different times, places, and cultures
- Describe artworks in a perceptive manner
- Use an increasingly sophisticated vocabulary for describing and interpreting artworks
- Develop skills for interpretation of artwork with persuasive evidence
- Construct more than one interpretation of an artwork

- Raise significant questions about artworks
- Use personal ideas in an innovative manner
- Demonstrate inventive use of various materials, techniques, and tools
- Apply prior knowledge of elements and principles in making effective visual choices
- Demonstrate individual responsibility for the proper care of art materials and tools
- Demonstrate increasing mastery of art related motor skills
- Communicate a wide range of moods and emotions through artwork
- Develop self-assessment skills for evaluating artwork
- Investigate real life and cross-curricular connections



The study of general music in the elementary school focuses on the development of certain minimum skills, understandings, and attitudes essential to becoming an informed consumer and producer of music. The student experiences music through a variety of related activities which include listening, singing, moving, and playing melodic and chordal instruments. Emphasis is placed on exploration, appreciation, creativity, and expression. Students participate in a music class each week that is taught by a music specialist.

The elementary music program incorporates the National Standards for Music Education, the Virginia Standards of Learning for Music, and reinforces instruction in specific core Standards of Learning.

- Sing within the range of an octave with characteristic vocal tone quality and with increasing accuracy
- Students will learn to play the recorder
- Students will count rhythms using a numerical counting system
- Perform selected rhythmic combinations from traditional notation while maintaining a steady beat
- Respond to music with movement

- Employ creativity in a variety of music experiences
- Identify two part (AB), three part (ABA), and rondo (ABACA) compositional forms
- Identify and define selected dynamic markings
- Identify instruments from various musical ensembles by sight and sound
- Identify and classify orchestral and band instruments according to their respective families from highest and lowest pitched instrument by sound
- Identify various meter signatures by sight and duple and triple meter by sound
- Distinguish between major and minor tonality
- Respond to various styles of music using appropriate terminology
- Exhibit respect for the contributions of self and others in a music setting
- Demonstrate an understanding of the relationship between music and other disciplines
- Identify direction using the music alphabet
- Identify gradual changes of tempo
- Identify like and unlike phrases in aural and visual examples
- Identify textural differences in selected musical examples



The school-based program for gifted education is grounded in the content of the regular curriculum, but is differentiated, modified, and expanded to provide appropriate learning challenges for students identified for gifted services. Opportunities are provided for students through whole group instruction by the school's gifted resource teacher to enhance creative, critical, and logical thinking skills; to use problem solving strategies; to strengthen communication skills; and to enhance positive attitudes towards themselves and others. The gifted resource teacher in each school works collaboratively with each cluster teacher to differentiate curriculum and instruction to meet the needs of gifted learners.

For further information contact the Office of Gifted Education and Curriculum Development at 263-1405.

Dance Education and Gifted Visual Arts Programs

The Dance Education and Gifted Visual Arts Programs provide sequential skills and concept development for students identified as gifted in the areas of visual arts and dance. As a result of the program, students will develop advanced skills and process in the art form, acquire knowledge in the history and careers of the fields, use advanced thinking and communication skills, and demonstrate personal growth. Students participating in this program attend the Old Donation Center one day a week. Referral forms for the program are available in each elementary school. For further information, call Old Donation Center at 648-3240.



Remedial

Remedial education programs designed to strengthen and improve academic achievement of students who are educationally at-risk are available to students in grades kindergarten through twelve. Remediation goals will be established for eligible students, and student progress will be monitored. For further information, call the principal of your child's school.

Special Education



Special education is specially designed instruction, at no cost to the parent, to meet the needs of a student with a disability as described in the Individuals with Disabilities Education Act of 2004 (IDEA 2004) and the Regulations Governing Special Education Programs for Children with Disabilities in Virginia. Through a process of identification, evaluation, and eligibility determination, students determined to require special education and related services are provided instruction as delineated in the individualized education program (IEP). The IEP is developed through a collaborative process between

parents, teachers, administrators, other service providers, and students, when appropriate. An IEP is implemented according to the agreed upon services once written parental consent is obtained. For further information about special education, the process and/or delivery of services, please contact the Parent Support and Information Center at 263-2066.



English as a Second Language

The grades 1-5 English as a Second Language (ESL) program supports grade-level science and social studies Virginia Standards of Learning.

The goal of the ESL program is to teach English to English language learners, so that they may acquire the language communication skills and academic language necessary to participate successfully in the mainstream classroom. Instruction is designed to meet the needs of students at various levels of English proficiency. Language and culture taught in the ESL program reinforce skills and concepts taught in all areas of the regular curriculum. For further information concerning ESL, call the coordinator of English as a Second Language, Office of Compensatory Programs and Remediation at 263-1077.