

**The Spectrum Grade Four curriculum is divided into the lessons and content learning listed in the Learning Goals Performance Objectives listed below**

**Box 1: Class Description**

This year-long course covers the **Grade Four Reading** content noted below. Weekly certificated contact will be completed through direct personal contact with an HQ/certificated teacher in an on-site HC class. At least one state standard will be covered in this course.

**Box 2: Learning Materials**

The curriculum: Grade Four Spectrum Reading, books, supplies, materials, web-sites, and other sources used for this course are:

**Box 3: Learning Goals/Performance Objectives**

The Spectrum Grade 4 Reading Program is comprised of the following stories, which we will read, answer comprehension questions on, and learn the vocabulary of, according to the schedule noted.

**September:**

- A Morning in Maine . . . . . Page 2**
- A Slice of Ocean Life... 4**
- Grandpa’s Light Show... 6**
- Mysterious Lights... 8**
- The Land of the Northern Lights... 10**
- A Mancala Morning... 12**
- It’s All a Game... 14**
- Birthday Breakfast... 1**

**October:**

- Plenty of Pancake... 18**
- Ready for a New Friend... 20**
- A Big Decision... 22**
- Not Just Monkeying Around... 24**
- Monkey Training... 26**
- Soccer Summer... 28**
- Play Ball!... 30**
- Quick Feet and a Big Heart... 32**

**November:**

- Scoring a Goal... 34**
- Applecreek Orchard... 36**
- To Market, to Market... 38**

**Bees in the Trees... 40**  
**An Apple a Day... 42**  
**A New Virginia Home... 44**  
**A Long Way Home... 46**

**December:**

**The Wild Side of the Trail... 48**

**A Friendly Hike... 50**  
**On the Right Track... 52**  
**A French Connection... 54**  
**Tower Power... 56**  
**Impressive Paintings... 58**  
**A Museum Fit for a King... 60**  
**Seeing the World Through Different Eyes .. 62**

**January:**

**An E---mail from Overseas... 64**  
**Racing for the Yellow Jersey... 66**  
**Eat to Compete... 68**  
**The Peregrine Project... 70**  
**Keeping an Eye on Peregrine Falcons... 72**  
**Falcons in the City... 74**  
**The World of Tomorrow... 76**  
**A Fair to Remember... 78**

**February:**

**What a Thrill!... 80**  
**The Story of a Quilt... 82**  
**Patchwork History... 84**  
**The Mystery of the Quilt Codes... 86**  
**Make Your Own Quilt... 88**  
**A Musical Discovery... 90**  
**Trumpet Talk ...92**  
**King of the Trumpet... 94**

**March:**

**For the Love of Jazz ...96**  
**A Bebop Afternoon... 98**  
**Plants on the Move...100**  
**Make Your Own Terrarium.. 102**  
**A Special Garde... 104**  
**Something in the Air.. 106**  
**A Family Decision...108**  
**A Library Expedition... 110**

**April:**

**The Wolves Are Back!... 112**  
**Geyser Capital of the World... 114**  
**A Natural Beauty ...116**  
**Mars Mission ...118**  
**The Mysteries of Mars ...120**  
**Space Travelers ...122**  
**A Friendly Lesson ...124**  
**Sink or Swim... 126**

**May:**

**Flood Watch! ...128**  
**The Flood of the Century... 130**  
**Career Day ...132**  
**The Wright Stuff ...134**  
**The World Underwater... 136**  
**E---mail Advice ...138**

**June:**

**The Trail West ...142**  
**The Riders of the Pony Express... 144**  
**Lone Star Camels ...146**  
**One Hump or Two? ...148**  
**Survivors in the Desert... 150**

**Box 4: Learning Activities**

The first four days of the week the student will complete a reading lesson from the reading curriculum mentioned above. The lesson will be taught to them, samples will be worked on the whiteboard or pencil & paper to make sure the student comprehends, and the student will then independently work through a daily assignment to make sure they understand and show the ability to complete the learning of the day. Any errors will be corrected. The fifth day of each week the student will learn to read by reading and being read to. This will include books from the list of books in the Learning Materials section above.

**(Make additions or deletions as you see fit.)**

### **Box 5: Progress Criteria, Methods of Evaluation**

Tell how you will decide if the student is mastering the learning goals you listed in the learning goals section above. Please copy the sentences in red. Delete any evaluation activities your child does not do.

Student monthly progress evaluation is made on the basis of weekly certificated contact, work samples, communications with students, communications with parents, and performance in on-site classes. It is electronically communicated to parents via WINGS. It is our goal that the student will accomplish approximately 10% of the goals of this course each month, September through June. The level of mastery expected is 70% or higher to progress. Methods of evaluation will include but are not limited to those below, under the direction of an HQ teacher:

- \* observation and/or correction of daily and/or weekly work and progress
- \* daily or weekly discussion of assignments, readings, writings
- \* correction of work done incorrectly
- \* portfolio kept of student work, at least weekly
- \* standardized testing (iReady, state assessments, Iowa Tests, etc.)

NOTE: Evaluation of progress items noted above with an \*, should be changed and adjusted to fit the specific age of the child, course being taken, etc.

**(Make additions or deletions as you see fit, to asterisks.)**

### **Box 6: Weekly Hours**

**Please estimate the number of hours your student will work on this course each week.**