

Elementary Curriculum Outline



Grade 4

East Hills / Harbor Hill Schools Fourth Grade Program Overview

The fourth grade begins the intermediate years of elementary school. Fourth graders are expected to follow both oral and written instructions and complete work responsibly and independently. They must master, integrate, and apply the skills acquired in the early elementary grades. The students' abilities are evaluated through formalized state assessments in English Language Arts (ELA) in January, Mathematics in March, and Science in May.

The children continue to make the transition to independent students. They are encouraged to progress at their own rate and to achieve their personal best.

Mathematics, science, and technology programs build upon critical thinking and problem solving, involving students in inquiry, experimentation, and finding solutions.

Students in the fourth grade become more self-sufficient and able to organize their learning.

East Hills / Harbor Hill Schools Fourth Grade Program Outline

Reading / Language Arts

The fourth grade Reading / Language Arts Curriculum is directly aligned and supports the New York State English Language Arts Standards (ELA):

- Standard 1: Language for Information and Understanding
- Standard 2: Language for Literary Response and Expression
- Standard 3: Language for Critical Analysis and Evaluation
- Standard 4: Language for Social Interaction

Reading / Language Arts:

The fourth grade reading program focuses on the tasks of reading comprehension, listening, and writing. Students practice using parallel tasks embedded in the daily program. Students learn through group and individual activities such as guided practice and research projects. Critical thinking, interpretation, analysis, and organizational skills are taught through the use of novels and varied supplemental materials such as non-fiction literature.

Comprehension activities focus on:

- Questions and answers
- Note-taking
- Using and constructing graphic organizers
- Journal writing
- Listening to a passage and responding in oral and written form
- Vocabulary development

Language Arts:

The fourth grade language arts program focuses on refining reading, writing, listening, and speaking skills. Fourth graders cultivate written expression of thoughts and ideas through creative, descriptive, and expository writing.

Writing skills are applied across the curriculum and include work for math, science, and social studies:

- Research
- Note-taking
- First Draft / Final Draft
- Proofreading
- Editing
- Basic Grammar Skills
- Spelling and Mechanics

Social Studies

The Grade 4 Social Studies program is directly aligned and supports the applicable New York State Standards for Social Studies.

Standard 1:	History of the United States and New York
Standard 2:	World History
Standard 3:	Geography
Standard 4:	Economics
Standard 5:	Civics, Citizenship, and Government

The fourth grade core curriculum focuses on the student of New York State by exploring both local and regional history. New York's history and development are highlighted. Field trips to appropriate historical sites help to enrich the introduction to history.

Students are involved in a variety of activities that enable them to learn and understand major concepts, such as change, culture, environment, geography, identity, and current events.

Concepts that are explored:

- Change
- Culture
- Environmental Concerns
- Geography
- Current Events
- One's Role in the Community

Appreciation and enjoyment of New York State is the focus of this year.

Mathematics, Science and Technology

The Mathematics, Science, and Technology programs in Roslyn align and support the New York State Standards (MST):

- Standard 1: Analysis, Inquiry, and Design
- Standard 2: Information Systems
- Standard 3: Mathematics
- Standard 4: Science
- Standard 5: Technology
- Standard 6: Interconnectedness: Common Themes
- Standard 7: Interdisciplinary Problem Solving

Mathematics

In fourth grade, children continue to build on their basic skills. There is an emphasis on expanding reasoning skills, measurement skills, and using concrete manipulatives to determine solutions for challenging problems.

Students focus on:

- Whole Number Operations and Relationships
- Simple Fractions
- Decimals
- Geometry
- Graphs
- Measurement
- Solving Story Problems

Science

- Matter as part of physical and chemical changes, comparing and classifying reactions as physical and chemical changes
- The relationship between magnetism and electricity, how energy can change form
- Animal and plant adaptations, e.g., rainforests
- Star Lab – Locating constellations, study the meaning of star colors, interpreting the stellar legends of the Native Americans
- Earth's seasonal changes
- Study of the composition of the earth and its layers
- Weather / climate – an overview of the atmosphere
- Simple / complex machines

The classroom teacher and science teacher plan and work together on each grade level topic in order to provide the students with both concept material and hands-on exploration using these concepts. Emphasis is placed on learning through the steps of the scientific method.

Computer Program

The computer program is a collaborative effort between the computer teacher and the classroom teacher. Enriched activities have been planned to integrate the classroom curriculum into the computer lab. The utilization of the Internet and application software will be emphasized through the lessons. Keyboarding lessons will also be taught. A PowerPoint project will be completed.

The computer program will be supplemented with the same software and Internet access for the classroom.

Family Life and Sexual Health Education And Physical Education

The fourth grade programs in Health and Physical Education are aligned with and support the New York State Standards.

Standard 1:	Personal Health
Standard 2:	A Safe and Healthy Environment
Standard 3:	Resource Management

Health Education

Our health curriculum helps students work towards achieving a healthy lifestyle by providing current and age-appropriate information. The curriculum prepares students for a lifetime of good health while developing their life skills and building good character. In addition, the health curriculum is aligned with our district's wellness and food allergy policies. Students are introduced to state mandated information concerning HIV/AIDS.

Physical Education

The Physical Education Department enhances the growth and development of each student by providing experiences and challenges in the following areas:

- Review and refinement of basic skills
- The concept of team sports and team spirit
- Social and cooperative skills
- Team games
- Lifetime and leisure sports
- Fitness awareness and testing
- Safety

Library

The library program continues to promote an appreciation for all types of literature and to expand upon fundamental library and research skills. The library media specialist works cooperatively with the classroom teachers to link library skills to all content areas during the weekly thirty-minute period.

Included areas of study are:

- appreciating literature (fiction and nonfiction)
- utilizing appropriate resources
- demonstrating an understanding of library procedures and responsibilities
- locating books in the library, using the OPAC and other resources
- preparing a Works Consulted for research projects
- using computer technology for research

“Open Time” is available each morning to children for browsing, book exchange, and research.

Art and Music Programs

The art and music programs for the fourth grade align with and support the New York State Standards:

- Standard 1: Creating, Performing and Participating in the Arts
- Standard 2: Knowing and Using Arts Materials and Resources
- Standard 3: Responding to and Analyzing Works of Art
- Standard 4: Understanding the Cultural Contributions of the Arts

Art

The Art Program emphasizes creativity and self-expression. Students are encouraged to explore and employ a variety of techniques in order to develop a better understanding of spatial and visual relationships. Varied projects include:

- Drawing
- Painting
- Graphics
- Collages
- Sculptures

Music

Fourth graders are offered a variety of musical experiences from which to build a personal appreciation of singing, listening, and learning to play a musical instrument of their choice.

In vocal music, students' knowledge of the instruments of the orchestra and the role of the conductor prepares them for an introduction to opera. The choral music elective program, held before school one morning each week, provides opportunities for fourth and fifth graders to perform in school concerts.

Instrumental music is an elective program as well. Small group music lessons are given once each week for 30 minutes during the school day. Instruments can be chosen to be played in the band or orchestra, excluding piano and guitar.

Performances are held throughout the school year, giving the participants several diverse musical experiences.

Home – School Connection

The link between home and school is vital for all students. Strong ties can be established and maintained throughout the grades when they begin in the primary grades. Homework, discussion about field trips, and on-going communication between parent and teacher in the form of conferences and report cards are opportunities to strengthen this home-school connection. Students welcome parent involvement when there are good things to share. When, and, if, concerns do arise, the student, teacher, and parent are all on the same team.

Homework

Homework assignments are a reinforcement or extension of class work. In the intermediate grades, it is an opportunity to establish good student habits and skills, as well as to develop a sense of pride in students' work. Parents should encourage students to fulfill this academic responsibility by completing all assigned work.

Mutually setting up a schedule for homework and long-term projects is a way to let your child know that his/her work is important to you. In this way, he/she can do his/her personal best.

It is important that your child has:

- a quiet, well lit, distraction-free space in which to work
- time which is set aside for completing homework
- pencils, crayons, ruler, paper, and other basic supplies
- organizational aids that will keep work neat and accessible: (folders; book bag; pencil case; assignment calendar)

Field Trips

Students are involved in field trips that enrich classroom experience. Parents are notified of specific trips and asked to sign a consent form. Discuss these adventures with your child to enhance his/her learning as she/he shares experiences with you.

SPECIAL PROGRAMS

ELL (English Language Learner)

The make-up to today's classroom reflects the racial, linguistic, and cultural diversity of the world. Creating a classroom environment in which students' cultures are acknowledged and valued is a fundamental characteristic of the ELL/LEP program designed and implemented by the Roslyn School District.

Through immersion in the classroom, receptive and communicative competence is fostered. Instructional services and personal support are provided by a language development instructor. The ELL teacher offers language acquisition techniques in the form of a pull-out program that further promotes understanding and leads to more opportunities for verbal interaction both academically and socially.

Developmental Reading and Mathematics Programs

The Roslyn School District offers comprehensive developmental reading and mathematics programs providing intervention through intensive direct instruction reinforcing academic skills. A variety of strategies and techniques are introduced based on each child's learning style.

Our reading and math specialists work in a collaborative partnership with the classroom teacher to ensure that each child is consistently monitored and evaluated. Children in these programs meet in specially designed, small group settings. Teaching strategies and instructional materials parallel and support classroom instruction.

Special Education

Students with disabilities who are designated to receive special education services are educated in the least restrictive environment (LRE). This legal principle encourages the integration/inclusion of students with disabilities into regular classrooms, according to their Individual Educational Plans (IEPs).

The individual needs of each student are determined by the Committee on Special Education (CSE) made up of professional educators and parent representatives. The areas addressed through this program design are:

- Academic or educational achievement
- Social development
- Physical development
- Behavioral / management needs

Supportive services may include:

- Regular class placement with resource room assistance
- Speech / language therapy
- Physical therapy (total physical functioning)
- Occupational therapy (fine motor skills)
- Adaptive physical education (therapeutic)
- In-school counseling (individual or group)
- Itinerant services (visual / hearing impairments)

STANDARDS AND ASSESSMENTS

The Roslyn Public Schools are dedicated to the education of the children in our classrooms. Programs are carefully planned to embrace each unique learner. Diverse learning styles require a variety of instructional approaches to ensure student success. Assessments (e.g., evaluations; individual and group work; tests; portfolios; projects) are an integral part of the curricula in all grades to determine student performance and needs. On-going evaluation and individualized instruction, when needed, ensures that each student's work indicates that she/he is prepared for a variety of State Assessments in grades 3 – 8.

The New York State Resource Guides with Core Curricula provide teachers with specific guidelines for each grade in each subject. The scope and sequence in each content area continues to be updated by the state to align classroom instruction with the New York State Standards listed on the next page. The standards, embedded in the curricula, offer a continuum of skills and performance indicators in seven areas:

- English Language Learners (ELL)
- Social Studies (SS)
- Mathematics, Science and Technology (MST)
- Health, Physical Education, and Home Economics (HPE)
- The Arts
- Languages Other Than English (LOTE)
- Career Development and Occupational Studies (CDO)

Each State Assessment is designed to be an early indicator of how well students are meeting these standards.

The important thing is not so much that every child should be taught, as that every child should be given the wish to learn.

- John Lubbock

New York State Learning Standards

Below is a summary of the learning standards adopted by the Board of Regents. They define the expectations set for all students in the seven instructional areas, and provide the focus for the new state assessments for grades pre-K through 12.

The Arts

- Std. 1: Creating, Performing and Participating in the Arts**
- Std. 2: Knowing and Using Arts Materials and Resources**
- Std. 3: Responding to and Analyzing Works of Art**
- Std. 4: Understanding the Cultural Contributions of the Arts**

Career Development and Occupational Studies

- Std. 1: Career Development**
- Std. 2: Integrated Learning**
- Std. 3: Universal Foundations**
- Std. 3a: Career Majors**

Health, Physical Education, and Home Economics

- Std. 1: Personal Health and Fitness**
- Std. 2: A Safe and Healthy Environment**
- Std. 3: Resource Management**

Languages Other Than English

- Std. 1: Communication Skills**
- Std. 2: Cultural Understanding**

Social Studies

- Std. 1: History of the U. S. & New York**
- Std. 2: World History**
- Std. 3: Geography**
- Std. 4: Economics**
- Std. 5: Civics, Citizenship, & Government**

Mathematics, Science, & Technology

- Std. 1: Analysis, Inquiry, and Design**
- Std. 2: Information Systems**
- Std. 3: Mathematics**
- Std. 4: Science**
- Std. 5: Technology**
- Std. 6: Interconnectedness: Common Themes**

English Language Arts

- Std. 1: Language for Information and Understanding**
- Std. 2: Language for Literary Response & Expression**
- Std. 3: Language for Critical Analysis & Evaluation**
- Std. 4: Language for Social Interaction**