

Fourth Grade Curriculum Overview



2009-2010

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GRADING SCALE

100 – 93	A	78 - 73	C
92 - 91	A-	72 – 71	C-
90 - 89	B+	70	D+
88 - 83	B	69 - 66	D
82 - 81	B-	65	D-
80 - 79	C+	64 and below	F

Homework Policy

Students are responsible for copying down assignments from the board in their own assignment notebook at the end of the day. Additionally, fourth graders are responsible for packing and bringing home the necessary materials in their backpacks everyday.

The expectation of a fourth grade student is that all assigned homework is turned in on time. If a student is absent on a day when homework is assigned he/she will have two extra days to turn homework in to the teacher. All students are responsible for completing their own homework. Parents are encouraged to check their child's homework. If the students are struggling with a concept, they are urged to make an appointment to meet with the teacher for assistance.

Please check and sign your child's assignment notebook each night after their homework is completed.

For everyday a student is late with an assignment, the student's grade will decrease by one letter grade.

One day late – the highest possible grade earned is a **B**

Two days late – the highest possible grade earned is a **C**

Three days late – the highest possible grade earned is a **D**

Four days late – the highest possible grade earned is an **F**

*Parents will be informed when a student has missed an assignment

Writing

Writing is taught as a process which includes pre-writing, drafting, revising, editing, and publishing. Several forms of writing will be identified and taught throughout the year.

During the year students will utilize the following genres of writing:

Letter Writing (Persuasive Letter)

Poetry (Poetry Book)

Persuasive (Persuasive Letter)

Narrative (Name Information)

Expository (Feature Article, Biographical Sketch, Book Review)

Independent Choice Writing (Quarterly back up writing)

The writing curriculum includes a balance between grammar, mechanics, and spelling while using the writing process to express ideas. Teachers use a developmental continuum of the six-trait writing model to help students improve their written language. Students will be using 6+1 traits with all forms of writing throughout the year. The traits include ideas, organization, word choice, voice, conventions, sentence fluency and presentation.

Language/Grammar/Spelling instruction is integrated as much as possible with the texts we are reading or in Writer's Workshop. Isolated grammar, vocabulary, and spelling lessons will be taught. Fourth graders learn about the basic parts of speech: nouns, verbs, adjectives, adverbs, prepositions, and about how they work together to form sentences.

Reading

The **Harcourt Trophies** Language Arts Program combines the five essential components of a scientifically research-based reading program. These components include: phonemic awareness, phonics, vocabulary, fluency, and text comprehension. Students are provided a variety of experiences to promote reading success. Teachers teach lessons to the whole class, in small groups of students, and individually.

Spelling

This is what a weekly spelling schedule may look like:

Day One: Administer the pretest and place on regular or alternate list

Day Two-Four: Teach/Model Spelling skills and strategies

Day Five: Posttest with Dictation Sentences

The students will be completing a spelling contract to practice their words. If there is a week with less than five days, the teacher will provide a shortened spelling list, less spelling activities, or they will not have a spelling contract to complete.

Math

Everyday Mathematics, the elementary school mathematics curriculum developed by the University of Chicago School Mathematics Project, is the adopted district math curriculum. Everyday mathematics content emphasizes the following content strands, skills and concepts:

Numeration

Operations and Computation

Data and Chance

Geometry

Measurement and reference frames

Patterns, Functions and Algebra

Please visit: <http://everydaymath.uchicago.edu/educators/4thgradecontent.shtml> for a list of each lesson for units 1-12.

Within the content of Everyday Mathematics, emphasis is placed on:

- A problem solving approach based on everyday situations that develops critical thinking.
- Frequent practice of basic skills through ongoing program routines and mathematical games.
- An instructional approach that revisits topics regularly to ensure full concept development.
- Activities that explore a wide variety of mathematical content and offer opportunities for students to apply their basic fact skills to geometry, measurement and algebra.

The Mastering Math Facts program (Otter Creek) will also be implemented within the math class. Students will use this program to increase their knowledge and recall of both multiplication and division facts.

Science and Health

Science is a discipline that follows a sequential process while investigating the natural world. We want to foster students' natural curiosity and help them learn to apply the scientific method while expanding their knowledge and skills. We will also be using the Pearson-Foreman Science textbook to support and illustrate concepts.

The units that are taught in science are:

Environments – The environment unit consists of making a terrarium, studying the effects of water on plants, studying the body parts of crickets, and an owl pellet dissection.

Rocks and Minerals – During the rocks and minerals unit the students study and test the properties of rocks, the rock cycle, and the types of rocks.

Circulatory and Respiratory System – The circulatory and respiratory unit consists of the students finding their own heart rate and pulse. The students will also be required to learn the different parts of the heart and the lungs.

Mystery Powders Unit - The goal of the mystery powders unit is to describe objects by their properties. The students will review the scientific process as they explore the properties of simple powders. Then students will identify mystery powders using these descriptions.

The health book is used throughout the year in between the major science units. In addition, a mini-unit on magnets and electricity is added to supplement the curriculum.

Social Studies

During the school year the students will study the different regions of the United States and the six strands of social studies (history, geography, social systems, economics, political systems and decision making). The five regions of the United States are the Northeast, Southeast, Midwest, Southwest, and the West. As the students explore the different regions, they learn how each region affects the way in which people live. Students will be given an opportunity to extensively study the state of Illinois from the same perspective. States and capitals will also be taught throughout the school year.

Speaking and Listening

Throughout the school year students will give presentations on various topics that correlate with the curriculum. Listening quizzes will be intergraded through the curriculum. Students will also be held accountable for listening and participating in classroom discussions.

Technology

The technology curriculum is a set of skill-based activities that are to be taught along with content areas, such as using graphs in *Excel* to teach mathematics, science or social studies. The curriculum is based on the National Education Technology Standards for students (NETS-s) by the International Society for Technology Education (ISTE). NETS-s are the guide that many districts use to plan their technology learning.

The curriculum has suggested activities based on curricular areas. Teachers can provide their own activities to teach and apply the skills. The assessment will measure the technology skills of the students.

All students in the district will be assessed in the 2009-2010 school year with a pretest and a post test. Grades 1-5 will be assessed in September, then again in May.

By the year 2012, all students in grades 2, 4, 8, and 10 will be scoring 80% on their grade level technology assessments.