



## Fourth Grade Curriculum

### **Subject: Faith**

#### **Curriculum used: One in Christ (Concordia)**

**Summary:** We study Old and New Testament stories with applications to personal living. Bible verses and the Ten Commandments are integrated with lessons. Journaling and devotions are consistent parts of religion learning foundations.

### **Subject: Literacy (Reading, Writing, Spelling)**

#### **Curriculum Used: Journeys (Houghton Mifflin Harcourt)**

**Summary:** Journeys is a comprehensive K-6 literacy program. It provides an instructional system for reading both literature and informational texts, for acquiring foundational skills, and for developing mastery of speaking, listening and writing. Journeys features complex anchor texts that challenge students, smart lesson plans that let teachers target the needs of all students, and assessments and digital tools that help track classroom progress. A comprehensive assessment system (including weekly tests, benchmark assessments, and unit tests) gives teachers the tools they need to monitor student progress.

1. Journeys builds important vocabulary skill. Vocabulary readers, flashcards and in-the-moment digital tools fill classrooms with ways to build vocabulary along every step of the journey. Informational texts let students gain mastery over core academic vocabulary as well as domain-specific knowledge and words
2. Journeys grasps spelling and grammar skills. Weekly grammar skill targets, supplemented with daily lessons, support students' understanding of how English works. A spelling scope and sequence designed by Shane Templeton builds students' spelling skills.
3. Journeys demonstrates research and writing skills. Students analyze texts which give them the foundation they need to interpret texts from multiple angles and form insights.
4. Journeys sharpens listening and speaking skills. Team projects and class conversations guide students to develop critical listening skills and mastery of group communication. Presentations and collaborative work put students in a position to develop social awareness and speaking skills.

### **Subject: Math**

#### **Curriculum used: Math in Focus (Houghton Mifflin Harcourt)**

**Summary:** Updated for fall 2020, Math in Focus is a Singapore based math curriculum published in the United States. Math in Focus is based on teaching for mastery using manipulatives to see relationships and meaning. Problem solving is at the heart of the *Singapore Math*<sup>®</sup> curriculum. Leveraging global best practices and research to create a unique approach based on powerful visual models, engaging hands-on activities, and a consistent K–8 pedagogical approach, this solution empowers students to develop the critical-thinking skills, positive attitudes, and confidence needed to set the stage for achievement. For the first time in the history of Math in Focus, teachers and students have complete access to all K–8 components and resources on one unified learning system. The Math in Focus curriculum is structured so that students focus first on numbers and operation skills (Book A) before moving on to measurement and data skills (Book B) during the latter part of the school year.

### **Subject: Social Studies**

**Curriculum used: The Washington Adventure (Gibbs/Smith) and Social Studies Alive! Regions of Our Country (TCI)**

**Summary:** Students learn social studies themes by engaging in dynamic teaching practices including dramatic role playing, creative simulations, group projects, and writing activities. This unique and effective curriculum allows students to experience key social studies concepts while utilizing multiple intelligence activities through cooperative interaction. Learning also includes the geography of the Northwest with emphasis on Washington State. The history of the area covers Native Americans, explorers, missionaries, Oregon Trail, early Seattle, statehood, railroads, logging, and the Klondike Gold Rush. In addition, states and their capitals are taught, and each student researches and presents a state report.

**Subject: Science**

**Curriculum Used: Full Option Science System (Delta Education)**

**Summary:** FOSS developers from the University of California at Berkeley are dedicated to the idea that all students learn science best by doing science. The FOSS program uses several instructional pedagogies including inquiry based learning, hands-on learning and active investigation, student-to-student interaction, writing (older students keep careful notes in science notebooks), and research/reading. Fourth grade students will study units in Energy (physical science) and Earth and Sun (earth science).

**Subject: Music (Mr. Franklin)**

**Curriculum Used: teacher created units**

**Summary:**In music classes students are exposed to basic rhythm fundamentals according to age and grade appropriateness. This is done through various types of hands on and movement and singing activities. All grades participate in singing activities, composer studies, and a major musical production.

Continuing with note and rest , the staff is introduced. Students begin reading notes on the treble staff. Recorders and barred instruments (xylophones, glockenspiels, and metallophones) are used to aid in learning. Class is very hands on and full of movement. We are blessed with many percussion and barred instruments. The music program is very experiential. The students in grades 1-5 put on a musical concert or production each year at Christmas and in the spring.

\*music is modified this year due to pandemic safety protocols including no singing or wind instruments

**Subject: Physical Education (Mr. Goodspeed)**

**Summary:** All grades focus on acquiring the knowledge and skills necessary to maintain an active life. Throw with accurate form to a moving target, catch with mature form objects thrown at different levels, kick/pass/punt a ball while moving, foot dribble around objects with control and hand dribble at various speeds with control. Being able to hit with a manipulative (racquet or bat) with several forms (backhand, forehand, underhand, batting). Volley in succession with a partner. Demonstrate rhythmic movement during activities (jump rope). Dynamic balance with control (cartwheels and balance beams). Design and performs repeatable sequences of rolling and weight transfer activities with smooth transition. Continue to focus on rules and safety guidelines as in previous years.

**Subject: French (Mademoiselle Audrey)**

**Curriculum used: Nous Sommes Flex**

**Summary:** In beginning French we will be focusing on formal and informal greetings and farewells, short conversational skills, while learning the masculine and feminine pronouns for descriptions, and how they are used in a new language. We will also look at how different Francophone cultures speak, read, write, and converse everyday. I am looking forward to creating a classroom where we are thinking globally about languages that can connect and

stem stronger communication around the world. Our primary objective will be to develop an understanding of the language in a written, verbal, and auditory format so that we can link each element together and become confident future bilinguists or beyond in any setting!

**Subject: Technology (Mr. Davenport)**

**Summary:** Students will learn a variety of important skills that will help them navigate the current teaching environment. They will learn how to use and manage documents and projects across multiple cloud platforms. They will learn how to use and share Google Docs, Sheets and Slides. We will learn 3D modeling as well as how to build a basic game using “block code”. We will also reinforce the etiquette needed to be able to use remote teaching.

**Subject: Art**

**Curriculum used: teacher created curriculum**

**Summary:** By creating art, students will articulate and demonstrate a clear understanding of the art elements (line, shape, value, color, form, texture, space) and principles of art (variety, unity, movement, balance, emphasis, rhythm, proportion, contrast). These concepts will be introduced at each grade level in a manner appropriate to age level and developmental ability. Students will develop their creative process through the experience of working with a variety of materials and techniques. Most importantly, students will learn to appreciate the world they live in through the visual arts, as they are given the opportunity to be successful, creating works of art they will be proud of.

**Subject: Social Skills**

**Curriculum Used: Second Step**

**Summary:** *Second Step* is a classroom-based social skills program for students in kindergarten through junior high (ages 5–14 years), with a distinct curriculum for each grade. It is designed to reduce impulsive, high-risk, and aggressive behaviors and increase children’s social competence and other protective factors. The program builds on cognitive behavioral intervention models integrated with social learning theory, empathy research, and social information-processing research. It is intended to teach children to identify and understand their own and others’ emotions, choose positive goals, and successfully manage reactions when emotionally aroused.

**Subject: Health**

**Curriculum Used: The Great Body Shop**

**Summary:** The Great Body Shop is a fully comprehensive health curriculum that includes topics that cover all aspects of physical, mental, social, emotional health and safety. Following mandates and guidelines of the state departments of education for content and grade appropriateness, subjects to be covered include nutrition, functions of the body, mental and emotional health, and physical fitness, among others.