

A Parent's Guide to the Fourth Grade Curriculum

This synopsis can be used by parents to better understand the breadth and depth of the curriculum a student will encounter during fourth grade. Although curriculum is unique to each district, the objectives are created in alignment with the core content standards for the state of New Jersey. The concepts presented enable the students to develop the skills necessary for today and prepare them to succeed in the future. This brief overview may help you to guide your expectations for your child.

Reading and Language Arts

Students experience reading, writing, listening, and speaking in this Balanced Literacy Model. Students will read a variety of materials at varying levels of difficulty.

Major Objectives

Reading

- Develop an appreciation for diverse forms of literature
- Use inference and prediction skills
- Recognize narrative elements
- Classify, categorize, and summarize stories
- Identify various genres of writing
- Select and use appropriate reference materials to locate information
- Distinguish fact from opinion
- Understand cause and effect
- Apply knowledge of varied word recognition skills including phonics
- Become independent fluent readers

Language Arts

- Identify and write declarative, interrogative, imperative, and exclamatory sentences
- Identify nouns, pronouns, verbs, adverbs, adjectives, prepositions, and prepositional phrases
- Recognize both complete and simple subjects and predicates
- Use the elements of writing to create reports, creative writing, and journal writing
- Utilize computers and software materials
- Apply rules of grammar in daily writing and speaking

Handwriting

- Form all letters using cursive

Mathematics

Mathematics is taught using a hands-on discovery approach. Students are given daily opportunity to manipulate various teaching tools to formulate and understand mathematical concepts. Students arrive at the realization that there are multiple ways to solve a problem. Class discussion and cooperative learning are integral components of the program. Literature is also connected to the concepts through trade books. Skills are evaluated daily through oral and written performances. Written assessments are also administered at the completion of each unit.

Major concepts

- Identify properties of polygons
- Construct geometric figures
- Demonstrate knowledge of lines, segments, rays, and angles
- Calculate area, perimeter, and volume
- Display data using a variety of graphs
- Apply addition, subtraction, multiplication, and division strategies to multidigit numbers
- Solve open-ended problems
- Measure using metric units
- Compare and order decimals
- Compare and order fractions
- Complete computations using fractions

Basic Skills as Supplement to Math and Reading Instruction

Each year, the BSI Program is tailored to meet the needs and number of students serviced.

In the **Pull-Out Setting**, students leave their classroom to receive small group instruction. Careful scheduling and planning between the BSI and regular education teachers ensure that the students do not miss direct, whole-group instruction.

The **Team-Teaching Model** allows the students to remain in their regular education classrooms. Both the classroom and basic skills teachers assume responsibility for all students during ICS and plan accordingly based on the needs of the students.

Science

Earth: Rocks and Minerals

- Minerals and their Properties
- Weathering and Erosion
- Classification of Rocks
- Geographic Landforms

Life: Systems and Cycles

- Living Things and Classification
- Ecosystems
- Body Systems: Digestive, Circulatory, Respiratory, Nervous
- Plate movements

Physical: Force and Motion

- Identify screw, plane, lever, pulley, and inclined plane
- Explain effect of wheels and axels on pulleys, gears, and compound machines
- Show effects of friction and lubrication on objects

Social Studies

- Maps
- Native Americans
- Levels of government
- Historical people and their contributions to New Jersey and the nation
- New Jersey's role and the importance of the Revolutionary War
- New Jersey from colony to state
- Regions and landforms

Art

Students will study modern art through the works of American artist, Alexander Calder and French artist, Henri Matisse. The works of both artists will serve as the basis of two different projects of modern art. Students will also create a multicultural project about the Native American Indians.

Computers

Students learn the correct names and functions of computer hardware, basic Windows operation, keyboarding, and word processing. The Internet is used for research and the use of web sites. CD ROMs such as *Where in the World is Carmen Sandiego?* Students also become practiced in Power Point and drawing with the computer.

Music

Students continue to strengthen the skills learned in Grade 3. Voice tone will be an element that will be emphasized. Students will be able to hear the differences between different ensembles and instruments. Students will also continue to strengthen their writing skills. Students will also continue to work on vocal skills to prepare them for fifth grade chorus.

Library Curriculum

Students will use book parts including table of contents, index, glossary, and appendix. They will write a bibliography for a book source and understand the difference between print and non-print media. They use dictionaries, biographies, biographical dictionaries, encyclopedias, almanacs, atlases, and computers as resources for research. They also identify a variety of literary genres and literary terms in addition to using the Dewey Decimal System and advanced computer catalog searches to locate books.

Physical Education

Students will move with control and be able to change the effort or range of a skill to improve performance. They will modify and adapt skills in relation to body parts, other people, objects and boundaries. They will apply and adapt a skill to another activity. They will be able to make changes in body mechanics to improve performance. Students will apply game rules, safety rules and show sportsmanship in activities. They will explain and demonstrate the use of simple strategies, including player positioning, faking and dodging, and defending space. Students will discuss how fitness is affected by: intensity, frequency, heredity, training, diet. They will perform activities including all components of fitness.