4th Grade Curriculum

2009-2010

Paul Cuffee School
459 Promenade Street (K-5)
30 Barton Street (6-8)
Providence, RI 02908

4th GRADE

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Language Arts

By the end of the year, students in grade four will be familiar with the following areas:

Reading

- ❒ Read and respond to a variety of fourth grade reading material for a variety of purposes
- ❒ Read aloud, at grade level, accurately and fluently with appropriate pacing and expression
- ❒ Read and spell fourth grade sight words
- ❒ Use root words to learn the meaning of unknown words – up to six syllables
- ❒ Use words with multiple meaning such as synonyms, antonyms, homonyms, homophones
- ❒ Question, analyze, and predict using prior knowledge
- ❒ Compare and contrast plots, settings, and characters presented by different authors
- ❒ Demonstrate comprehension of reading through writing, discussion, and dramatization
- ❒ Know the difference between cause and effect and fact and opinion
- ❒ Follow simple step-by-step written directions
- ❒ Use/read a dictionary, thesaurus, encyclopedia, atlas, magazine, and newspaper appropriately
- ❒ Characterization / Story elements
- ❒ Understand the organization of almanacs, newspapers, and periodicals as well as how to use those print materials

Writing

- ❒ Write cursive correctly and neatly (by 3rd/4th quarter)
- ❒ Self-correct when writing
- ❒ Appropriate use of grade 4 grammar
- ❒ Write in a variety of forms, including narratives, responses to literature, informational reports, summaries, and letters
- ❒ Create a composition that includes an introduction, details, and a conclusion
- ❒ Demonstrate basic keyboarding skills and familiarity with computer terminology
- ❒ Characterization / Story Elements

Listening and Speaking

- ❒ Listen and respond to oral communication and speak in a way that confirms understanding of key ideas
- ❒ Speak with effective vocabulary and use details, examples, or experiences to explain or clarify information
- ❒ Paraphrase and summarize written and oral information
- ❒ Give precise directions and instructions
- ❒ Make oral presentations about familiar experiences or interests for integrated Units of Study
- ❒ Report orally on summaries of events, articles, or books
- ❒ Recite poems

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Mathematics

Students in grade four will be familiar with the following areas:

Numbers and Operations

- ❒ Read, write and understand place value of numbers in the millions, thousands, and hundreds
- ❒ Round whole numbers and decimals; understand when rounding is appropriate
- ❒ Draw pictures to represent fractions; write fractions that represent drawings
- ❒ Solve problems using addition, subtraction, multiplication, and division
- ❒ Two-digit by two-digit multiplication
- ❒ One-digit divisor with no remainder

Algebra and Functions

- ❒ Use conceptual understanding of algebraic expressions by using letters to represent unknown quantities
- ❒ Understand that each side of an equation is equal to the other side
- ❒ Linear and non-linear expressions involving any two of the four operations

Geometry and Measurement

- ❒ Understand perimeter and area
- ❒ Use three-dimensional scales and maps
- ❒ Congruency: reflections, transformations, and rotations
- ❒ Identify all 3-D shapes
- ❒ Understand mode, median, range, and mean
- ❒ Angles relative to 90 degrees: more, less, equal

Statistics, Data Analysis, and Probability: (Science integrated)

- ❒ Collect, organize, record, and interpret date (using number line, graph, table, chart)
- ❒ Identify in a set of data the mode (most), median (middle), outliers (far out)
- ❒ Make predictions and express outcomes (using tables, grids, tree diagrams) for simple probability situations

Mathematical Reasoning

- ❒ Use strategies, skills, and concepts to make decisions about how to approach and solve problems
- ❒ Generalize a particular problem to other experiences
- ❒ Demonstrates understanding of problem solving in multiple ways (writing, picture, or using manipulatives)

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Science

By the end of the year, the students will be able to analyze, differentiate, or distinguish:

- Life cycles of organisms such as how inheritance and environment determines the characteristics of and organism
- All plants and animals have life cycles
- Organisms and environments such as interdependence of animals and plants in an ecosystem and populations and their effects on the environment

Physical Sciences

- ❒ Design and build simple circuits/series/parallels using components such as wires, batteries, and bulbs.
- ❒ Identify the parts of a light bulb
- ❒ Build a simple switch
- ❒ Design and build a flashlight

Life Sciences

- ❒ Identify plants as the primary source of energy and matter entering most food chains.
- ❒ Relate producers and consumers to each other through the use of food chains and food webs.
- ❒ Characterize ecosystems by their living and non-living components.
- ❒ Demonstrate how some plants and animals survive better than others in a particular environment.

Investigation and Experimentation Through Science Notebooks

- ❒ Distinguish between observation and inference.
- ❒ Measure and estimate weight, length, and volume.
- ❒ Make and test predictions in order to draw conclusions.
- ❒ Construct and interpret graphs.
- ❒ Follow a set of written instructions.
- ❒ Make claims and show evidence to support them

Earth Materials

- ❒ Rocks and minerals have identifiable characteristics
- ❒ Many earth materials combine to make up rocks.
- ❒ Hardness is the "scratchability" of a mineral and can be used to identify a mineral
- ❒ One of calcite's properties is that it bubbles when placed in vinegar
- ❒ Granite is made of minerals which have properties which can be used to identify which minerals are present

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Social Studies

By the end of the year, the students will be able to explain, discuss, or interpret:

- Living and working together in families and communities.
- The state regions with Democratic Principles and Values and People from many cultures who contributed to its culture, economic, and political heritage.
- Regional cultural contributors that help form our national heritage.
- Use maps and other geographic representation tools or technology to acquire, process, and report information from a spatial perspective
- How to use mental maps to organize information about people, places, and environment in a spatial context.
- Branches of government
- American Revolution

Community and Family

- ❒ Share and discuss community in the classroom.
- ❒ Build a community with the classroom.
- ❒ Discuss various communities that we live in or around
- ❒ Identify with the numerous communities, cultures, heritages, that show diversity.

United States' Capitals/Regions

- ❒ Identify the states in regions and locate and label them on a map.
- ❒ Identify with important people and landmarks in each region.
- ❒ Create reports on states, regions and contributors.

Geography

- ❒ Read and create maps using key components like scales, grids, legends, or keys
- ❒ Follow directions using a scale/key.

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