



# 4th GRADE

## Curriculum Overview

Kristen Pratley  
Principal  
Carrie Wendell  
Dean of Teaching and Learning

### Reading

Reading is a process of constructing meaning from written language. Learning to read is an active process involving interactions between the child and the print, enabling the reader to build meaning. Children learn to use a variety of strategies to derive meaning from print and to view reading as enjoyable.

#### **Students will work toward:**

- continuing to use a variety of strategies to unlock meaning (e.g. context, phonics, etc).
- becoming fluent readers at their instructional level (e.g reading at an appropriate rate, reading smoothly, reading with expression and attending to punctuation).
- summarizing fiction and nonfiction.
- applying knowledge of characters, setting, events, problems and solutions, and themes in a story.
- understanding implied meaning and drawing conclusions.
- making inferences.
- synthesizing to develop new meaning.
- constructing meaning from fiction/nonfiction text.
- choosing various types of reading material at their independent reading level.
- making personal and real world connections to the text and between two different texts.
- reading for pleasure.
- interpreting information presented visually, orally, or quantitatively, (text features).
- determining main idea and supporting details.

### Writing

Students will experience the process of writing in the genres of Narrative, Informational, and Opinion writing as aligned in the Common Core State Standards. The philosophy and principles of writer's workshop create a learning environment that provides students with the following ideas.

#### **Students will work toward:**

- gaining independence in creating narrative, opinion, and informational pieces.
- applying convention skills (e.g. capitalization, punctuation, grammar, etc.).
- finding evidence to support reasoning.
- being able to revise a piece for style, organization, elaboration, etc.
- structuring of sentences and paragraphs.
- using the writing process to develop a piece.

### Social Studies

Students will study the principles of our national government. They will also learn about the five regions of the United States, identifying key geography, economics, and historical aspects within each region.

#### **Students will work toward:**

- understanding the economy and governments of our nation.
- locating and describing human and physical characteristics of major U.S. regions and comparing them to the Great Lakes region.
- understanding the past and present in each region of the United States.
- explaining why people form governments and how citizens participate.
- understanding land use in the region and how to positively interact with the environment.
- demonstrating the ability to identify and use different maps of the United States.

## **Math**

Mathematics instruction is facilitated by a comprehensive curriculum that maintains a balance between the development of math concepts and basic skills. Students apply basic math skills while working on meaningful and challenging tasks. Students study traditional math curriculum as well as estimation, geometry, measurement, patterns and relationships, algebra concepts, and statistics and probability at an appropriate level.

### **Students will work toward:**

- generalizing place value understanding for multi-digit whole numbers and decimals.
- solving and explaining problems using objects, pictures, words, and numerals.
- applying a variety of problem solving strategies.
- describing mathematical thinking verbally, in writing, and with pictures.
- learning to compute accurately using whole numbers, fractions, decimals, and money.
- using graphs, tables, and charts to represent and interpret data.
- measuring accurately in both customary and metric units using a variety of tools.
- mastering multiplication and division facts.
- understanding and drawing geometric shapes including measurement of angles.
- generalizing, analyzing, and continuing patterns.

## **Science**

Students will be actively involved in science experiences. They will be working to attain the knowledge and process skills they will need to understand the world around them. Our science curriculum utilizes the Mystery Science units below, which are aligned with Next Generation Science Standards.

### **Students will work toward:**

#### **Structure, Function and Survival (Life Science)**

- constructing an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- using a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

#### **Processes That Shape the Earth (Earth Science)**

- identifying evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
- Making observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
- analyzing and interpreting data from maps to describe patterns of Earth's features.
- obtaining and combining information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- generating and comparing multiple solutions to reduce the impacts of natural Earth processes on humans.

#### **Energy and Waves (Physical Science)**

- using evidence to construct an explanation relating the speed of an object to the energy of that object.
- making observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- asking questions and predicting outcomes about the changes in energy that occur when objects collide.
- applying scientific ideas to design, test, and refine a device that converts energy from one form to another.
- developing a model of waves to describe patterns in terms of amplitude and wavelength and that waves can

## **Technology**

### **Program includes:**

- COMMUNITY: developing a community of tech users that think of others before themselves
- CODING: Intentional use of vocabulary and strategies to solve given problems
- COMMUNICATION: routinely use email focusing on effective and efficient communication
- COMMUNICATION: improved communication through typing
- COMPUTER AIDED DESIGN: understand the vocabulary and tools to design online

## **Art**


### **Program includes:**

- ELEMENTS of ART: Shape, Color, Value, Texture, Line, Form, Space
- DRAWING: contour, gesture, observational portrait, still life
- VALUE TECHNIQUES: blending, hatching, cross-hatching,
- COLOR THEORY: color mixing, tint, shade, color schemes (warm/cold)
- CERAMICS: pinch pots, coiling, slab, texture, attaching
- MATERIALS CARE: use, cleaning, storage

## **Music**

### **Program includes:**

- RHYTHM READING: with percussion instruments
- NOTE + RHYTHM READING: with boomwhackers, bells, xylophones
- SINGING: songs in major and minor keys
- DEVELOPMENT OF INDEPENDENT MUSICIANSHIP: especially with pianos
- CONNECTING: Connecting music to cultures, societies, events etc.
- PERFORMING & SELF-EVALUATING

	<p>cause objects to move.</p> <ul style="list-style-type: none"> <li>generating and comparing multiple solutions that use patterns to transfer information.</li> <li>developing a model to describe that light reflecting from objects and entering the eye allows objects to be seen.</li> </ul>	
<p><b><u>Fit For Life</u></b> Program includes:</p> <ul style="list-style-type: none"> <li>Heart Adventure Course</li> <li>Heart, Lungs and pulse</li> <li>STRENGTH: station work including jump rope, push-ups, and other strength exercises</li> <li>Football Skills: throwing, catching, game activities</li> <li>Soccer: juggling, dribbling, passing, trapping and game activities</li> <li>NUTRITION: basic nutrition and water consumption</li> <li>Above the Line behavior</li> <li>EFFORT: best effort and positive attitude towards activities and other students</li> </ul>	<p><b><u>Media Center</u></b> Program includes:</p> <ul style="list-style-type: none"> <li>BOOK CARE: Responsible book care</li> <li>LIBRARY ORGANIZATION: areas of the library, using signs, visual helpers &amp; displays</li> <li>LIBRARY SKILLS &amp; BOOK SELECTION: using call numbers, book location, Dewey Decimal System, types of books &amp; subjects in nonfiction, Destiny use, Sora, book selection strategies, “just right for me” selection strategies, establishing a purpose for book selection</li> <li>LIFELONG READING &amp; LITERATURE APPRECIATION: Children’s Book Awards, read alouds; listening to and enjoying books, genre (historical fiction, realistic fiction, fantasy fiction, mystery)</li> <li>RESEARCH: SOURCES &amp; ETHICAL USE: choosing reliable sources, Mel.org, World Book Kids, Britannica Encyclopedia, copyright, plagiarism, note-taking</li> </ul>	<p><b><u>Community Time</u></b> During this 20 minute daily meeting our students will:</p> <ul style="list-style-type: none"> <li>Have conversations about life skills</li> <li>Build Social Emotional Capacity</li> <li>Problem solve classroom problems</li> <li>Learn to problem solve and compromise</li> <li>Practice communication skills</li> <li>Build resilience</li> <li>Practice zones of regulation</li> </ul> <div style="text-align: right;">  </div> <hr/> <p>The Mattawan Board of Education does not discriminate on the basis of race, color, religion, national origin or ancestry, sex, age, disability, height, weight, or marital status, or any other legally protected characteristic in its programs and activities, including employment opportunities. Please contact the Assistant Superintendent of Business Services, 56720 Murray Street, Mattawan, MI 49071, 269-668-3361 with inquiries regarding nondiscrimination policies.</p>