



**Shamong Township School District**

**Indian Mills Elementary School**

**Fourth Grade Curriculum Outline**

**2015-16 School Year**

The Shamong Township School District Curriculum is aligned to the appropriate NJ CCCS and Common Core Standards.

Language Arts	Math
<p><b>Handwriting</b> Text: <i>Handwriting Without Tears</i> Overview: This handwriting program is developmentally based curriculum for cursive.</p> <p><b>Spelling/ Reading</b> Text: Houghton Mifflin Journeys Overview: Journeys Reading Program is aligned to the Common Core Standards and combines both whole group and small group instruction. Spelling and vocabulary are embedded into each unit and students are given the opportunity to practice reading through a variety of strategies and a broad range of genres. The program includes an extensive online component and leveled readers for differentiated instruction.</p> <p><b>Writing</b> Overview: The <b>Write Steps</b> program is used to help children plan and execute quality writing. A variety of genres are taught including real and imagined narratives, informative/explanatory pieces, opinion writing, fables and folktales, and research papers.</p>	<p>Text: <i>Math in Focus</i> Marshall Cavendish International (Singapore) in the US by HMH Publishing Co. (2009) Topics:</p> <ul style="list-style-type: none"><li>• Numbers and Operations: number comparisons to 100,000</li><li>• Place Value: numbers to 100,000 in standard, expanded, and word form</li><li>• Fractions: convert mixed number and improper fractions, add and subtract like and unlike fractions</li><li>• Decimals: model decimals using tenths and hundredths; compare and order; connect equivalent fractions and decimals</li><li>• Whole Number Computation: addition, subtraction, mastery of all basic facts; multiplication, and division with/without regrouping, multiple steps, and remainders in division</li><li>• Mental Math: estimation strategies to find sums, differences, products and quotients, as well as amounts and distances</li><li>• Algebra: greatest common factor and least common multiple; prime and composite numbers; use a rule to describe a sequence of numbers or objects</li><li>• Geometry and Measurement: construct and measure angles; perpendicular and parallel lines; find unknown angle measures and side lengths of rectangles and squares; formulas for area and perimeter</li><li>• Data Analysis: construct line plots, stem-and-leaf plots, tables, and line graphs; interpret tables, tally charts, and bar and line graphs</li></ul>
Science	
<p>Text: Use Science Kits – <i>Science To Go</i> Use texts: <i>Destinations in Science</i> and <i>Merrill Science</i> for reference Topics: Matter</p>	

- Identify states of matter and their properties.
- Body Systems
- Label and identify the skeletal system, muscular system, circulatory system, digestive system, respiratory system, and nervous systems functions and parts.

Energy

- Investigate different forms of energy – light, color, heat, sound, and electrical.
- Sun

Electricity

- Create static electricity focusing on positive, negative, and neutral charges
- Construct series and parallel circuits through current electricity.

Magnetism

- Explain how magnetite poles attract and repel

Rocks and Minerals

- Minerals - Identify minerals based on their properties – light, luster, hardness, streak color, and use your five senses.
- Classify Rocks – sedimentary, igneous, metamorphic

Spanish

Topics:

- Review Previous Skills/Concepts
- The Traditional Mexican Birthday Song
- Questions
- Numbers in the Hundreds and Thousands
- Seasons
- Parts of the Body
- Vocabulary

Library

Topics:

- Library Skills – Locating Books, Parts of a Book
- Alexandria – materials located by use of this computer automation program
- Storytelling
- Author Studies
- Award Books – Caldecott, Newberry and other medals
- Exposure to Various Writing Genres - Fiction (science, historical, realistic), Fantasy, Mystery, Nonfiction (informational, bibliography,

- Probability: Outcomes and expressing probability
- Problem Solving: Build skills in multiplication, division, fraction concepts, data analysis, and measurement through real-world problems

Social Studies

Text: *Harcourt*

Topics:

- Introduce Textbook – description of NJ, five themes of geography, reading/labeling maps
- New Jersey’s Land and Early People – People in NJ have always been influenced by their environment. They also have affected their environment.
- Exploration to Early Statehood – The exploration and settlement of North America led to changes in the area that is now NJ.
- Progress as a State – Historical events and human activities have caused NJ to grow and change over time
- New Jersey Today – New Jerseyans are proud of their history, government, and culture.

Physical Education/Health

Topics:

- Warm-up cubes, CV fitness
- Large Group Games (Bonker Ball, Kick Ball, Flag Tag, Red Rover)
- Soccer skills
- Halloween stations
- Resting Heart Rate, Target Heart Rate, Pedometers
- Ball games and lead up games
- Chicken activities/ Gotcha’s – fine motor skills
- Volleyball
- Lions’ Quest – health
- Jump roping – long/short ropes, stilts, bungee jumpers, jump bands
- Large group games – indoor soccer, hockey, basketball, lead-ups, flag tag
- Rhythms, Dance – lummi sticks, ribbons, circle/line dances
- Parachute activities
- Plate spinning
- Juggling

- autobiography), Poetry, Fairy Tales
- Holidays and Habitats Around the World

### Computers/Technology

Topics: Applications

- Microsoft Word
- Microsoft Excel
- Microsoft Power Point
- Microsoft Publisher
- Kidspiration – graphic organization
- Image Blender – photo editing software
- Internet Explorer – web browser
- Google – search engine
- Google Earth – global satellite imaging
- Movie Maker – Multimedia/video presentation software

Skills and Concepts

- Review and reinforce concepts within the District Acceptable Use Policy
- Locate specific information by searching a database
- Recognize accuracy and/or bias of information
- Collaborate with other students utilizing a variety of digital resources to solve real world problems
- Collaborate/share multimedia presentations with others online creating an authentic audience
- Use appropriate citations for resources
- Select and apply digital tools to collect, organize, and analyze data

- Ball skills and lead up games
- Volleyball lead-ups
- Hoop activities
- Frisbee
- T-ball/softball

### Music

Topics: Skills and Concepts

- Sing: light and heavy registers
- Play: un-pitched percussion, large percussion, Orff instruments, soprano recorder
- Move and Dance: body percussion, circle dance, line dance, planned and improvised movement
- Listen: listening examples include singing, instrumental pieces
- Create: vocal sounds, body movement, rhythmic patterns, instrumental sounds
- Read and Write Music: rhythmic notation, treble staff notation
- Rhythm: steady beat, rhythm, long and short sounds, quarter note, quarter rest, two eighth notes, half note, half rest, whole note, whole rest, four sixteenth notes, syncopation, meter in 2, meter in 3, meter in 4
- Melody: high and low sounds, upward and downward, pitch syllables (sol, mi, la, re, do, low la, low sol, fa, ti)
- Harmony: simple bordun on bar instruments, level bordun, crossover bordun, two part canon, three part canon, four part canon, simple ostinato, layered ostinati
- Tone Color: vocal (expressive speech, sing, whisper, call), instrumental (un-pitched percussion, Orff instruments, large percussion), instrument families (brass, woodwind, strings, percussion)
- Dynamics: loud, soft, getting louder, getting softer
- Tempo: fast, slow, getting faster, getting slower

### Art

Topics:

- Understand and apply a basic working art vocabulary
- Understand and apply “The Elements of Art” and “The Principals of Design”
- Respond visually and aesthetically to

	<p>artwork, nature, events, and objects in the environment</p> <ul style="list-style-type: none"><li>• Develop fine and gross motor skills that demonstrate the ability to use the elements of art</li><li>• Explore and apply graphic arts and artistic crafts</li><li>• Encourage creative thinking</li><li>• Identify styles of art while implementing art history</li><li>• Identify and critique specific artists throughout art history</li><li>• Recognize artistic mood</li><li>• Exhibit proper etiquette and behavior in the art room</li></ul> <p style="text-align: right;">Grade 4</p>
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