

4th Grade Curriculum Guide



Riverside Public Schools District 96

www.district96.org

Dr. Jonathan Lamberson, Superintendent

63 Woodside Road

Riverside, IL 60546

(708) 447-5007 voice

(708) 447-3252 fax



A. F. Ames School

Colleen Lieggi, Principal

86 Southcote Road

Riverside, Illinois 60546

(708) 447-0759

Central School

Dr. Janice Limperis, Principal

61 Woodside Road

Riverside, Illinois 60546

(708) 447-1106

Blythe Park School

Robert Chleboun, Principal

735 Leesley Road

Riverside, Illinois 60546

(708) 447-2168

Hollywood School

Mindy Keller, Principal

3423 Hollywood Avenue

Brookfield, Illinois 60513

(708) 485-7630

Hauser Jr. High

Leslie Berman, Principal

65 Woodside Rd.

Riverside, Illinois 60546

708-447-3896

Language Arts

District 96 is committed to an integrated, holistic, and challenging language arts program, which includes high expectations in reading, writing, listening, speaking, spelling, and grammar. Success is provided at each child's developmental level through differentiated instruction. We believe in creating a low-risk environment that nurtures the joy and appreciation of language and life long learning.

A balanced literacy program is implemented to give students the tools to become independent learners. Open Court Reading and the school's leveled library serve as resources for the balanced literacy program. Balanced literacy provides and cultivates the skills of reading, writing, learning about words, thinking, listening, and speaking through the use of the following components:

Modeled/Shared Writing: *Teacher and students collaborate to write text; teacher acts as scribe*

- Develops concepts of print
- Develops writing strategies
- Supports reading development
- Provides model for a variety of writing styles
- Models connections among and between sounds, letters, and words
- Produces text that students can read independently
- Necessitates communicating in a clear and specific manner

Interactive Writing: *Teacher and students compose together using a "shared pen" technique in which students do some of the writing*

- Provides opportunities to plan and construct texts
- Increases spelling knowledge
- Produces written language resources in the classroom
- Creates opportunities to apply what has been learned

Independent Writing: *Students write independently*

- Strengthens text sequence
- Develops understanding of multiple uses of writing
- Supports reading development
- Develops writing strategies
- Provides opportunities to write authentically for audience and purpose

Reading Aloud: *Teacher reads selection aloud to students*

- Provides adult model of fluent reading
- Develops sense of story/text
- Develops vocabulary
- Encourages prediction
- Builds a community of readers
- Develops active listening
- Models strategies through think-alouds

Shared Reading: *Teacher and students read text together*

- Demonstrates awareness of text
- Develops sense of story or content
- Promotes reading strategies
- Develops fluency and phrasing
- Increases comprehension
- Encourages politeness and respect
- Promotes vocabulary development

Guided Reading: *Teacher introduces a selection at student's instructional level within flexible, small groups*

- Promotes reading strategies
- Increases comprehension
- Encourages independent reading
- Expands belief in own ability
- Promotes vocabulary development

Independent Reading: *Students read independently*

- Encourages strategic reading that is purposeful and active
- Increases comprehension
- Supports writing development
- Extends experiences with a variety of written texts
- Promotes reading for enjoyment and information
- Develops fluency
- Fosters self-confidence by reading familiar and new text
- Provides opportunities to independently monitor and clarify their own understanding

A Balanced Literacy Framework

Our goal in Riverside District 96 is to incorporate whole group, small group, and independent learning into everyday literacy experiences.

Most Support

Read Aloud

Teacher exposes students to rich, interesting, and varied text forms in order to build vocabulary, fluency, comprehension, and an appreciation of literature.

Shared Reading

Teacher provides explicit instruction of comprehension strategies, text forms (genres), fluency skills, word study, and vocabulary.

Guided Reading/Practice

Teacher leads small group work with text at student's instruction text level, addressing learner's specific needs determined through a variety of assessments.

Independent Reading

Students practice previously taught skills and strategies independently while reading for meaning. Teachers conference with students about their reading.

Least Support

WORD STUDY, VOCABULARY, SPELLING, and LANGUAGE
Integrated throughout the framework.

Most Support

Write Aloud

Teacher thinks aloud while composing text to model and familiarize students with the characteristics, style, and form of a chosen genre.

Shared Writing

Teacher and students collaborate to write text. Teacher writes while scaffolding students' language and ideas.

Guided Writing

Students plan and construct with teacher guidance. Students attempt to apply what has been previously demonstrated with support and validation from the teacher and/or group.

Independent Writing

Students take responsibility to write independently for different purposes using previously taught skills.

Least Support

4th Grade Literacy Goals

Reading

- Reads a wide variety of genres and for a range of purposes
- Reads fluently when reading aloud
- Effectively uses word solving strategies
- Acquires new vocabulary through reading
- Constructs meaning from text
- Uses strategies for comprehension
- Uses reading as a tool for learning in content areas
- Has developed favorite topics and authors that form the basis of lifelong reading preferences
- Sustains interest and understanding over long texts and extended periods of time
- Notices and comments on aspects of the writer's craft
- Independently chooses to read

Writing

- Writes for meaningful purposes
- Writes for specific audiences
- Presents ideas clearly with logical, well organized flow
- Includes elaboration, details, facts, and/or reasons that support the main idea
- Uses a variety of sentence types
- Uses an authentic voice
- Writes with vivid word choice
- Organizes writing with a logical structure
- Provides transitions to connect ideas
- Critically analyzes own writing and that of others
- Notices aspects of the writer's craft in texts and applies their knowledge to their own writing
- Rereads, rethinks, revises own writing for clarity
- Edits writing for correct conventions
- Uses conventional spelling in writing

Speaking and Listening

- Demonstrates a large speaking and listening vocabulary as well as knowledge of vocabulary that is used often in written pieces
- Makes meaningful contributions during class activities
- Speaks clearly and with expression
- Responds to questions with clarity and insight
- Is a confident speaker in classroom discussions
- Expresses oral ideas effectively

Math

Students are provided a curriculum that is rich in opportunities and materials for exploration, inquiry, and thinking, and is centered on learner needs. *Everyday Mathematics* is a research-based curriculum developed by the University of Chicago School Mathematics Project. The balanced math curriculum contains concepts that come from five major areas: Numbers and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability. The following information shows the instructional goals for each unit. However, these goals are adapted through differentiated instruction, based on each child's individualized learning needs.

Unit 1: Geometric Figures

Students will:

- Use a compass and straightedge to construct geometric figures (Beginning)
- Identify properties of polygons (Developing)
- Classify quadrangles according to side and angle properties (Developing)
- Name, draw, and label line segments, lines, and rays (Developing/Secure)
- Name, draw, and label angles, triangles, and quadrangles (Developing/Secure)
- Identify and describe right angles, parallel lines, and line segments (Developing/Secure)
- Know addition and subtraction facts (Secure)

Unit 2: Using Numbers and Organizing Data

Students will:

- Display data with a line plot, bar graph, or tally chart (Developing)
- Use the statistical landmarks median, mode, and range (Developing)
- Use the statistical landmarks maximum and minimum (Secure)
- Subtract multi-digit numbers (Secure)
- Add multi-digit numbers (Secure)
- Read and write numerals to hundred-millions; give the value of the digits in numerals to hundred-millions (Developing/Secure)
- Find equivalent names for numbers (Secure)

Unit 3: Multiplication & Division; Number Sentences & Algebra

Students will:

- Solve open sentences (Developing)
- Understand the function and placement of parentheses in number sentences (Developing)
- Determine whether number sentences are true or false (Developing)
- Solve addition and subtraction number stories (Developing/Secure)
- Use a map scale to estimate distances (Developing)
- Know division facts (Developing)
- Know multiplication facts (Developing/Secure)
- Understand the relationship between multiplication and division (Secure)

Unit 4: Decimals and Their Uses

Students will:

- Express metric measures with decimals (Developing)
- Convert between metric measures (Developing)
- Read and write decimals to the thousandths (Developing)
- Compare and order decimals (Developing)
- Draw and measure line segments to the nearest millimeter (Developing)
- Use personal references to estimate lengths in metric units (Developing)
- Solve 1- and 2-place decimal addition and subtraction problems and number stories (Developing)
- Draw and measure line segments to the nearest centimeter (Secure)
- Use dollars-and-cents notation (Secure)

Unit 5: Big Numbers, Estimation, and Computation

Students will:

- Use exponential notation to represent powers of 10 (Beginning)
- Know extended multiplication facts (Developing)
- Make magnitude estimates for products of multi-digit numbers (Developing)
- Solve multi-digit multiplication problems (Developing)
- Round whole numbers to a given place (Developing)
- Read and write numbers to billions; name the values of digits in numerals to billions (Developing)
- Compare large numbers (Secure)
- Estimate sums (Secure)

Unit 6: Division; Map Reference Frames; Measures of Angles

Students will:

- Identify locations on Earth for which latitude and longitude are given; find latitude and longitude for given locations (Beginning)
- Solve whole-number division problems (Developing)
- Express the remainder of a whole-number division problem as a fraction and the answer as a mixed number (Developing)
- Interpret the remainder in division problems (Developing)
- Name and locate points specified by ordered number pairs on a coordinate grid (Developing)
- Identify acute, right, obtuse, straight, and reflex angles (Developing)
- Make turns and fractions of turns; relate turns and angles (Developing)
- Use a circular protractor and half-circle protractor to measure and draw angles (Developing)
- Solve multiplication and division number stores (Developing)

Unit 7: Fraction and Their Uses; Chance and Probability

Students will:

- Add and subtract fractions (Beginning)
- Rename fractions with denominators of 10 and 100 as decimals (Developing)
- Apply basic vocabulary and concepts associated with chance events (Developing)
- Compare and order fractions (Developing)
- Find equivalent fractions for given fractions (Developing)
- Identify the whole for fractions (Secure)
- Identify fractional parts of a collection of objects (Secure)
- Identify fractional parts of regions (Secure)

Unit 8: Perimeter and Area

Students will:

- Make and interpret scale drawings (Beginning)
- Use formulas to find areas of rectangles, parallelograms, and triangles (Developing)
- Find the perimeter of a polygon (Developing)
- Find the area of a figure by counting unit squares and fractions of unit squares inside the figure (Developing/Secure)

Unit 9: Fractions, Decimals, and Percents

Students will:

- Use an estimation strategy to divide decimals by whole numbers (Beginning)
- Use an estimation strategy to multiply decimals by whole numbers (Beginning)
- Find a percent or a fraction of a number (Developing)
- Convert between “easy” fractions (fourths, fifths, and tenths), decimals, and percents (Secure)
- Convert between hundredths-fractions, decimals, and percents (Secure)
- Use a calculator to rename any fraction as a decimal or percent (Secure)

Social Studies

We seek to promote informed, responsible, and participatory citizens. In order to achieve civic competence, students will be provided a solid foundation in the areas of history, geography, economics, political science, and culture. The Scott Foresman Social Studies series guides daily instruction in the following content areas:

American Regions: The Northeast

- Land and Water
- People

American Regions: The Southeast

- Land
- People and Events

American Regions: The Midwest

- Land and Water
- People

Illinois

American Regions: The Southwest

- Land
- Resources
- People

American Regions: The West

- Land
- Life in the West

For more information, please visit www.sfsocialstudies.com

Unit 10: Reflections and Symmetry:

Students will:

- Add integers (Beginning)
- Rotate figures (Beginning)
- Translate figures (Developing)
- Use a transparent mirror to draw the reflection of a figure (Secure)
- Identify lines of symmetry, lines of reflection, reflected figures, and figures with line symmetry (Secure)

Unit 11: 3-D Shapes, Weight, Volume, and Capacity

Students will:

- Use a formula to calculate volumes of rectangular prisms (Beginning)
- Subtract positive and negative integers (Beginning)
- Add positive and negative integers (Developing)
- Estimate the weight of objects in ounces or grams; weigh objects in ounces or grams (Developing)
- Solve cube-stacking volume problems (Developing)
- Describe properties of geometric solids (Developing)

For more information, please visit <http://everydaymath.uchicago.edu/>

Science

We are committed to an integrated, hands-on, balanced approach to science education, which includes life, earth, physical, and environmental sciences. The Scott Foresman Science series guides daily science instruction in the following content areas:

Unit 1: Ecology (Food Webs)

Upon completion of this unit of study, students should be able to:

- Compare roles of producers and consumers
- Classify animals as herbivores, carnivores, and omnivores
- Give examples of various food chains
- Describe several food webs
- Compare and contrast a food chain and a food web

Unit 2: Energy (Simple Machines)

Upon completion of this unit of study, students should be able to:

- Identify several common forms of energy
- Explain how energy changes from one form to another
- Compare kinetic energy and potential energy
- Describe how different simple machines use energy
- Identify the simple machines that make up some compound machines
- Identify four kinds of energy and explain how each can change from one to another

Unit 3: Space (Planets)

Upon completion of this unit of study, students should be able to:

- Describe characteristics of the sun
- Compare and contrast the inner and outer planets
- Compare comets, asteroids, meteors, and meteorites
- Locate bodies in the solar system and identify their roles

Unit 4: Electricity and Magnetism

Upon completion of this unit of study, students should be able to:

- Explore the effects of electrical charge and matter
- Discover how objects get an electrical charge
- Learn how electric current flows
- Learn how electricity can be used safely
- Investigate the path of electricity in a series and parallel circuit
- Investigate how magnets act (north and south poles)

Unit 5: Senses

Upon completion of this unit of study, students should be able to:

- Investigate the sense of touch
- Learn about the nervous system
- Discover what role the nerve endings in your skin play
- Find out how the eye and ear works
- Learn how your tongue and nose gather information

Unit 6: The Scientific Method

Throughout the year, fourth graders will learn about and apply the following 8 steps of the scientific method:

1. Observation
2. Question or Curiosity
3. Library Research
4. Hypothesis
5. Experiment
6. Results
7. Conclusion
8. Communicate

For more information, please visit <http://www.sfscience.com/>

Physical Education

The goal of the physical education program is to improve physical fitness and skill levels, develop cooperative social skills, enhance positive learning experiences, and encourage a desire for life-long fitness. Students attend physical education class 2 days per week, and also participate in teacher-directed P.E. 3 days per week.

Through a variety of experiences involving individual and team sports, rhythmic activities, fitness activities, and games, students will:

- Demonstrate all fundamental locomotor and non-locomotor movements using correct form and apply during individual and team activities
- Develop control while performing manipulative skills
- Explain movement in terms of effort, flow, space, and time
- Demonstrate an understanding of spatial awareness and spatial relationships
- Identify and apply the components of good sportsmanship
- Work cooperatively and safely with others during physical activities
- Identify offensive, defensive, and cooperative strategies during individual and group activities
- Understand physiological indicators that accompany moderate/vigorous physical activity
- Identify activities that positively impact overall fitness
- Understand short and long term effects of exercise on the body
- Discuss the benefits of physical activities
- Explain the concepts of warm-up and cool down
- Demonstrate ways to resolve conflict during physical activities
- Participate in a variety of health-related fitness activities that will improve cardiovascular endurance, flexibility, muscular strength, and muscular endurance
- Perform the Presidential Fitness Testing to assess specific aspects of health related fitness and set a realistic goal for improvement
- Identify activities that can provide life long physical exercise

Art

The purpose of the art program is to improve creativity, enhance a positive learning experience, and to encourage a desire to embrace the area of art. Students attend art class once each week for 50 minutes. Through weekly art instruction, students will:

- Differentiate between positive and negative space in a piece of art
- Distinguish between figure and ground in a still life
- Recognize and use perspective
- Recognize rhythm created through repetition of art elements
- Compare moods in various portraits
- Understand a color wheel
- Identify secondary colors
- Investigate story, feelings, and ideas in a work of art
- Recognize there is a common vocabulary within the arts
- Select and use appropriate tools and materials to create 2-D and 3-D art
- Recognize the different characteristics of similar materials
- Use additional color principles, such as tints and shades
- Use an original stencil
- Create a ceramic sculpture using additive clay techniques
- Use a variety of tools and materials to create an original artwork: drawing, painting, printmaking, ceramics, and mixed media
- React to and evaluate performances/art works in a respectful, supportive, and knowledgeable manner
- Examine, describe, and discuss a wide range of master art work from different historical times and other cultures
- Draw conclusions about people, places, and times based on the visual images

Music

The intention of the elementary music program in District 96 is to engage each student on a journey of appreciation, understanding and exploration of the world of music. Students attend music class twice a week for 30 minutes each. Through singing, performing on instruments, improvising, moving, composing, reading, notating, listening, analyzing, describing, and evaluating, students in District 96 will grow in the knowledge, passion and joy of music.

The curriculum unfolds through six basic musical concepts; rhythm, melody, harmony, tone color, form and expressive qualities. Innate to the curriculum is a spiral effect where earlier concepts are reinforced and expanded.

Fourth Grade Music Curriculum

- Rhythm – syncopation
- Melody - major and minor tonality, musical alphabet
- Harmony - thick and thin texture
- Tone Color - orchestral instruments, recorder playing*
- Form - theme and variations
- Expressive Qualities - **style** - seasonal songs and celebrations for Veteran's Day and programs/concerts. Songs from other cultures.
dynamics - appropriate choice of dynamics
- History/Appreciation - Benjamin Britten's Young Person's Guide to the Orchestra

*All fourth grade students will play the soprano recorder. The cost of recorders has been figured in to the school fees. All students will be given a recorder when the unit begins.

Social/Emotional

The purpose of the social work classroom program is to engage students in activities that promote self-awareness, interpersonal skills, and responsible behavior. Thirty-minute lessons are administered monthly by the school social worker within the classroom setting. The following areas are addressed through story telling, artwork, role-play, and/or class discussion:

- Demonstrate the ability to respect the rights of self and others
- Identify and manage one's emotions and behavior
- Demonstrate how to work effectively with those who are different from oneself
- Identify and manage one's emotions and behavior
- Identify peer strengths

Notes