

# Fourth Grade Curriculum Handbook



**Midland Public Schools**  
*Inspiring Excellence*



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*Inspiring Excellence*

## **Mission Statement**

The Midland Public Schools, in partnership with our community, prepares students as knowledgeable, self-reliant, cooperative and ethical learners who are contributing citizens.

## **Vision Statement**

Midland Public Schools provides a dynamic world class education that develops the unique talents of all students in a safe, secure and healthy environment.

- We commit ourselves to world class standards for student performance.
- We are agile and flexible so that we are able to adapt to new challenges and opportunities in this rapidly changing world.
- We are strong and financially stable. To sustain the organization, we effectively and efficiently use new and existing resources.
- We are effective partners with families, businesses and higher education, collaborating with diverse organizations to promote student success.

## **Welcome to Midland Public Schools**

The Midland Public Schools is a school district that works together to provide a challenging, inquiry-based education that encourages all stakeholders to be internationally minded, lifelong learners who positively impact the world.

This handbook provides you with grade level information about the Midland Public School's (K-5) curriculum. Our curriculum was developed using the Michigan Academic Standards. Written progress of achievement will be reported four times per year: November, January, April and June. Conferences are available in the fall and the spring to provide an opportunity to discuss your child's progress and an explanation of specific classroom learning. Progress reports and conferences are one of many ways through which we communicate your child's growth and learning. They provide information about areas of the curriculum assessed during a given period, including feedback about your child's successes in school, as well as areas for growth and improvement as we continue to reflect on the teaching-learning cycle within Midland Public Schools. Midland Public School's elementary assessment policy can be found at: <http://midps.org/pyp-policies>

# The International Baccalaureate (IB) - Primary Years Programme (PYP)

The Midland Public Schools follows the Primary Years Programme of the International Baccalaureate from preschool through grade five. The Primary Years Programme is a framework used with MPS curriculum. This research-based program allows for the integration of broad areas of knowledge through the development of curriculum which students find relevant, engaging, significant, and challenging. Learning, through inquiry and action, is the focus of the entire elementary school community. Using the Primary Years Programme framework, students are actively involved in their learning through an understanding of their own identity and are culturally aware, with the purpose of becoming responsible local, national and world citizens.

The PYP consists of five essential elements to guide student learning. These five essential elements are:

- **Knowledge** - which is both disciplinary, represented by traditional subject areas (language, math, science, social studies, arts, PSPE) and transdisciplinary
- **Concepts** - which students explore through structured inquiry in order to develop coherent, in-depth understanding, and which have relevance both within and beyond subject areas
- **Skills** - which are the broad capabilities students develop and apply during learning and in life beyond the classroom
- **Attitudes** - which contribute to international-mindedness and the wellbeing of individuals and learning communities, and connect directly to the [IB learner profile](#)
- **Action** - which is an expectation in the PYP that successful inquiry leads to responsible, thoughtful and appropriate action.

Taken from <http://www.ibo.org/en/programmes/primary-years-programme/curriculum/written-curriculum/>

The IB Primary Years Programme focuses on the development of the whole child as an inquirer, both in school and in the world around them. The program uses structured, purposeful inquiry to gain more knowledge and a deeper understanding of content. Students study units of inquiry, which are organized by six transdisciplinary themes. They are:

- **Who we are:** An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.
- **Where we are in place and time:** An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
- **How we express ourselves:** An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

- **How the world works:** An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
- **How we organize ourselves:** An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
- **Sharing the planet:** An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

From International Baccalaureate document *Making the PYP Happen: A Curriculum Framework for the International Primary Education*, 2009

More information about the Primary Years Programme can be found at:

<http://www.ibo.org/en/programmes/primary-years-programme/>

## IB Learner Profile

*The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.* – IB learner profile statement

The learner profile is the heart of the PYP, and it defines a set of attributes for students to show they are developing life-long learning and inquiry skills, and that they are aware of and sensitive to the experiences of others. The attributes described in the IB learner profile are appropriate to, and achievable by, all elementary students.

IB learners strive to be:

- **Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They

are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

- **Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

From International Baccalaureate document *Making the PYP Happen: A Curriculum Framework for the International Primary Education*, 2009

## Learner Profile Indicators

The learner profile attributes are expected from all students. They emphasize respect and responsibility to maintain and foster a safe and caring learning environment. These attributes are necessary for successfully developing globally-minded citizens.

Extending (EXT)	Exceeds expectations
Achieving (ACH)	Consistently and independently meets expectations
Developing (DEV)	Inconsistently and/or with reminders progressing toward expectation
Not Yet (NY)	Does not yet exhibit the expected behavior

## Letter Grades

A student's letter grade is determined by various factors including, but not limited to the following: classroom and homework assignments, teacher observations, tests, quizzes, projects and problem solving tasks.

A	Outstanding achievement
B	Good achievement
C	Average achievement
D	Minimal achievement
E	No achievement

## Academic Indicators on the Progress Report

A student's progress on the content expectations in each academic area during this marking period is reported using a 1-4 scale shown in the table below.

4	Learner demonstrates exemplary performance and understanding: takes action.
<b>3</b>	<b>Learner demonstrates solid performance and understanding that meet fourth grade standards.</b>
2	Learner is in the process of building knowledge and skills.
1	Learner is showing little or no improvement.
NA	Not assessed in this marking period.

## LITERACY

The fourth grade literacy program consists of reading, writing, listening, speaking, viewing, and presenting. These strands are interwoven and mutually reinforced across the curriculum.

### Reading

Reading is the process of constructing meaning from written language. Fourth graders will be expected to read both literature and informational text. Children will use the foundational skills and strategies introduced in previous grades to read fluently at grade level.

Students will be responsible for:

- Literature comprehension
- Informational text comprehension
- Foundational skills

#### 1. LITERATURE COMPREHENSION (constructs meaning from narrative text)

- Understands story elements (characters, settings, events, main idea, problems/solutions, theme, author's purpose, point of view)
- Uses appropriate reading strategies (prior knowledge, context clues, inferences, rereading, etc.)

#### 2. INFORMATIONAL TEXT COMPREHENSION (constructs meaning)

- Summarizes accurately
- Utilizes pertinent information
- Uses appropriate reading strategies (prior knowledge, context clues, identification of text type, skimming/scanning, inferences, rereading, etc.)

#### 3. FOUNDATIONAL SKILLS

- Reads with sufficient accuracy and fluency to support comprehension
- Applies grade-level phonics and word analysis skills in decoding words

# Writing

Writing is an essential form of communication. It is used across the curriculum. One way to foster development in writing is through the Writing Process. The Writing Process consists of Prewriting, Writing, Revising, Editing, and Publishing. Children will be encouraged to write in a variety of genres using the six traits (ideas, organization, word choice, sentence fluency, voice, and conventions).

Students will be responsible for:

- Narrative writing
- Informational writing
- Opinion writing
- Research
- Writing Process and Collaboration

## 1. NARRATIVE WRITING

- Writes narratives to develop real or imagined experiences or events using effective technique (dialogue, description, etc.)
- Incorporates well-chosen details
- Provides beginning, middle, end

## 2. INFORMATIONAL WRITING

- Introduces a topic
- Logically organizes the information
- Includes relevant facts, concrete details, specific examples
- Includes a concluding statement

## 3. OPINION WRITING

- Introduces a topic
- States an opinion
- Creates an organizational structure with logical ordered reasons
- Supports opinion with facts and details
- Includes a concluding statement

## 4. RESEARCH

- Conducts research projects based on focus questions
- Gathers relevant information from multiple sources
- Assesses the credibility and accuracy of sources
- Integrates information without plagiarism

## 5. WRITING PROCESS AND COLLABORATION

- Individually uses the writing process
- Works with others in the writing process

# MATHEMATICS

Mathematics is the science of patterns and relationships. It is the language and logic of our technological world. Mathematical power is the ability to explore, to imagine, to reason logically and to use a variety of mathematical methods to solve problems—all important tools for children’s futures. A mathematically powerful person should be in the process of developing the following Standards for Mathematical Practice:

1. Make sense of problems and perseverance in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

During the fourth grade year students will continue to reinforce and build upon their prior knowledge of math concepts. They will continue to move from concrete to abstract mathematical concepts using manipulatives to gain understanding. They will also practice skills for fluency. Being fluent with basic facts enables students to apply them more efficiently to solve problems.

## 1. FOUNDATIONAL SKILLS

- Fluency of basic facts (addition, subtraction, multiplication, division)

## 2. CONCEPTS AND PROCEDURES

- Use the four operations to solve multi-step and word problems less than or equal to one million
- Gain familiarity with factors and multiples
- Generate and analyze patterns which promote algebraic thinking
- Read, write and round multi-digit whole numbers less than or equal to one million
- Extend understanding of fraction equivalence and ordering
- Add and subtract fractions
- Multiply a fraction by a whole number
- Use understanding of fractions to solve word problems
- Understand decimal notation for fractions, and compare decimal fractions
- Make a line plot to display data
- Solve problems involving measurement and conversion of measurements
- Understand concepts of line and angle properties and angle measurement
- Draw and identify lines and angles, and classify shapes by properties of their lines and angles

## 3. PROBLEM SOLVING

- Solve real-world problems using a variety of methods

## 4. MATHEMATICAL COMMUNICATION

- Use words, mathematical symbols, or pictures to explain mathematical thinking
- Solve problems collaboratively
- Write about the math used, in addition to providing an answer



## SCIENCE

In fourth grade, students will be given opportunities to discover and reinforce scientific concepts. The scientific process skills will continue to be stressed and extended through the use of the following modular units: Earth in Time and Space, Survival of Plants and Animals, Properties and States of Matter, and Heat, Electricity and Magnetism.

Students will work toward the following learning standards for each science unit:

### SCIENCE PROCESSES

1. Makes observations, asks questions, makes predictions to further understanding
2. Collects and uses data as evidence to make predictions and draw conclusions

### 3. LIFE SCIENCE

- Understand that organisms have basic needs for survival
- Identify how variations in physical characteristics of individual organisms give them an advantage for survival and reproducing
- Identify organisms as part of a food chain or food web which can be effected by environmental changes

### 4. EARTH SCIENCE

- Understand that common objects in the sky have observable characteristics and predictable patterns of movement
- Explain how fossils provide evidence of the history of the Earth
- Compare and contrast life forms found in fossils and organisms that exist today

### 5. PHYSICAL SCIENCE

- Understand that heat, electricity, light, and sound are forms of energy
- Understand that increasing the temperature of any substance requires the addition of energy
- Understand that electrical circuits transfer electrical energy and produce magnetic fields
- Understand that all objects and substances have physical properties that can be measured
- Compare and contrast physical properties of matter
- Understand properties of magnets
- Identify objects that are good conductors or poor conductors of heat and electricity
- Explain how matter can change states by heating or cooling

## SOCIAL STUDIES

The fourth grade theme for the Midland Public Schools' social studies program is **Michigan History (Beginnings to Present)**. Students will focus on social studies knowledge (history, geography, civics, economics) concepts and skills related to the units of study.

Additionally, social studies concepts will be integrated across disciplines using multiple strategies and resources to foster students' ability to become responsible and participating citizens.

The major units of study are Early Michigan, Michigan Joins the United States, Michigan Grows and Michigan Today.

## AREAS OF ASSESSMENT

1. Understands the relationship between people and the environment
2. Understands the connection between causes and consequences
3. Understands how societies construct organizations and systems
4. Understands how geography and human experiences give a place its identity
5. Understands the role of public discourse, decision making, and citizen involvement

## ART

Art reflects vision, integrates knowledge, extends thinking, and creates standards of excellence.

Art instruction provides children with opportunities to develop their perceptions, appreciation and creative ability in the visual arts. Lessons and activities in fifth grade are designed to encourage creativity, self-expression, and commitment to quality. The art specialist and classroom teacher work cooperatively to teach art skills which are often applied in other curricular areas.

Students will be responsible for:

- showing originality
- respecting the work of others
- developing an appreciation for visual arts
- using supplies appropriately
- understanding purpose and use of materials and tools
- finishing projects independently
- creating art that has personal meaning
- creating art that has curricular meaning
- acquiring a vocabulary to describe works of art
- applying introduced skills and techniques
- participating cooperatively as an individual and group member
- following directions
- developing self-discipline
- committing to quality work
- developing the attributes of the Learner Profile

1. Shows cooperative behavior.

- 4 Encourages others to follow directions, use supplies appropriately and respect the work of others.
- 3 *Follows directions, uses supplies appropriately, respects the work of others.***
- 2 Follows directions, uses supplies appropriately, respects the work of others, with reminders.
- 1 Has difficulty following directions, respecting the work of others or using supplies appropriately.

## 2. Acquiring skills in art techniques and concepts.

- 4 Demonstrates self motivation to expand concepts and techniques taught.
- 3 **Consistently demonstrates an understanding of concepts and techniques taught.**
- 2 Generally demonstrates an understanding of concepts and techniques taught.
- 1 Has difficulty demonstrating an understanding of concepts and techniques taught.

## MUSIC

Music provides children opportunities for aesthetic expression and appreciation. The MPS elementary music curriculum provides experiences through listening, singing, movement, and the use of Orff instruments (e.g., mallet keyboards, etc.)

The curriculum is designed to provide increased awareness and appreciation of the elements of music. The music specialist and classroom teacher work cooperatively to complement other curricular areas where appropriate by integrating core concepts into a number of music activities.

Classes meet for thirty-five minutes each week.

Fourth grade vocal and instrumental music students will be responsible for:

- learning to match pitch vocally
- learning to keep a steady beat
- distinguishing between high - low, loud - soft, and fast - slow
- handling instruments with care, concern, and proper technique
- participating cooperatively in a group, while making individual contributions as well
- demonstrating an echoed rhythmic pattern
- learning to read written pitches within a limited range
- learning to read notated rhythms and accurately clap these rhythms
- learning to differentiate between steps, skips, and repeated tones
- learning to appreciate and enjoy a variety of musical styles and sounds
- performing with their classmates in appropriate school events (as determined by the music specialist and building principal)
- developing the attributes of the Learner Profile

### 1. Shows cooperative behavior

- 4 Demonstrates to other students the proper techniques for the use of instruments, consistently serves as a positive role model for other students, encourages other students to follow directions and value vocal music, participates with an enthusiasm and maturity beyond his/her age.
- 3 **Shows care and concern for proper handling of instruments, works well with others, consistently follows directions, participates with enthusiasm.**
- 2 Demonstrates an understanding of the use of instruments but does not always use good judgment, learning to work with other students, generally follows directions, participates.
- 1 Misuses instruments, mistreats other students, does not follow directions, does not participate.

## 2. Acquiring pitch skills

- 4 Is able to exceed the grade level standard for pitch matching, and can make proper adjustments to intonation errors.
- 3 Is able to achieve the grade level standard for pitch matching.**
- 2 Shows an understanding of the challenges in pitch matching and is working toward achieving the grade level standard.
- 1 Is not yet able to match pitch and struggles in making progress toward this goal.

## 3. Acquiring rhythm skills

- 4 Is able to exceed the grade level standard for keeping a steady beat, and can make proper adjustments to tempo/pulse errors. May also indicate comfort with compound rhythmic figures and subdivisions beyond grade level standard.
- 3 Is able to achieve the grade level standard for keep a steady beat and rhythmic subdivision.**
- 2 Shows an understanding of the challenges in keeping a steady beat, and is working toward achieving the grade level standard.
- 1 Is not yet able to keep a steady beat and struggles in making progress toward this goal.

## PHYSICAL DEVELOPMENT

Each week students develop sports related skills and maintain fitness with the help of the physical education specialist and the classroom teacher. During this time, students will participate in activities designed to introduce sport-specific skills, as well as refining such fundamental skills as skipping, throwing, catching and jumping. Students are expected to follow the rules of the games, demonstrate cooperative team effort, and sustain physical activity. Health topics are also a component of the physical education/development curriculum.

Students will be responsible for:

- acquiring and maintaining physical fitness
- sustaining physical activity
- showing cooperative behavior
- following directions of the game/activity/instructor
- displaying good sportsmanship
- using equipment appropriately
- participating in physical activities
- acquiring sport-specific skills
- identifying ways to prevent transmission of germs that cause communicable diseases
- developing a plan that incorporates exercise, sleep and rest in the daily routine
- listing signs of stress and describing positive ways to handle stress
- examining nutritional contents of snacks and selecting examples of healthy snacks
- developing the attributes of the Learner Profile

### 1. Acquiring sports skills.

- 4 Exceeds expectations in cooperative team effort and sport-specific skills.
- 3 Consistently demonstrates cooperative team effort and sport-specific skills.**
- 2 Inconsistently demonstrates cooperative team effort and sport-specific skills.
- 1 Has not demonstrated cooperative team effort or sport-specific skills.

2. Acquiring and maintaining fitness.
  - 4 Exceeds expectations in both effort and sustained physical activity.
  - 3 Consistently completes sustained physical activity.**
  - 2 Inconsistently completes sustained physical activity.
  - 1 Tires easily during sustained physical activity.
  
3. Shows cooperative behavior.
  - 4 Encourages others to follow directions and work with others, display good sportsmanship and use equipment appropriately.
  - 3 Follows directions and works well with others, displays good sportsmanship and uses equipment appropriately.**
  - 2 Inconsistent in following directions and working with others, displaying good sportsmanship and/or using equipment appropriately.
  - 1 Has difficulty following directions and working with others, displays poor sportsmanship or misuses equipment.
  
4. Participates.
  - 4 Participates with enthusiasm.
  - 3 Consistently involved in appropriate activities.**
  - 2 Inconsistently involved in appropriate activities.
  - 1 Refuses to join in physical activities or shows little or no effort.

## SPANISH

Children today learn a world language through a different approach than their parents did with instruction being presented in Spanish. Language acquisition and learning about a different culture is much improved when students are taught in the language through a fun, meaningful and functional approach.

A young learner is more apt to make the most of learning a world language when pronunciation and flexibility in thinking skills (such as concept learning, problem solving and critical and divergent thinking) can be developed over time.

The core of Spanish instruction is made up of language skills (listening, speaking, reading, writing and viewing), as well as culture appreciation and some connections to the basic skills areas (such as mathematics, global awareness, language arts, music, physical activities, technology, art and science). Activities take into account different learning styles and abilities and include cultural games, songs, rhymes, storytelling, physical expression, and drawing. Developing listening comprehension in the fifth grade is a very important part of the communication process. Listening comprehension, speaking, storytelling and functional messages build the language base necessary for reading and writing.

At this level, reading and writing continue through the whole language approach as well as through exposure to phonics and sight words. Pair and group activities allow for extra practice and take place in a meaningful context. Listening, speaking, reading and writing are integrated into the instruction time throughout the year with one skill receiving more attention than others at various times.

Students will be responsible for:

- demonstrating knowledge of the sound of the consonants and vowels for spelling purposes
- developing booklets various topics
- reading using the whole language approach
- expressing likes/dislikes
- identifying and comparing how peers celebrate selected national holidays in the Hispanic cultures
- expressing and/or asking permission for personal needs
- responding to Spanish cues and directions
- enjoying literature, cultural activities and Hispanic music
- recognizing cognates
- developing the attributes of the Learner Profile

1. Demonstrates listening comprehension (following directions, repeating and responding)

- 4 Applies prior learning in new situation; follows verbal directions, repeats or responds consistently; responds accurately to verbal, total physical response or concrete clues; infers meaning by recognizing cognates, key words or phrases in limited unfamiliar contexts.
- 3 Follows verbal directions, repeats or responds; responds to simple verbal, total physical response or concrete clues; infers meaning by recognizing cognates, key words or phrases in familiar contexts.**
- 2 Follows some general verbal directions with limited repeating or responding; responds to limited simple verbal, total physical response or concrete clues; infers meaning by recognition of limited cognates, key words or phrases in familiar contexts.
- 1 Is not able to follow, repeat or respond to verbal directions; is unable to respond to simple verbal, total physical response or concrete clues; is unable to infer meaning by recognition of cognates, key words or phrases in familiar contexts.

2. Uses content through speaking, reading, writing

- 4 Produces words that correspond to objects, visuals, gestures and illustrations spontaneously; uses words and phrases independently; begins to apply learned structures to new situations in speaking or reading; copies and spells with accuracy and begins to write on their own.
- 3 Produces words on familiar topics that correspond to objects, visuals, gestures or illustrations; imitates modeled words and phrases and uses them independently in speaking or reading; writes consistently with accuracy.**
- 2 Produces some words that correspond to objects, visuals, gestures or illustrations in speaking; imitates some modeled words and phrases in speaking or reading; inconsistently writes with accuracy.
- 1 Is not able to produce words that correspond to objects, visuals, gestures or illustrations; is unable to imitate modeled words and phrases in speaking or reading; is unable to write with accuracy.

3. Demonstrates Hispanic cultural awareness

- 4 Demonstrates a solid understanding of Hispanic culture through re-enactment, written activity or authentic materials (i.e. music, food, literature, crafts); shows exemplary awareness of differences and similarities between the Hispanic and home cultures; independently applies cultural awareness.
- 3 Demonstrates a clear understanding of Hispanic culture through re-enactment, written activity or authentic materials (i.e. music, food, literature, crafts); is in the process of discriminating differences and similarities between the Hispanic and home cultures.**
- 2 Hesitant, but occasionally demonstrates an understanding of Hispanic culture through re-enactment, written activity or authentic materials (i.e. music, food, literature, crafts); is in the process of discriminating differences and similarities between the Hispanic and home cultures.
- 1 Does not demonstrate an understanding of Hispanic culture through re-enactment, written activity or authentic materials (i.e. music, food, literature, crafts); cannot discriminate differences and similarities between the Hispanic and home cultures.

4. Is a cooperative learner

- 4 Serves as a positive role model for others, invites involvement of peers in the learning process, consistently demonstrates initiative, shows consistent enthusiasm in classroom activities.
- 3 Makes eye contact with speaker and is an engaged listener, often demonstrates initiative, attempts new activities once introduced, volunteers often, contributes appropriately in learning activities.**
- 2 Inconsistently makes eye contact with speaker, is hesitant but occasionally tries new activities with assistance and/or encouragement, contributes to learning activities with prompting.
- 1 Rarely makes eye contact with speaker, seldom contributes to learning activities even with prompting, demonstrates uncooperative behaviors with teachers and classmates.