


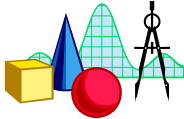



FOURTH GRADE CURRICULUM


TOPIC	TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
LITERACY Philosophy			
Reading	<i>How does literacy help me understand my world?</i>		
<ul style="list-style-type: none"> • Settings Defined • Minimum Expectations <p>Glossary of Literacy Settings</p>  <p>Pat, the proficient reader</p>	Read Aloud - 5 times a week Teacher Think Aloud or Shared Reading - 5 times a week Guided Reading (on or above grade level) - 2 times a week Guided Reading (below grade level) - 3 times a week Read and Relax (20 - 30 minutes) - 3 times a week Authentic Practice - 4 times a week		
Strategies	<i>Use Fix-up Strategies</i> <i>Determine Importance</i> <i>Connect Known to New</i>	<i>Use Fix-up Strategies</i> <i>Form Sensory Images</i> <i>Ask Question</i>	<i>Use Fix-up Strategies</i> <i>Infer Meaning</i> <i>Synthesize</i>
3-5 Parent Pamphlets	Determine Importance Connect Known to New	Form Sensory Images Ask Questions	Infer Meaning Synthesize Ideas
Writing - -Writing Workshop	<i>How does writing help me communicate my understanding of the world?</i>		
	<p>There are three essential components in a writing workshop: a mini-lesson, independent writing time, and time for a structured response. The teacher provides formal writing instruction through focus lessons that emphasize quality, content and form. The writing process emphasizes pre-writing, drafting, feedback/questioning, revising, editing and publishing/sharing.</p> <p>The time students spend on "assigned writing -prompts" is balanced with time students spend on "self-selected" writing. The ultimate goal of writing workshop is to develop lifelong writers with effective communication skills.</p>		
6 Traits of Writing	Conventions Ideas	Organization Voice	Word Choice Sentence Fluency

Genre	Narrative	Persuasive	Expository
Word Study	<p><i>Mastery of spelling patterns...</i></p> <ul style="list-style-type: none"> • Contractions such as <i>o'clock, you're, doesn't, haven't</i> • Long vowels in words like <i>trapeze, antelope, tune, drew, explode</i> • Compound words such as <i>good-bye, fireplace, t-shirt, everybody</i> • Special combinations such as <i>squeal, equal, bridge, chicken, pumpkin</i> • Possessives such as <i>mother's, animals'</i> • Suffixes such as <i>-ful, -less, -ment, -il, -ness</i> • Word endings such as <i>-ir, -ur, -al, -il, -le</i> • Homographs such as <i>record, present, content</i> • Homophones such as <i>steel and steal; bored and board</i> • Changing y to i in words like <i>prettiest, happiness, fries, studies</i> 		
Speaking & Listening	<p><i>Students will be able to....</i></p> <ul style="list-style-type: none"> • Communicate understanding of message with verbal and nonverbal signals • Follow multi-step oral directions • Participate productively in group activities, using appropriate rate and volume • Interpret audience's body language • Select message and delivery according to message and environment • Alter rate, volume, and amount of information as needed • Adjust speaking strategies as needed • Ask for clarification when appropriate • Use dialogue between senders and receivers to further communication 		
Literature	<p><i>Students will be able to....</i></p> <ul style="list-style-type: none"> • Identify various forms of literature • Identify setting and recognize its influence • Summarize sequence of events in a narrative 	<p><i>Students will be able to....</i></p> <ul style="list-style-type: none"> • Identify various forms of literature • Identify major and minor characters and their traits • Identify and explain meanings of idioms, similes, and metaphors • Identify dialogue, figurative language, foreshadowing, & flashback • Explain the effect 	<p><i>Students will be able to....</i></p> <ul style="list-style-type: none"> • Identify various forms of literature

		dialogue, figurative language, foreshadowing& flashback have on the meaning of the text	
Accessing & Acquiring Information			<p><i>Students will be able to....</i></p> <ul style="list-style-type: none"> • Understand that research can be formal or informal • Select and narrow a focus with teacher guidance • Locate and choose from primary and secondary resources with guidance • Plan presentation with awareness of situation and peers • Select, develop and use visual aids • Match formats of presentations to audience and purpose • Prepare presentation based on inquiry and research • Present information using selected formats
Handwriting Keyboarding	<p><i>Review and practice D'Nealian Cursive letters</i> <i>Keyboarding</i> Type to Learn 20 minutes, 16 days (4X week) <i>Focus: developing keyboarding skills, Level I</i></p> <ul style="list-style-type: none"> • Identify right and left hand zones • Use home row fingering • Use correct fingering to reach for letters & numbers 		

	<ul style="list-style-type: none"> • Use control keys: shift, enter, spacebar, delete, caps lock, arrows and backspace • Emphasis on accuracy over speed • <i>Type without looking at keys</i> • <i>Use correct fingering for punctuation key</i> • Achieve a Warp speed of 10 with 90% accuracy rate 		
MATH <u><i>Philosophy</i></u>			
Focus Areas 	<i>Number and Operation</i> <ul style="list-style-type: none"> • Addition and Subtraction • Multiplication (multiples, factors - prime) 	<i>Number and Operation</i> <ul style="list-style-type: none"> • Division • Place Value - Big Numbers 	<i>Geometry</i> <ul style="list-style-type: none"> • Identify/compare 3D shapes • Quadrilaterals, triangles, angles • Vocabulary of symmetry, perpendicular, parallel, intersecting • Concrete models • Visualizing and drawing • Coordinates
Problem Solving	Application of previously taught problem solving strategies	Draw a Picture Make a table or chart	Application of previously taught problem solving strategies
Objectives Assessed	<i>Students will be able to...</i> <ul style="list-style-type: none"> • Demonstrate mastery of multi-digit multiplication • Determine the area of simple figures by using multiplication • Demonstrate proficiency with multi-digit addition and subtraction • Estimate a reasonable 	<i>Students will be able to...</i> <ul style="list-style-type: none"> • Represent a problem and its solution by making a table or chart • Demonstrate an understanding of the value of the digits in numbers 1 to 1,000,000,000 • Estimate reasonable answers using compatible numbers 	<i>Students will be able to...</i> <ul style="list-style-type: none"> • Visualize and draw an object with a given set of attributes • Construct three dimensional irregular shapes from two-dimensional views • Identify, name, describe, and compare one-dimensional figures (lines, parallel lines,

	answer prior to calculation	<ul style="list-style-type: none"> • Demonstrate mastery of multiplication with money • Use divisibility rules of 3, 4, 6, and 9 (2, 5, 10) 	<ul style="list-style-type: none"> perpendicular lines, intersecting lines, line segments, and rays) • Plot points on a coordinate graph to create figures • Use protractor to measure and draw angles • Compare and analyze attributes of rectangular prism, triangular prism, sphere, and cube • Compare types of quadrilaterals, triangles and angles • Solve geometric problems using appropriate problem solving strategies
Parent Pamphlets	Trimester 1	Trimester 2	Trimester 3
SCIENCE <i>Philosophy</i>	K-5 Overview		
Inquiry 	Life Science Investigations Networking Questioning Understanding Involvement Responsible Citizens You	Physical Science Investigations Networking Questioning Understanding Involvement Responsible Citizens You	Earth Science Investigations Networking Questioning Understanding Involvement Responsible Citizens You
Content/Hands-On Learning	Fast Plants Rocks and Minerals Mystery Powders		

<u>THINKING ACROSS THE CURRICULUM</u>			
<u>HEALTH</u>			
Focus	Circulatory System Healthy Eating and Exercise		
<u>SOCIAL SCIENCE <i>Philosophy</i></u>			
Umbrella Questions – Big Ideas	<i>What defines a Region?</i>	<i>What defines a Region?</i>	<i>What defines a Region?</i>
Themes	Regions	Regions	Regions
Case Studies	Northeast and Southwest - Then and Now	Midwest and Illinois - Then and Now	Southwest and West - Then and Now
Inquiry 	<p>Place</p> <ul style="list-style-type: none"> • What are the unique human made and natural characteristics of the region? • What are the advantages and disadvantages for human habitation? <p>Location</p> <ul style="list-style-type: none"> • Where is the region? <p>Movement</p> <ul style="list-style-type: none"> • What physical movement has helped form this region? • How has geography affected interaction between this region and other regions? <p>Human Interaction with Environment</p> <ul style="list-style-type: none"> • How have people past and present interacted with the environment? • How do people adapt to change and depend on this region? 		
<u>Civic Virtues</u>	Diversity Patriotism	Diversity Equality of Opportunity Common Good	Diversity Justice Individual Rights Common Good
<u>ACADEMICALLY TALENTED</u>			
Project IDEA			
Parent Pamphlet	<u>Investigations</u> and <u>Imaginations</u>		
Honors Math			
Parent Pamphlets	<u>Trimester 1</u>	<u>Trimester 2</u>	<u>Trimester 3</u>
<u>SOCIAL EMOTIONAL GOALS</u>			

TEXTBOOKS	
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