

FOURTH GRADE CURRICULUM GUIDE



This booklet contains an outline of the instructional goals in each curricular area for fourth grade students at St. Joseph School. The topics are covered in a sequence that is responsive to the individual class of students. Overall, the philosophy of St. Joseph School emphasizes that learning is integrated, experiential, value-based and a foundation for continued and lifelong learning. Learning is designed to promote the spiritual, intellectual, social, physical and emotional growth of each unique child.

RELIGION

The religion program in grade four focuses on the Beatitudes, Ten Commandments and the Sacraments. Emphasis is placed on teaching various parts of the Mass and becoming active members of the Church. The incorporation of Christian values into our daily lives is a vital concern of the fourth grade program.

The following concepts and objectives are general outcomes of the fourth grade Religion program. Students will be able to:

- Understand the Beatitudes, Ten Commandments and the Sacraments
- Understand gospel values of service by studying the lives of people who have exemplified a Christian way of life
- Incorporate religious learning in relationships with family and friends
- Become active members of the Catholic community
- Develop personal set of Christian values
- Learn the parts of the Mass
- Apply knowledge of the Mass to enhance participation at Mass
- Develop an appreciation for the Bible by reading and studying various books of the Old and New Testaments

Text: This is Our Faith, Silver Burdett Ginn, 1998

LANGUAGE ARTS/LITERATURE

The fourth grade Language Arts curriculum emphasizes the continued improvement of writing skills and focusing on correct grammar, punctuation and spelling. Reading, writing and listening skills are integrated in the discussions and activities related to literature selections. Through a daily exposure to reading, students are encouraged to be lifelong readers. Students will be expected to complete a research project and paper.

The following concepts and objectives are general outcomes of the fourth grade Language Arts/Literature program. Students will be able to:

Writing

- Incorporate correct grammar, punctuation, capitalization, and spelling into their writing
- Construct well organized and effective 5 sentence paragraphs and 5 paragraph essays
- Utilize the 5-step writing process-rewrite, draft, revise, edit and publish
- Create a writing portfolio with samples of various types of writing, including narrative (fiction, autobiography), expository (reports, essays), and persuasive writings (editorials, advertisements)
- Use creativity and imagination to write poetry, short stories, and dialogue
- Gather information into a coherent research report
- Proofread and revise written selections

- Identify parts of speech - nouns, verbs, adjectives, adverbs, interjections, pronouns, prepositions, conjunctions and articles
- Increase vocabulary to broaden writing style
- Use daily journal writing to discover interests and share thoughts and ideas
- Produce and format compositions for specified audiences using available technology, such as using power point for presentations and word processing for essays to share with the class

Reading/Literature

- Read and identify stories and books of a variety of genre, including realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography and plays
- Compare and contrast the content and organization of various works-characterization, use of narration, use of dialogue
- Complete a monthly book report through independent reading
- Participate in class discussions about books in a respectful and cooperative manner
- Expand vocabulary through exposure to print
- Explain various literary elements-theme, character, setting, plot, tone and conflict
- Connect reading and writing through stories, journals, and book reports
- Develop comprehension skills and reading fluency
- Read for pleasure and for information
- Identify the structure of nonfiction texts to improve comprehension - description, compare and contrast, cause and effect

- Check and clarify for understanding of text
- Use information to form and refine questions and predictions
- Make and support inferences and interpretations about main themes and topics
- Summarize and make generalizations from content
- Explain how authors and illustrators use text and art to express their ideas
- Identify definitive features of literary forms, including realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, and plays
- Relate literary works and their characters, settings, and plots to current and historical events, people and perspectives

Listening and Speaking

- Apply appropriate communication skills to participate in group discussions, including listening, maintaining eye contact, taking notes and asking questions to ensure understanding
- Ask and respond to questions relating to oral presentations
- Organize, plan, and develop a 5-10 minute oral presentation on a research topic
- Demonstrate understanding of the listening process by summarizing and paraphrasing spoken messages
- Restate and carry out oral instructions
- Present oral reports to an audience using correct language and nonverbal expressions
- Identify and utilize methods to manage or overcome communication anxiety and apprehension

Research

- Formulate questions and construct a basic research plan—picking a topic, finding sources, documenting sources, taking notes, making an outline, and writing and revising a final paper, including bibliography
- Organize and integrate information from a variety of sources, including books, magazines, encyclopedias and the Internet
- Determine the accuracy and reliability of materials from various sources
- Cite sources using MLA notation
- Prepare and deliver an oral presentation based on research paper
- Take notes on a topic gleaned from nonfiction resources, then organize these into at least three subtopics, resulting in a final written research report that includes an introduction and conclusion, the correct citing of at least two sources, and is at least four pages in length

Text: Literature Works, Silver Burdett Ginn, 1997
Writers' Express, Houghton Mifflin Company, 1995
Voyages in English, Grade 4, Loyola Press, 1999

MATHEMATICS

The fourth grade Math curriculum involves securing a foundation of basic skills upon which to build, including basic math facts, graphs and working with time and place value. The curriculum expands and builds on these foundational skills investigating, regrouping, multiplication of larger numbers, division with remainders and the addition of fractions.

The following concepts and objectives are general outcomes of the fourth grade Math program. Students will be able to:

- Demonstrate mastery of basic facts (addition, subtraction, multiplication and division)
- Compare and order whole numbers, fractions, and decimals using concrete materials, drawings and mathematical symbols
- Solve word problems using time and the calendar
- Solve addition, subtraction, multiplication and division problems using currency, including making change
- Calculate, compare, and convert length, perimeter, area, weight/mass, and volume using English and metric systems
- Use estimation to solve larger problems and compare estimates to actual answers
- Solve equations for an unknown
- Build models of 2 and 3 dimensional shapes
- Compare geometric figures and determine their properties including parallel, perpendicular, similar, congruent and line symmetry
- Solve problems and formulate logical arguments about geometric figures and patterns

- Determine mean, median, mode and range with and without technology
- Collect, organize and display data using pictures, tallies, tables, charts, bar graphs, line graphs, line plots and stem and leaf plots
- Determine, describe and apply the probabilities of events
- Determine place value in larger numbers
- Use place value and regrouping in addition, subtraction, multiplication, and division problems
- Multiply 2 and 3 digit numbers
- Solve complex word problems using appropriate strategies
- Divide with one and two digit divisors and regrouping remainders
- Add and subtract fractions and decimals
- Explain and use operations and number properties, including commutative, associative, distributive and order of operations

Text: McGraw-Hill Math, 2002

SOCIAL STUDIES

The fourth grade program emphasizes geography and the changes of the earth's surface over the years. The five themes of geography are one of the focal points of the social studies curriculum. In fourth grade these themes unify the study of each of the regions of the United States. Additional topics, particularly significant current world events, are studied.

The following concepts and objectives are general outcomes of the fourth grade Social Studies program. Students will be able to:

- Identify major natural features of each region of the United States, including landforms and bodies of water – Northeast, Southeast, Midwest, Southwest and West
- Describe how landforms and bodies of water determine a region's natural resources, development of its industries and its economy
- Describe the five fundamental themes of geography – location, description of place, people and their environment, movement, and regions and apply them to each region studied
- Describe the geography and history of changes in the earth's surface
- Investigate and research a state of their choice and give an oral and written report
- Explore the concept of culture and its aspects - music, religion, language, traditions and holidays
- Investigate cultures of different countries through research and oral reports

- Use map skills and thinking skills in the study of the nations of the world, such as:
 - Find locations on a map using latitude and longitude
 - Read an elevation map to compare landforms across the United States
 - Explain the rotation and revolution of the earth and how it affects days, seasons, and weather
 - Read a road map
 - Read a timeline
 - Read a flow chart
 - Read circle and line graphs to compare data
 - Identify differences between a fact and opinion
 - Use reference books, such as encyclopedias to research topics
 - Use a map scale and read maps at different scales
 - Understand the relationship between cause and effect
 - Use an outline to understand main topics in a chapter and organize writing assignments
 - Read a time zone map

- Explain the importance of active citizenship through a study of local and national elections
- Describe the role of citizens in understanding current event topics
- Describe the difference between rights and responsibilities
- Identify the three branches of the national government and describe their functions
- Describe the three levels of government – local, state and national

- Describe the history, economy and industry, natural resources and natural features of each region of the United States
- Explain how the history of a region influences its growth and development

Northeast

- Explain how European colonies developed in America and why Europeans came to America
- Identify major causes of the American Revolution
- Identify reasons immigrants came to America

Southeast

- Describe how democracy developed in America, including the role of leaders such as Thomas Jefferson
- Identify the main ideas of the Declaration of Independence and Constitution
- Describe the Southeast region's dependence on slavery during the 1800's before the Civil War
- Identify major causes of the Civil War and the role of individuals such as Abraham Lincoln and Jefferson Davis in the Civil War
- Describe the effect of the war on the country, immediate and long-term

Midwest

- Explain the way of life of a pioneer family on the frontier in the 19th century, including the hardships they faced
- Investigate the dependence of early societies, such as the Plains Indians, on the natural resources in the region

Southwest

- Describe the culture of the Pueblo Indians
- Understand Spain's role in the development of the Southwest United States

West

- Describe how the Inuit used their environment to meet their basic needs
- Identify the importance of Sacajawea and Lewis and Clark to the growth of the West
- Understand the importance of the discovery of gold in the settlement of California
- Investigate Illinois – its geography, history, government, people and places
- Describe the role and responsibilities of the United States in international settings through studies of environmental topics such as deforestation, pollution and erosion
- Read historical stories and differentiate between fact and fiction
- Describe inventions and people, such as George Washington Carver and Thomas Edison
- Explain the changes inventions have had on individual daily life and the development of the American nation
- Describe the influence of individuals, including Martin Luther King Jr., to the formation of civil rights

Text: Regions Near and Far, MacMillan/McGraw Hill, 1995

SCIENCE

The fourth grade science curriculum focuses on observation and experimentation with real life phenomena. We undertake more in-depth studies of life, earth, physical science and the human body. An integral part of fourth grade science is laboratory and experimental activities. These occur in the Science lab, classroom and outside. These experiences help connect the Science curriculum to the students' every day lives. The fourth grade Science program includes seven strands – the structure and the tools of science, life science, earth science, weather and climate, physical science, the properties of matter and human health.

The following concepts and objectives are general outcomes of the fourth grade Science program. Students will be able to:

Structure and Tools of Science

- Know and apply the concepts, principles and processes of scientific inquiry
- Identify a design problem and propose possible solutions
- Develop a plan to address a specific problem
- Build and test a prototype of an experimental design and assess test results
- Report test design, process, and results to class
- Demonstrate ways to promote safety conducting science activities
- Explain why similar investigations may not produce similar results

- Explain why keeping accurate and detailed records is important
- Explain how technology is used in science for a variety of purposes
- Connect science topics to real life experiences and issues

Life Science

- Identify physical features of animals that help them live in different environments
- Compare and contrast animals' needs, body parts and behaviors
- Classify living things
- Compare and contrast vertebrates and invertebrates

Earth Science

- Describe and explain interactions of the earth's components – erosion, weathering and climate
- Describe how moving water, wind and ice have shaped the land
- Describe important natural resources
- Describe the importance of soil, rocks, minerals and energy
- Describe an individual's role in preserving natural resources
- Evaluate the world's problem with trash – what it is, how it affects resources and how individuals can solve this problem
- Identify and classify recyclable materials

Weather and Climate

- Identify natural cycles of the Earth's systems, i.e. weather patterns
- Describe what air is and how and why it moves
- Describe air pressure, wind speed, and direction
- Explain how water in the air affects weather
- Describe the cause of the seasons and factors affecting climate

Physical Science

- Describe magnets and magnetic force fields
- Describe static electricity and current electricity
- Describe how electric currents differ
- List various sources of electric current
- Evaluate the usefulness of electricity

Properties of Matter

- Describe how matter can be defined and measured
- Describe and explain the properties of solids, liquids and gases
- Compare and contrast physical and chemical changes

Health

- Describe benefits of early detection and treatment of illness
- Demonstrate strategies for the prevention and reduction of communicable and non-communicable diseases
- Describe health and safety methods that reduce the risk associated with dangerous situations

- Explain relationships between the environment and health
- Identify the circulatory, respiratory and excretory systems, and the functions of each system
- Differentiate between positive and negative effects of health related actions on body systems, such as drug use, exercise and diet
- Identify factors that affect growth and development - nutrition, self-esteem, family and friends

Text: McGraw-Hill Science, 2002

FOREIGN LANGUAGE – SPANISH

The fourth grade foreign language program extends and expands on the foundation built in previous grades. The Spanish program is flexible to adjust to different levels of competency among the students. Catholic prayers and traditions are incorporated in keeping with the religious nature of the school.

Goals in the fourth grade Spanish program are:

- Develop and increase their listening abilities
- Expand Spanish vocabulary
- Read and recognize new vocabulary and phrases
- Start basic sentence formation

The following concepts and objectives are general outcomes of the fourth grade Foreign Language program. Students will be able to:

- State his or her name to another person
- Use greetings and farewells
- Identify 6 classroom objects
- Identify basic shapes
- Identify 10 colors
- Know numbers 0 to 100
- Identify 10 fruits
- State likes and dislikes (me gusta) with learned vocabulary
- Recognize domestic animals and zoo animals
- Create short sentences which include animals, fruits and color
- Learn three Spanish songs

- Know parts of the body
- Recognize immediate family members
- Create a family tree
- Recognize months and days of the week
- Recognize Months
- Appreciate art forms, such as Flamenco dancing and Latin songs
- Recite the Spanish alphabet
- Make the Sign of the Cross
- Recite the Hail Mary
- Recite the Pledge of Allegiance in Spanish
- Recognize basic language patterns, i.e. forms of address, questions and case
- Respond appropriately to simple commands in the target language
- Respond to and ask simple questions with prompts
- Imitate pronunciation, intonation and inflection including sounds unique to the target language
- Recognize the written form of familiar spoken language and predict meaning of key words in a simple story, poem or song
- Infer meaning of cognates from context
- Copy/write words, phrases and simple sentences
- Describe people, activities and objects from school and home
- Use common forms of courtesy, greetings and leave, using language appropriate to the time of day and relationship - adult, peer, and parent
- Understand various elements of Hispanic culture - music, dance, folk art, visual art, drama and architecture
- Identify one or more art forms representative of Hispanic areas

- Construct one or more art forms representative of Hispanic culture

Text: Viva El Espanol, Learning System A Workbook,
Contemporary Publishing, 1992

FINE ARTS - MUSIC

In fourth grade basic music concepts are continued while more advanced techniques such as reading a single line melody on the recorder are covered. Fourth grade students continue the process of discovery into what makes music. Music of many lands and periods is introduced along with music from our own country's past. Students will put to use many of the concepts they have learned about rhythm, melody, form and notation.

The fourth grade students are involved in two music programs that are presented to school families and the community. Students are involved in these programs on many levels. The goal of these programs is to encourage students to share their talents in a unified group endeavor that displays pride in our school, personal pride, and magnifies the values of our Christian community.

The following concepts and objectives are general outcomes of the fourth grade Music program:

- Meter
- Note values
- Melody
- Harmony
- Form
- Tone color
- Music in early America
- Music of many cultures
- How songs travel
- Music for Liturgical celebrations
- Rhythm patterns

- Recorder
- Performance
- Seasonal Music
- Meter in 3
- The instruments of the orchestra
- The band
- Composers
- The conductor

Text: The Music Connection, Silver Burdett Ginn, 1998

FINE ARTS - ART

Areas of development in the fourth grade art program are:

- Identify and describe the elements of intermediate colors, contour, mass, three-dimensional volume and tint
- Identify the elements of space – the difference between two and three-dimensional space, negative and positive shapes and foreground, middle, and background space
- Identify the principles of proportion of head to body and person to house
- Identify the principles of rhythm and unity in arranging elements to create a feeling of a whole
- Create a visual work of art that demonstrates the knowledge and/or skill of designing an object or surface using geometric or organic elements through the use of repetition and pattern
- Sketching from man-made or natural objects and emphasizing proportion, as well as figure/ground relationships
- Use the appropriate tools and materials for a specific art process:
 - Drawing - colored pencils, graphite pencils, oil pastels and paper
 - Painting - tempera, watercolor, brushes and paper
 - Printmaking - water-based ink, brayer, carving tools, stencils, relief block and paper
 - Collage/assemblage - found objects, paper, glue/adhesives, cardboard, wood and tissue paper
 - Fiber - loom, burlap, needle, yard and shuttle

PHYSICAL EDUCATION

An effective physical education curriculum incorporates many aspects of physical, emotional, social and personal growth. The program includes the following components:

- 1) Emphasize the child as a whole person and exercise the mind as well as the body
- 2) Utilize a variety of learning strategies
- 3) Emphasize core skills, such as locomotion, throwing, and catching
- 4) Emphasize the development of lifelong physical fitness
- 5) Demonstrate good sportsmanship and cooperation as fundamental core values
- 6) Emphasize participation in all sports – individual as well as team

The following concepts and objectives are general outcomes of the fourth grade Physical Education program. Students will be able to:

- Chase, flee, and dodge particularly in regard to stationary objects and moving people
- Kick and dribble a ball
 - Dribble around stationary and moving object
 - Kick a moving and stationary ball
- Throw and catch
 - Overhand/underhand throw
 - Throw for distance
 - Throw a chest pass and bounce pass
- Strike and volley an object
 - Hit or volley a moving or stationary object
 - Play a volleyball game within the rules of the game

- Use small apparatus – scooters, hoops and wands
- Strike or hit a ball
 - Hit a ball off a batting tee
 - Hit a slow pitched ball
- Throw a ball into a hoop
 - Perform a lay-up with their dominant hand
 - Shoot the ball at the hoop at different distances
 - Play a game of basketball
- Establish good sportsmanship habits
 - Put forth full effort
 - Encourage teammates without negativity
 - Be courteous of each other
- Develop individual physical fitness level
 - Cardiovascular endurance
 - Muscular strength
 - Flexibility
 - Demonstrate outcomes of regular and daily exercise
 - Increase exercise duration and stamina

COMPUTER

The Computer curriculum incorporates, in a sequential and stepwise fashion from kindergarten through eighth grade, incorporates classroom strategies and student activities that promote the following core foundational skills – keyboarding and word processing. Students are encouraged to enhance individual skill levels and to continue to improve independently. Students are also encouraged to develop cooperative classroom skills of patience and mutual respect. The computer curriculum emphasizes lifetime skills of research, writing and document development.

The following concepts and objectives are general outcomes of the fourth grade Computer program. Students will be able to:

- Use input and output devices correctly - mouse, keyboard and printer
- Discuss common uses of technology in daily life and identify the advantages and disadvantages
- Enhance keyboarding skills of speed and accuracy
- Produce effective Power Point presentations
- Create basic spreadsheets and graphs
- Design and produce a brochure on a classroom topic
- Evaluate the source of information from the web - appropriateness, bias, relevance, comprehensiveness, accuracy and intellectual property

LIBRARY

The following concepts and objectives are general outcomes of the fourth grade Library program:

- Reinforce the use of periodicals as reference tools
- Understand and apply card catalog skills
- Utilize individual reference tools: author books, biographical dictionaries, gazeteers, atlases and almanacs
- Use the proper form of a bibliography
- Develop encyclopedia skills
- Develop an understanding of the Dewey decimal classification System.
- Appreciate different literary genres

Terms, concepts and skills that are introduced and reinforced:

Glossary

Anthology

Frontispiece

Author

Reference tools

Preface, foreword and introduction

Biographical dictionaries

Verso page

Gazetteers or geographical dictionaries

Dialogue

Catalog cards: author, title and subject

Decoding information on a catalog card

Cross-reference

HOMEWORK

Students in fourth grade should continue to read 30 minutes or more per night. In addition, written homework assignments will be required that should typically require about 40 minutes to complete; however, this may vary slightly when long term projects such as book reports or research projects are assigned. If notebook paper is to be used, it must be wide-ruled (not college-ruled.) Student's first and last names and the date should be included on all homework. Blue and black inks only are acceptable (no markers or gel rollers). Math assignments must be done in pencil. All work must be neat and clearly legible and no doodling or extra artwork should be present.

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