

# Fourth Grade Curriculum Guide

## Our Mission as a Friends School

A handbook of the curriculum will always be a “work in progress,” a phrase that describes many aspects of schools with dynamic vision. We invite your comments so that we can continue to provide a clear and useful guide.

The curriculum at The Friends School of Atlanta is guided by the mission statement, which embodies Friends values (testimonies), and by developmentally appropriate practice. We believe that in educating children we are guiding them toward an awareness and appreciation of their own uniqueness. For this reason, our curriculum is concerned with all aspects of human development: intellectual, moral, aesthetic, physical, social and emotional. The process by which children learn is as important to us as what they learn.

Academic excellence is the ultimate goal, as we help each child discover the full range of her or his abilities. Teaching new ideas and skills helps us attain that goal by providing a link between the child’s present interests and abilities and his or her innate capacities. We want our students to appreciate that knowledge and understanding open countless possibilities for their lives. In the words of William Damon, Professor at Brown University, and nationally renowned thinker on the moral development of children:

*Children do best—intellectually, personally, morally—when they are striving for excellence. Any activity that encourages children to strive for excellence will enhance their motivation to learn, and any instruction that shows them how to achieve excellence will advance their competence. Children are inspired, not stressed, when faced with challenging tasks. They crave the chance to achieve something meaningful.*

## STUDENTS WILL LEARN ABOUT

- The six Quaker testimonies, Simplicity, Peace, Integrity, Community, Equality, Stewardship (SPICES), orally and through art and literature
- The purpose of Silent Meeting
- The “inner light” or “that of God” in each of us

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## STUDENTS WILL HAVE OPPORTUNITIES TO EXPERIENCE AND TO PRACTICE

### SILENCE

- Have strategies for settling into silence
- Use silence to reflect
- Use silence as part of conflict resolution
- Understand silence as something other and more than the absence of sound

### SIMPLICITY

- Recognize that sometimes the simple solution can be the best solution and learn to look for the simple solution

### PEACE

- Show awareness of the gift of thought and its power to create a happier and more peaceful life through actions, speaking and art
- Identify the physical and emotional feelings of being at peace
- Know and use strategies to restore personal peace
- Identify and express a range of emotions
- Use “I” statements in negotiating conflict
- Listen without interruption to someone else’s story/perspective
- Take responsibility for one’s words and actions
- Make and accept apologies
- Seek help at the appropriate time
- Walk away to disengage

### INTEGRITY

- Show awareness of one’s “healthy core” of good feelings, making good choices and understanding ourselves and others through actions, speaking and art

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- Recognize the connection and/or gap between personal values and actions
- Take responsibility for one's words and actions
- Embrace the courage to tell the truth regardless of consequences

## COMMUNITY

- Make agreements for peaceable cooperation within a community
- Problem-solve with the needs of the group in mind along with the needs of the self
- Act to assist and/or care for people in need

## EQUALITY

- Know how to respond when people are put-down or called names

## STEWARDSHIP

- Make use of daily habits that maintain the school facility and materials

# The Early Elementary Schooling Approach

Using developmentally appropriate practice, teachers allow children time to grow, explore, and discover. Our program meets varied learning styles by integrating a traditional learning model, in which teachers present skills, information and ideas directly to students, with a progressive model, in which teachers engage students in activities and processes to strengthen the child's abilities and skills. In a supportive and noncompetitive atmosphere, children develop as writers, speakers, readers and thinkers. Students conduct research, calculate, experiment, compute and solve problems. Our classrooms and outdoor gardens and habitat provide a stimulating environment so that experiential learning can take place.

Our curricula progress through a recurring spiral movement; that is, students are introduced to a broad range of topics, materials and skills, through which they cycle several times. In math, for instance, students work with geometrical and algebraic concepts at the same time as they learn arithmetical facts. The curriculum allows them to spiral around through these concepts again and again while developing mastery. In science, students may use the same

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skills in different units and in successive years, but expectations of breadth, depth and performance are different. At specified places and times in the program, teachers know when to expect mastery of particular skills.

The advantages of this approach within developmentally appropriate practice are numerous. It allows for more individualized instruction, since students can follow the spiral and develop at their own pace. For some, the light bulb will glow the first time through the unit, for others the third, for others, the fifth. For the student who has the “aha” experience the first time around, the next time, more challenging objectives are presented and expectations for that student are greater. This approach allows for a more coherent learning experience, because the unit can develop in an inclusive and connected fashion, rather than through isolated learning blocks. And this model more closely resembles how a person actually learns, which is through immersion, assimilation and adaptation while scaffolding new concepts and information.

True to Quaker educational practice, a spiraling curriculum can be forgiving and noncompetitive. The nature of the world we live in requires that our students learn the value of cooperation and collaboration. We encourage them to learn from one another by working together on projects, by answering classmates’ questions and by listening to opinions, ideas and beliefs of others. The Friends School of Atlanta wants students to understand and appreciate that they are positive and powerful individuals living constructively within a community of learners.

In sum, as the school seeks to support the Quaker values of peace and equality, we are led to strive for diversity in its student body, faculty and staff. This belief calls for the community’s continued support for and understanding of the impact that such diversity has on communications, teacher practice and student learning and curriculum development. We resonate with the words of the late Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching, and a prominent Quaker educator, in his last book, *The Basic School*:

*The most essential ingredient of an effective school—the one idea that holds it all together—is best described by the simple word “connections.” An effective school connects people, to create community. An effective school connects curriculum to achieve coherence. An effective school connects classrooms and resources to enrich the climate. An effective school connects life to build character.*

## Academic Subjects

### LANGUAGE ARTS

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## TEXT SELECTION

Houghton Mifflin *English*, Grade 4

*Handwriting Without Tears*, Grade 4

### Friends' Values

Friends' values and FSA's mission reverberate through the language arts curriculum, promoting self-esteem and honor and respect for the voices, talents and styles of each student to realize Friends' belief in the unique worth and value of each individual. The values of equality and community guide the selection of texts, themes and materials used in classrooms. Teachers make sure that literature represents a variety of voices in our culture in order to reflect the diversity of cultures within our community as well as to encourage students to develop a global view of culture. Teachers are content conscious when choosing literature for students to read or to put in classroom and school libraries. Teachers carefully review in advance content that depicts or sanctions violence, disrespect or inequalities among people, genders, ethnic or racial groups and sometimes reject texts for these reasons. Or, teachers may decide to use a provocative text as a teaching tool to encourage students to thoughtfully consider and clarify values or to focus on creating the kind of world that would not harbor violence. Friends' values encourage a climate of respect for each child's developing voice. Paula Lawrence Wehmiller, former principal of the lower school at Wilmington Friends School, writes: "Here at a Friends school, there is a place for the expression of the spirit. It is available to teachers and to children to cope with the unexplained, the mysterious, the larger forces at work in our lives (from "The Miracle of the Bread Dough Rising")." Finally, at the Friends School of Atlanta, teachers frequently model for students how to honor other students' work and ideas, in accordance with Friends values of integrity and equality. Listening respectfully, offering comments in a positive way and not comparing work with another student are all strategies that we commonly use in our classrooms to honor each person's thoughts, feeling and work.

## KEY CONTENT THEMES

The mission of the language arts program is for children to become confident and capable communicators through effective writing, reading, listening and speaking. We fulfill this mission by building on students' talents, interests and experiences and providing opportunities for mastery of basic skills. We honor each child by individualizing expectations through differentiation of instruction and assessment, by incorporating high interest, culturally diverse literature and by recognizing a variety of communication styles. We aspire to instill in each learner a love of language that sustains a lifelong process of learning. The Friends School of Atlanta approaches a language arts curriculum through a balanced language program that includes phonics instruction and rich language experiences. Developmentally appropriate instruction forms the core of the program. Skill-based activities and opportunities for dramatics and public speaking are provided to help students develop excellence in writing, reading, listening and speaking. The entire school strives to be

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a print-rich environment, with labels, posters and teacher- and child-made writings decorating the walls and class libraries. The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects inform our practice.

## LEARNING OBJECTIVES

The traditional skills of reading, listening, speaking and language arts (writing, spelling, grammar and handwriting) are taught in a developmentally appropriate manner to meet the varying levels of ability in each class. In the course of a day, students are involved in reading and language-based activities for as much 3 hours, with specific instruction ranging from an hour to an hour and a half.

### Reading

Friends School of Atlanta has adopted the “Reading Workshop” approach for teaching reading, authored by Lucy Calkins. We teach beginning readers decoding, phonics and sight words. Emergent readers also learn other strategies, such as context, syntax and picture clues, to decipher unknown words. Fluency in reading is a developing reading skill beginning in the early years. A typical reading period begins with a mini-lesson which introduces a specific skill or strategy followed by a period of independent or paired reading time. For example, the teacher may choose a comprehension strategy to explain, and ask students to practice this in their independent or paired reading time. At the end of the period, students gather back in the whole group to share examples of the strategy they used that day in reading. Teachers may use literature groups to allow students to share comprehension skills, new ideas, new vocabulary and elements of style.

Students will:

- Develop a love of reading and books.
- Read every day at school.
- Cultivate a knowledge and enjoyment of many types of literature: fiction, nonfiction, poetry, essays, biography, folk tales, legends, myths, mysteries and plays.
- Become proficient readers.
- Develop comprehension abilities and critical and analytical skills to learn to read for information.

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## Speaking

Effective speaking techniques are brought into the curriculum through opportunities to develop conversation, poetry reading, dramatic activities and public speaking. Students view the classroom as a place to share and collaborate, generating many opportunities for verbal interaction. Students learn how to be responsive listeners and speakers. Clarity of speech and focus of thought are emphasized. Dramatic or thematic celebrations provide a more public venue for showcasing verbal expression skills and students take pride in their accomplishments before an audience of other classes and/or parents. Some classrooms begin the day with singing, which develops a child's ear for musical language as well as the speaking qualities of rhythm, inflection, volume, articulation and pacing. Oral reports about books and projects allow students to practice proper body language and eye contact when addressing a group. Tone of voice, volume, pacing, and inflection are speaking skills taught at various points in the elementary program, with a view toward truthful and kind communication.

Students will:

- Use speech to vocalize needs and communicate effectively and appropriately in different situations.
- Learn oral language skills including articulation, inflection, volume, and tone of voice.
- Express ideas, thoughts, and opinions in discussions.
- Be provided opportunities for experiential learning through a range of expressive roles: retelling stories, reciting poetry, role-playing, group and individual oral reading, dramatics, oral presentations and public speaking.

## Listening

Throughout the day, students are actively learning about the power of language. Listening to other's opinions and learning to comprehend oral material are accomplished through group discussion and written reflection. Sequence of events, details about setting, plot and characters, and point of view are encouraged by asking students to recall and retell what they have heard or read. Cooperative work in small and large groups encourages listening to and negotiating or accepting another point of view as students find ways to move ahead with their projects.

Students will:

- Use active listening skills with peers and adults in small and large group settings.
- Use listening activities to develop an appreciation for point of view, perspective, oral literature and shared writing.
- Use listening to follow directions and to develop attention span.

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## Language Arts, Writing, Spelling, and Handwriting

The Kindergarten through fourth grades unify the teaching of grammar, usage and mechanics with the Houghton Mifflin *English* series. The content spirals from one grade level to the next, with new information expanding on previously learned material. Writing is a regular part of all curricular areas to encourage students to consider themselves writers and authors. Writing activities include writing down one's thoughts and feelings in a journal, writing to record information about a unit of study, story or activity in which students participated and research-based writing. Writing is a fluid, inventive process. Students developing writing skills rarely move from one discrete stage of the process to another, and often they do not go through each stage with every piece of writing. The Friends School of Atlanta uses what is known among educators as the process-writing approach with 4 stages: pre-writing, drafting, revision and editing/proofreading. Spelling is an integral part of writing and language arts. Our youngest children begin writing creatively using inventive or temporary spelling to facilitate fluency. Temporary spellings allow children to write down the sounds of the words they don't know without losing track of their thoughts. Beginning in first grade, students are introduced to conventional spelling rules and word patterns along a developmental continuum from vowel sounds to classical roots and affixes. We teach handwriting (pre-K through 4th) with the *Handwriting Without Tears* © curriculum.

Students will:

- Think of themselves as writers and authors
- Use a process approach when writing and publishing
- Use grammatical constructions and spelling rules through interest-based and skill-focused writing
- Feel a sense of ownership and authorship through a “real-world” product (i.e. individual or group publication)
- Practice writing on selected topics after researching (reading for information)

## SKILLS

### Reading

#### Reading Foundational Skills

Students will

#### Phonics and Word Recognition

- Knowing and applying grade level phonics and word analysis skills in decoding words
  - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context



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## Fluency

- Reading with sufficient accuracy and fluency to support comprehension
  - Read on-level text with purpose and understanding
  - Read on-level text orally with accuracy, appropriate rate and expression on successive readings
  - Use context and/or pictures to confirm or self-correct word recognition and understanding, rereading as necessary
  - Read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings

## Comprehension for Literature

### Key Ideas and Details

- Read closely to determine what the text says explicitly and to make logical inferences in it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.
  - Referring to details and examples in a text when explaining what the text says explicitly and when drawing inferences from a text
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting ideas and details.
  - Determining a theme from a story, drama or poem from details in the text; summarizing the text (developing)
- Analyze how and why individuals, events and ideas develop over the course of a text.
  - Describing in depth a character, setting or event in a story or drama, drawing on specific details in a text (e.g., a character's thoughts, words or actions)

### Craft and Structure

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
  - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean)

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- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
  - Explaining major differences between drama, poems and prose, and referring to the structural elements of poems (e.g., verse, rhythm, meter) and dramas (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text
- Assess how point of view or purpose shapes the content and style of a text.
  - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations

## Integration of Knowledge and Ideas

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
  - Making connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
  - Comparing and contrasting the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures (developing)

## Range of Reading and Level of Text complexity

- Read and comprehend complex literary and informational texts independently and proficiently.
  - By the end of the year, reading and comprehending literature, including stories, dramas and poetry in the grade 4-5 text complexity band proficiently with scaffolding as needed in the high end of the range

## Comprehension for Informational Text

### Key Ideas and Details

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- Read closely to determine what the text says explicitly and to make logical inferences in it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.
  - Referring to details and examples in a text when explaining what the text says explicitly and when drawing inferences from a text
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting ideas and details.
  - Determining the main idea of a text, explaining how it is supported by the key details; summarizing the text (developing)
- Analyze how and why individuals, events and ideas develop over the course of a text.
  - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text

## Craft and Structure

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
  - Determining the meaning of general academic and domain-specific words and phrases in a text relevant to grade level specific topic or subject area
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
  - Describing the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text or part of a text
- Assess how point of view or purpose shapes the content and style of a text.
  - Compare and contrast a first hand and a second hand account of the same event of topic; describe the differences in focus and the information provided

## Integration of Knowledge and Ideas

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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- Interpreting information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages), explaining how the information contributes to an understanding of the text in which it appears
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
  - Explaining how an author uses reasons and evidence to support specific points in text
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
  - Integrating information from two texts on the same topic in order to write or speak knowledgeably about the subject

## Range of Reading and Level of Text complexity

- Read and comprehend complex literary and informational texts independently and proficiently.
  - By the end of the year reading and comprehending informational texts including history/social studies, science, and technical texts in the grade 2-3 text complexity band with scaffolding as needed in the high end of the range

See Scope and Sequence Reading Chart, Addendum A for more information on Pre-K through 4<sup>th</sup> grades.

## Language Arts

Students will

### Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Use frequently occurring nouns and verbs.
  - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
  - Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

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- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- Produce and expand complete sentences in shared language activities.
- Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- Use frequently occurring adjectives.
- Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- Use determiners (e.g., articles, demonstratives).
- Use frequently occurring prepositions (e.g., during, beyond, toward).
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- Use collective nouns (e.g., group).
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- Use reflexive pronouns (e.g., myself, ourselves).
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use adjectives and adverbs, and choose between them depending on what is to be modified.
- Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

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- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Form and use regular and irregular plural nouns.
- Use abstract nouns (e.g., childhood).
- Form and use regular and irregular verbs.
- Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- Ensure subject-verb and pronoun-antecedent agreement.\*<sup>1</sup>
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- Use coordinating and subordinating conjunctions.
- Produce simple, compound, and complex sentences.
- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- Form and use prepositional phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*
- Correctly use frequently confused words (e.g., to, too, two; there, their).\*

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<sup>1</sup> \*Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).

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- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Recognize and name end punctuation.
  - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
  - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
  - Use end punctuation for sentences.
  - Use commas in dates and to separate single words in a series.
  - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
  - Use commas in greetings and closings of letters.
  - Use an apostrophe to form contractions and frequently occurring possessives.
  - Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
  - Use commas in addresses.
  - Form and use possessives.
  - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
  - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
  - Use correct capitalization.
  - Use commas and quotation marks to mark direct speech and quotations from a text.
  - Use a comma before a coordinating conjunction in a compound sentence.
  - Spell grade-appropriate words correctly, consulting references as needed.

## Knowledge of Language

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- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
  - Compare formal and informal uses of English.
  - Choose words and phrases for effect.\*
  - Recognize and observe differences between the conventions of spoken and written standard English.
  - Choose words and phrases to convey ideas precisely.\*
  - Choose punctuation for effect.\*
  - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

## Vocabulary Acquisition and Use

- Appropriate to grade level determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
  - Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
  - Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word
  - Use sentence-level context as a clue to the meaning of a word or phrase.
  - Use frequently occurring affixes as a clue to the meaning of a word.
  - Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
  - Use sentence-level context as a clue to the meaning of a word or phrase.
  - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless,
  - heat/preheat).



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- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of word relationships and nuances in word meanings.
  - Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
  - Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
  - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
  - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
  - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context
  - Recognize and explain the meaning of common idioms, adages, and proverbs.
  - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
  - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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See Scope and Sequence Language Arts Chart, Addendum B for more information Pre-K through 4<sup>th</sup>.

## Writing

Students will

**Text Types and Purposes** – These broad types of writing include many subgenres.

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
    - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose
    - Provide reasons that are supported by facts and details
    - Link opinions and reasons using words and phrases (e.g., for instance, in order to, in addition to)
    - Provide a concluding statement or sections related to the opinion presented
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, d organization ananalysis of content.
  - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
    - Introduce a topic clearly and group related information in paragraphs or sections; include formatting (e.g. , headings), illustrations and multimedia when useful to aiding comprehension
    - Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic
    - Link ideas within categories of information with words and phrases (e.g., another, for example, because, also)
    - Use precise language and domain specific vocabulary to inform about or explain to the topic
    - Provide a concluding statement or section related to the information or explanation presented

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- Write narratives to develop real or imagined experiences using effective technique, well-chosen details, and well-structured event sequences.
  - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
    - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
    - Use dialogue and description to develop experiences and events or show the responses of characters to situations
    - Use a variety of transitional words or phrases to manage the sequence of events
    - Use concrete words and phrases and sensory details to convey experiences and events precisely
    - Provide a conclusion that follows from the narrated experiences or events

## Production and Distribution of Writing

- Produce clear and coherent writing in which the development and organization are appropriate to task purpose, and audience<sup>2</sup>
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
  - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. (Editing for conventions should demonstrate command of language standards in previous grades and up to and including grade 3 or grade 4 as appropriate)
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (FSA introduces this skill in 4th grade.)
  - With guidance and support, use technology including the Internet to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting

## Research to Build and Present Knowledge

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<sup>2</sup> Grade specific expectations for writing types are defined in the first 3 standards of this section (noted with black dot).

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- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
  - Conduct short research projects that build knowledge through investigation of different aspect of a topic
- Gather relevant information from multiple print and digital sources, access the credibility and accuracy or each source and integrate the information while avoiding plagiarism.
  - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources
- Draw evidence from literary or informational texts to support analysis, reflection, and research
  - Draw information from literary or informational texts to support analysis, reflection and research
    - Apply grade 4 reading standards to literature (e.g. , “Describe in depth a character, setting or event in a story or drama, drawing on specific details in a text (e.g., a character’s thoughts, words or actions)”
    - Apply grade 4 reading standards to informational texts (:Explain how an author uses reasons and evidence to support particular points in a text”)

## **Range of Writing**

- Write routinely over extended time frames (time for research, reflection and revisions) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

See Scope and Sequence Writing Chart, Addendum C, for more information for Pre-K through 4<sup>th</sup>.

## **Speaking and Listening**

Students will

## **Comprehension and Collaboration**

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- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
  - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners about grade 4 topics and texts, building on others' ideas and expressing their own clearly
    - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
    - Follow agreed-upon rules for discussions and carry out assigned roles
    - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others
    - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.
  - Paraphrase portions of a text read aloud or information presented in diverse media and formats including visually, quantitatively, and orally
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
  - Identify the reasons and evidence the speaker provides to support particular points

## Presentation of Knowledge and Ideas

- Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
  - Report on a topic or text, tell a story or recount an experience in an organized manner with appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace
- Make strategic use of digital media and visual displays of data to express information and enhance understandings of presentations
  - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes (Developing)

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- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
  - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to tasks and situation. (Developing) (See grade 4 Language standards for specific expectations.)

See Scope and Sequence Speaking and Listening Chart, Addendum D for more information about Pre-K through 4<sup>th</sup>.

## MATHEMATICS

### Introduction

*Everyday Mathematics* curriculum developed by the University of Chicago (published by Wright Group/McGraw Hill) is used in the elementary from pre-Kindergarten through Grade 4. It is research-based and extensively field-tested. Information about the research can be found on the program's website ([everydaymath.uchicago.edu](http://everydaymath.uchicago.edu)). The curriculum is developmental and emphasizes real-world problem-solving and complex topics at all grade levels. The curriculum is taught through six strands: Number and Numeration, Operations and Computation, Data and Chance, Measurement, Geometry and Patterns.

This program is in its fourth edition (2011-12) and follows standards developed by the National Council of Teachers of Mathematics (NCTM). Some of the characteristics of this program we find compelling are its developmental nature, its spiraling curriculum, its emphasis on the language of math, and its provision for many kinds of activities to meet students' varied learning styles, all characteristics that dovetail with the school's mission.

### Process

The aim of mathematics at the elementary level is to give shape and form to the intuitive mathematics knowledge that each student brings to school. Instruction builds on prior knowledge and every day experiences. Investigations in what might be considered advanced topics – geometry, data and statistics, algebra – begin in kindergarten and increase in complexity throughout the grades. Whole group instruction is balanced with small group activities and independent work time. Models, manipulatives, and tools help scaffold a child's learning through each concept. At the elementary level each class devotes between 3 1/2 and 4 hours per week to math activities including instruction, independent work time, morning meeting or calendar activities, creative play, other academic units, as well as mental math and math games.

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In the fourth grade, students spend 45 – 50 minutes per day on math instruction, for four days and on the fifth review or use games to solidify skills. Students learn independently, with a partner, and in small groups. Each student works through a math journal based upon the lesson for the day. Journal work also includes review of skills and concepts presented in prior lessons. Journals come home at the end of the semester and year for further review and practice.

In addition, fourth grade students are provided with many math enrichment opportunities through integration with the social studies and science curricula, as well as art, music, physical education and many other real-life applications throughout a typical school day.

## TEXT SELECTION

*Everyday Mathematics, Grade 4*, from The University of Chicago

## LEARNING OBJECTIVES

Our goals for all students are:

- to value mathematics
- to communicate mathematically
- to reason mathematically
- to be confident in their ability to become mathematical problem solvers

Knowledge and understanding of the basic operations is as important as pattern recognition, computational ability and problem solving. *Everyday Mathematics* curriculum reinforces these by cycling through many mathematical strands sequentially. After teachers introduce a new concept or skill, students have many opportunities to practice it in a variety of contexts and using different strategies or algorithms before mastery is expected, sometime later that year or in the next. Partner and small group learning activities encourage students to share their thinking and ideas with their peers in a cooperative learning environment. Use of manipulative materials for the youngest students allow for experiential learning. Calculator usage is taught beginning in first grade, and use of calculators adheres to guidelines set by the text and national math standards. In addition, FSA sets a goal for students to memorize math facts at age appropriate levels to increase their calculation speed and accuracy.

We challenge mathematically adept students and provide alternate strategies or remedial work for students with special needs. Teachers regularly provide challenge or review activities during math instructional time by extending or reinforcing the lesson, providing extra materials or activities and sending work home in addition to regular assignments. Within the *Everyday Mathematics* program are several components that provide teachers and students with many options for challenge or reinforcement. First, many of the problems are open-ended, which means that more than one right answer is

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possible. So, students of differing abilities can be successful at their own level of understanding. Also, most of the lessons have challenge problems for advanced thinkers. Secondly, the program encourages students to try out multiple strategies for solving problems, a definite challenge. The skill of looking for and finding many ways to solve the same problem is useful later on for advanced work in math in science. Students who feel more comfortable with familiar strategies have that option, too. Thirdly, pattern recognition and use is very important in this program for speeding up the process of computation. Finally, every workbook page emphasizes variety, instead of a lot of similar problems as in some other programs. This technique allows for quick review and repetition over time and keeps problem solving from becoming tedious yet, challenges the learner to think about a variety of math ideas.

Math homework is a regular part of this curriculum, and, in fact, in the early school years, may be the only daily homework (besides independent reading). (See Parent Handbook, Section IV, for a description of homework activities and expectations by age level.) Often an assignment in the early grades asks students to engage in a particular math activity with a member(s) of the family to promote follow up, provide enrichment or involve parents in the child's education. This type of activity helps students put math ideas into words. Research shows that students who can talk "mathematics" have a better grasp of concepts and perform at higher levels than students who are not encouraged to talk about math. It is beneficial for parents to spend time listening to and working with their student on math homework. Students sometimes bring home "math boxes" as homework, pages of recently learned skills for practice. If your child has difficulty in performing the necessary operations, please write a note to the teacher explaining the difficulty so follow-up and review can happen in the classroom.

## SKILLS

### Numbers and Numeration

Students will:

#### Rote counting

- Count by tenths and hundredths

#### Place Value and Notation

- Read and write numbers to hundred millions
- Investigate/identify place value to hundred millions
- Make exchanges among place values
- Use dollars-and-cents notation
- Explores uses of decimals
- Model decimals with base-10 materials
- Read and write decimals to ten-thousandths in standard and expanded notation
- Identify place value in decimals through ten-thousandths; compare decimals
- Investigate and apply expanded notation of decimals



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## Meanings and Uses of Fraction

- Identify fractional parts of a set
- Find a fraction of a number

## Number Theory

- Find multiples of a number or the least common multiple of two numbers

## Equivalent Names for Whole Numbers

- Find equivalent names for numbers
- Rename fractions as decimals
- Relate fractions and decimals
- Convert between fractions, mixed numbers, decimals, and/or percents

## Comparing and Ordering Numbers

- Compare numbers using  $<$ ,  $>$ , and  $=$  symbols
- Compare and order decimals

## Operations and Computation

Students will:

### Addition and Subtraction Procedures

- Use addition/subtraction algorithms
- Add/subtract using a calculator
- Solve addition/subtraction number stories
- Add/subtract multidigit whole numbers and decimals
- Use estimation or algorithms to add/subtract money amounts/decimals; make change
- Solve decimal addition/subtraction number stories

### Multiplication/Division Facts

- Practice multiplication/division facts

### Multiplication/Division Procedures

- Use mental arithmetic to multiply/divide

### Computational Estimation

- Round whole numbers to a given place
- Use estimation to multiply/divide
- Estimate costs

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## Data and Chance

Students will:

### Data Collection and Representation

- Collect data from print sources
- Collect data from a map
- Create and interpret broken-line graphs and line plots
- Create and interpret circle graphs with or without percent circle

### Data Analysis

- Interpret tables, maps, and graphs
- Use a map scale

### Summarize and Interpret Data

- Find and use the minimum/maximum
- Find and use the range
- Find and use the mode
- Find and use the median

## Measurement and Reference Frames

Students will:

### Length, Weight, and Angles

- Estimate and compare lengths/heights of objects
- Draw or measure line segments to the nearest centimeter
- Measure to the nearest  $\frac{1}{2}$  centimeter
- Investigate the meter
- Express metric measures with decimals
- Estimate and compare distances

### Units and Systems of Measurement

- Identify equivalent metric units of length

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- Convert between metric/customary measures
- Use personal references for units of length

## Geometry

Students will:

Lines and Angles

- Identify and name rays

Plane and Solid Figures

- Identify properties and characteristics of polygons

## Patterns, Functions, and Algebra

Students will:

Patterns and Functions

- Make and complete a sequence with number line
- Solve “What’s My Rule?” problems and find a rule for a set of problems

Algebraic Notation and Solving Number Sentences

- Compare numbers using  $<$ ,  $>$ , and  $=$  symbols
- Determine the value of a variable
- Determine if number sentences are true or false

Order of Operations

- Apply the use of parentheses in number sentences

## SCIENCE

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At the heart of the science curriculum at The Friends School of Atlanta is the belief that Science learning is an active process guided by students' natural curiosity about the world. Our aim is to encourage inquiry through experiential activities and discussion, while also teaching a body of knowledge within a non-competitive developmental program that addresses the whole person and is sensitive to diverse learning styles and interests. In addition to regularly scheduled science classes, students have the opportunity to participate in the whole school annual Science Fair. In keeping with our non-competitive emphasis, the fair is a community building event and student projects can be individual or family affairs. Projects are not judged or awarded prizes, but rather each is reviewed and students all receive a written evaluation and a participatory ribbon.

From pre-Kindergarten through 8th grade, the science program addresses three broad areas, life sciences, earth sciences and physical sciences, integrating them as necessitated by the curriculum, for instance, the study of the environmental. Within this framework, the scientific process guides the direction of our activities: observing, recording information, predicting outcomes, forming hypotheses, experimenting and analyzing and summarizing findings. Scientific studies are naturally woven into other curricular areas through reading, writing, researching, recording, measuring, graphing, explaining and portraying results, comparing, contrasting, and analyzing. In keeping with the Quaker testimonies of simplicity, peace, integrity, community, equality and stewardship, students explore the effects of their actions as individuals, families, and communities on their immediate environment and the world. FSA encourages students to be mindful of the power of one to bring about change in light of scientific facts.

FSA follows the endorsement of teaching evolutionary science by the National Science Teachers Association (NSTA). Their position statement can be found at the following address: <http://www.nsta.org/about/positions/evolution.aspx>

## Elementary Science Program

Elementary classrooms encourage daily interest in experiential science through terrariums, aquariums, classroom pets, and activities such as weather observations and measurements, recycling and composting. Weekly, monthly and seasonal activities include cooking, nature walks, bird and tree observation, creek or pond studies, and planning, planting and caring for classroom and school gardens. Through unit topics and integrated studies, science is part of both academic and routine parts of the day. For instance, during Morning Meeting routines in the youngest classes, students observe and chart the weather and make predictions about the rest of the day; in older classes students pay attention to the season and significant changes, such as length of day and night and changing clock time. They also learn seasonal vocabulary—for instance, *equinox*, *solstice*, or synonyms for *cold*.

Science is regularly integrated into language arts and reading. Whether during read-aloud or independent reading, books related to the science unit are incorporated into the day and into student's book bags and bins. After students have participated in unit work, perhaps observing and drawing plants in the garden, or noticing all the patterns of a pumpkin, teachers ask students to write about the experience—4 and 5 year olds will write one sentence with teacher help and older students may write a paragraph or two. Friends' educational practice calls for experiential learning to offer students the opportunity to form their own questions, investigate through projects and experiments, compare and contrast and come to their own solutions.

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Throughout the elementary school, an observer will notice writing and drawings about science projects, as well as experiments in progress. During science class, students share their curiosity, their discoveries and their wonder.

## SCIENCE CURRICULUM FOR FOURTH GRADE: KEY CONTENT THEMES

### Introduction

Science in the third and fourth grades is a way of knowing and a process for gaining knowledge and understanding of the natural world. Both third and fourth grade students learn the importance of using information, analyzing data, and validating experimental results. Students observe, question, formulate and test hypotheses, make predictions, gather and analyze data, report, and evaluate findings. The students, as scientists, have hands-on, active experiences throughout the instruction of the science curriculum individually, collectively, and as a group.

### Process

Science instruction occurs once a week, both in and outside the classroom, with the science teacher facilitating the students' investigations through hands-on experiences. Some years students and teachers design and construct habitats for live animals within the classroom, when student allergies allow the presence of animals. Throughout the year they observe and learn to care for the animals. The importance of natural resources in Georgia is emphasized during onsite field studies or investigative field trips. Tools help student scientists make better observations and measurements, and provide equipment for investigations. Defining variables in experimentation and making simple predictions are emphasized. Questioning and hypothesizing become more detailed at this level. The notion of living systems is further explored in aquatic food chains and diversity in environments. Patterns in the natural world are demonstrated in terms of the phases of the moon, tides, seasonal changes, and the water cycle.

## LEARNING OBJECTIVES

### Habits of Mind

Students will:

- Keep records of investigations and observations.
- Offer reasons for findings and consider reasons suggested by others.
- Demonstrate safety measures and safe usage of science equipment.
- Analyze whole number data.
- Use tools for observing and measuring.
- Make sketches, graphs, and diagrams to aid in explaining observations.
- Use numerical data to compare objects and events.

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- Support reasoning and observations with facts found in books, articles, and databases.

## Nature of Science

Students will:

- Understand important features of the scientific process.
- Observe, collect specimens and data, and do experiments.
- Communicate to inform others about their work.
- Stay informed about scientific discoveries around the world.
- Use technology to observe, measure, and compare.
- Understand that science engages men and women of all ages and backgrounds.
- Know that some science is very old, but still applicable today.

## SKILLS

### Scientific Method

Students will:

- Ask questions about something that is observed (object, something in nature, or concept under investigation), e.g., “I wonder why seeds grow?”
- Keep a Science Log for the questions, hypothesis and observations.
- Do initial research with books, the library, or the internet to answer questions.
- Learn and practice the steps in experimental design: formulate a hypothesis, guess, or prediction about your question and what might happen when a condition changes for the object or concept under investigation; state the hypothesis in a way that can be measured, e.g., “I think seeds need water and light.”)
- With teacher guidance, set up an experiment to test your question and hypothesis.
- Observe and talk about the changes, using all of the senses.
- Use tools to measure the change (e.g., rulers, pan balances, thermometers, magnifiers, microscopes, and non-standard units of measurement)
- With teacher guidance, analyze the data and make statements and draw conclusions about the results of the experiment; write the results/statements/conclusion in a science log.
- Talk and write about further experimentation necessary if the results of the experiment are not as predicted or to find out more.
- (Required) With teacher and parental help, plan and carry out a project participate in the annual Science Fair.

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- Write a report about the project.

## Earth Science: Earth Formation, Geothermal Activity, and Landforms

Students will:

- Explore the process of land erosion with stream tables.
- Determine how water and wind can change rocks over time.
- Learn to read and interpret topographical maps.
- Explore geothermal activity—mountain formation and volcanic activity—and explain and show the process in speaking and models.

## Physical Science: Sound

Students will:

- Explore how sound travels through space.
- Demonstrate how sound is produced by vibrating objects and how sound can be varied by changing the rate of vibration.
- Demonstrate awareness of graphs of sound waves.
- Make an instrument that shows sound vibration.
- Create an ear model to show how the ear works to allow us to hear sounds.

## Life Science: Bird Study/Gardening

Students will:

- Recognize the effects of pollution and humans on the environment.
- Explain the effects of pollution to the habitats of plants and animals.
- Identify ways to protect the environment, including conserving resources and recycling.
- Identify factors that affect the survival or extinction of organisms such as adaptation, variation of behaviors (hibernation, torpor), external features (camouflage and protection).
- Identify the features of birds through labeling, drawing and observation.
- Learn about the features of bird habitats and prepare specific items on the school grounds to attract birds.

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- Identify common birds observed locally and complete a research project on a specific bird which is found in Georgia.
- Learn about environmental challenges to birds and their survival.
- Plan a garden for fall and spring, using information from reliable sources such as the Georgia Extension Service.
- Set up experiments to test what plants need to live and what happens if they don't get what they need.
- Keep observational logs with drawings, charts, data, pictographs, reflections, and more.
- Measure spaces needed for plants in the garden and learn about what plants can share space.
- Compost weeds, lunch scraps, and other materials and use compost for gardens.
- Harvest edible plants and prepare for eating and use grown foods in recipes.
- Reflect on gardening experiences through creative writing.
- Plan service learning as appropriate in the unit.

## SOCIAL STUDIES

The social studies program at FSA is designed to balance an introduction to academic content and discipline specific skills, all undertaken through the lens of our mission as a Quaker school. Over the course of the program, students investigate themes related to geography, history, cultural studies and anthropology, government and civics, religion, economics and resources, as well as current events. At FSA we have designed our program to prioritize learning how to engage in social science inquiry in the belief that students can study any area successfully so long as they have internalized the tools, processes, and methods of the discipline. Students will study American history and world history again in high school, so our goal is not comprehensive coverage of these areas. Instead, our classes provide strategically-defined explorations of content areas that cast into relief the *processes* of social studies and the *role* of the social scientist in performing these processes.

Students certainly learn important and time-honored concepts that are critical to becoming intelligent and thoughtful participants in community and world affairs. But they engage the content while mastering tools that can be carried into a wide variety of future courses and projects along with developing the confidence and self-awareness that will allow them effective use of those tools.

Studies of history and culture provide numerous opportunities for students to explore how human decision-making has sought to institute these values or has instead pursued outcomes that undermine these values. The testimony of integrity requires that we also confront the ways in which decision-makers may believe they seek an outcome, for example, the equitable distribution of resources, while choosing actions that actually undermine that outcome, whether through self-deception or the limitations of human understanding. Yet, what might tend toward a relentless gaze into human frailty and misdirection is redeemed by the Quakers' continual search for that of goodness or God in every individual and therefore in every decision-maker.



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## Elementary Social Studies Program

Our aim in elementary social studies is to encourage, nurture and foster students' knowledge of the physical and social world, both past and present, by developing an awareness of how people in many communities and cultures interact with their environment, how they live, and what they believe. We also seek to look at the social sciences through the lens of the distinctive experience and perspective of Friends' principles: peace, equality, integrity, community, stewardship and simplicity.

Teachers use a project-based approach with topics that follow developmentally appropriate practice, as well as teacher and student interests. Resources available for social studies include kits, videos, and curriculum materials, and resource books in the library, the Web, and other software in the media lab. Teachers are also guided by Georgia performance standards in choosing units of study. The elementary topics dovetail with the Middle School topics in history and geography. In the life of the school, social studies is explicitly taught during specific time periods weekly, and it figures prominently in the implicit curriculum – through routines and classroom management practices, through teacher and student language, through modeled expectations and most of all through Quaker values, such as equality /respect, community-building, and peace/conflict resolution. We follow a “social curriculum,” the Responsive Classroom program (Northeast Foundation for Children), which emphasizes cooperative, responsible and compassionate class culture allowing all students to begin on the same page every day, ready to learn. Teachers take week-long workshops to learn how to create equitable classrooms so that knowledge about use of materials, teacher expectations, and academic routines and choices are modeled and referenced from the first day of school to the last. These ideas combine well with the values of a Quaker school.

One additional feature of the elementary Social Studies program is *Many Nations' Day*. Each class chooses country, time period and/or culture to study and present to others on a chosen day during the year. *Many Nations' Day* studies may include presentations by a guest speaker or parent, offer a chance to taste foods, do activities and games and hear language and music from other cultures.

In sum, social studies is the place in school life when children are learning what it means to be a group member, as well as an individual, and how to express feelings with words in a constructive manner. Social Studies is everywhere!

## SOCIAL STUDIES CURRICULUM FOR FOURTH GRADE: KEY CONTENT THEMES

### Introduction

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In the first semester of fourth grade, students will begin the year with an overview of the 15th Century World, including the importance of the Renaissance, the invention of the printing press and increased exploration, especially by sea. Students will study the European explorers by tracing their routes to the Americas and studying the Virginia Company's early settlement in Jamestown. Students will learn about the reasons for these early explorations, as well as the consequences to the Native peoples.

In the second semester, students will learn about the beginnings of Quakerism. They will also follow early Quakers to the "New World". They will learn about how Quakers helped shape our newly emerging country. The study of early colonial life will include commerce and geography. Students will study the events leading up to the Revolutionary War, the major battles and turning points, through the formal end of the war in 1784.

## Process

The social studies program in the third and fourth grades at FSA introduces students to the disciplines of archaeology, geography, history, sociology, government, and economics. We devote approximately 90 minutes per week to the "formal" social studies curriculum, although there are many ways that we integrate our studies into other curricular disciplines, including math, language arts, art, and music. As we seek to fulfill our mission statement, we provide challenge in the social studies curriculum through hands-on, project based learning, as well as through the teaching of basic researching skills. We integrate the Quaker values of truth, simplicity, community, equality and peace in our studies of history as we attempt to empower students to develop critical thinking skills so they will be prepared to go out into the world with conscience, conviction and compassion. Students learn to work, both independently and in small groups, to research, prepare and present projects to their peers. Students learn to gather information through reading, listening, observing and studying maps and other symbolic sources of information. Students will also learn to expand upon their studies by developing questions about what they are learning. Creativity is encouraged as students present new learning throughout the year.

## LEARNING OBJECTIVES

### Habits of Mind

Students will:

- Determine sequences of events and identify cause and effect relationship.
- Arrange events in chronological order using a timeline.
- Analyze and interpret information from a variety of sources.
- Identify and discuss main ideas from reading or listening.

### Problem Solving

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Students will:

- Propose solutions to problems successfully—individually, as well as in small groups and large groups.
- Choose solutions to a problem after examining evidence.
- Decide which data would be necessary to support a hypothesis.

## SKILLS

### Geography

Students will:

- Determine the type of map needed for a specific purpose.
- Compare maps and make inferences from them.
- Combine scale and direction to locate features on a map.
- Understand and use longitude and latitude coordinates to locate specific places on a map.
- Understand and locate oceanic trade and exploration routes of early explorers.
- Identify the thirteen original American colonies on a map.
- Identify the location of major events leading up to and during the Revolutionary War.

### History

Students will:

- Understand the basic lifestyle and mindset of the “15th Century World.”
- Explain the reasons for early explorations to the Americas.
- Understand the impact of European exploration for the native peoples.
- Describe early settlements in New World, focusing on Jamestown.
- Create a timeline of expansion and development of the thirteen colonies.
- Describe how the French-Indian War expanded the American territory as well as its impact on Native Americans.
- Identify events and attitudes leading to Revolutionary War.
- Identify major battles and turning points in the Revolutionary War.
- Explain major concepts of the Declaration of Independence.
- Identify the role of early American Quakers and their contributions to the formation of a new country.

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- Understand and explain beginnings of Quakerism and its early history.

## Civics

Students will:

- Understand how civic action affects history.
- Identify various types of civic action and be able to explain the civic action of early Quakers in America.
- Identify alternatives to violent civic action.

## Economics

Students will:

- Identify the economics of early European exploration.
- Demonstrate how distribution of resources helped shape the American colonies.

**ADDENDUM A: READING INSTRUCTION SCOPE AND SEQUENCE CHART**

[INSERT CHART]

**ADDENDUM B: LANGUAGE ARTS SCOPE AND SEQUENCE CHART**

[INSERT CHART]

**ADDENDUM C: WRITING SCOPE AND SEQUENCE CHART**

[INSERT CHART]

**ADDENDUM D: SPEAKING AND LISTENING SCOPE AND SEQUENCE CHART**

[INSERT CHART]