

ST. MICHAEL'S SCHOOL OVERVIEW OF FOURTH GRADE CURRICULUM

Religion (*We Believe Catholic Identity Series; God's Law Guides Us*, Sadlier)

Fourth graders grow in self-esteem, social interaction, and interest in the wider world. In playing games in groups, they bring a realistic perspective to the human need for rules and standards. They appreciate the Ten Commandments, the Beatitudes, and the teachings of Jesus, and are ready to reach out to others in service & responsibility.

Knowledge of Faith:	Understand God's covenants across salvation history (Noah, Abraham, Moses, David) Recall that Jesus died to save us from sin and death
Liturgical Education:	Articulate God's forgiveness and hope for reconciliation (Prodigal Son and own experience) Know the celebrations of Holy Week identifying the important days of the Triduum
Moral Education:	Locate the Beatitudes in Scripture and explain how to practice them in our lives Identify and understand the origins of sin, Original Sin, as given in the Creation accounts
Teaching to Pray:	Identify the Seven Petitions in the Our Father Know Prayers by heart (Memorare, Prayer for Peace)
Educating for the Life of the Church:	Know I am made in God's image; I take care of my body as the Temple of the Holy Spirit Name and explain the Gifts and Fruits of the Holy Spirit; they help us become closer to God
The Church's Missionary Life:	Realize we are all called to proclaim the Good news of Jesus Christ by the way we live & act Define the role of steward as one who receives and shares God's gifts wisely

English Language Arts (*TCRWP, Heinemann; Vocabulary Workshop*, Sadlier)

Fourth Grade students learn English Language Arts through a workshop model program that is based on the Common Core State Standards. Interactive reading and writing partnerships augmented by rich mentor texts engage students and help them develop a passion for literacy.

Reading:

- Determine a theme of a story, drama, or poem from details in the text; summarize the text
- Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text
- Determine the meaning of words & phrases used in a text, including those that allude to characters in mythology
- Compare/contrast the point of view from which different stories are narrated (first- and third-person)
- Compare/contrast similar themes, topics, & patterns of events in stories, myths & literature from other cultures

Writing:

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- Write narratives to develop real or imagined experiences or events using descriptive details & a clear sequence
- Use teacher and peer feedback, revise and add details to strengthen writing as needed
- Use technology to produce and publish writing as well as to interact and collaborate with others

Language Conventions:

- Form and use prepositional phrases
- Correctly use frequently confused words (e.g., to, too, two; there, their)
- Use a comma before a coordinating conjunction in a compound sentence
- Use common roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph)
- Explain the meaning of simple similes and metaphors in context

Speaking & Listening

- Engage in collaborative discussions with partners building on others' ideas & expressing their own clearly
- Identify the reasons and evidence a speaker provides to support particular points
- Report on a topic or text, tell a story, or recount an experience speaking clearly at an understandable pace

Units of Study:

	Reading	Writing
Unit 1 - September/October	<i>Interpreting Characters</i>	<i>Narrative- The Arc of Story</i>
Unit 2 - October/November	<i>Reading the Weather/Reading the World</i>	<i>Opinion - Boxes and Bullets</i>
Unit 3 - December	<i>Christmas Stories: Theme & Comparison</i>	<i>Christmas Tradition Speech</i>
Unit 4 - January/February	<i>Historical Fiction Clubs</i>	<i>Narrative - Historical Fiction (If...Then)</i>
Unit 5 - March/April	<i>Fiction Book Clubs</i>	<i>Opinion - Writing About Fiction</i>
Unit 6 - April/May	<i>Reading History - The Gold Rush</i>	<i>Information - Bringing History to Life</i>
Unit 7 - May/June	<i>Non-Fiction Book Clubs (If...Then)</i>	<i>Information - Journalism (If...Then)</i>

Mathematics: (enVisionmath 2.0, Pearson)

Fourth Grade students acquire math skills through problem solving utilizing technology, & project-based learning. The Standards for Mathematical Practice are developed & connected to the Standards for Mathematical Content.

Mathematical Practices:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

Mathematical Content:**Operations and Algebraic Thinking**

- Use the four operations with whole numbers to solve problems
- Gain familiarity with factors and multiples
- Generate and analyze patterns

Number and Operations in Base Ten

- Generalize place value understanding for multi-digit whole numbers
- Use place value understanding and properties of operations to perform multi-digit arithmetic

Number and Operations - Fractions

- Extend understanding of fraction equivalence and ordering
- Build fractions from unit fractions by applying and extending understanding of whole number operations
- Understand decimal notation for fractions, and compare decimal fractions

Measurement and Data

- Solve problems involving measurement & conversion of measurements from a larger unit to a smaller one
- Represent and interpret data
- Understand concepts of angle and measure angles

Geometry

- Draw and identify lines and angles, and classify shapes by properties of their lines and angles

Science: (Interactive Science, Pearson)

The St. Michael's School Fourth Grade Science Curriculum utilizes inquiry-based learning through labs and activities that support the framework of the Next Generation Science Standards.

Science and Engineering Practices:

- Ask questions and define problems: Specify qualitative relationships & what would happen if a variable changed
- Develop and use models to represent events and design solutions
- Plan and carry out investigations controlling variables & providing evidence to support explanations/solutions
- Analyze and interpret data through quantitative and qualitative approaches
- Use mathematics and computational thinking to measure & analyze data & compare alternative design solutions
- Construct explanations/design solutions: Use evidence to predict phenomena/develop multiple design solutions
- Engage in argument from evidence: Critique scientific explanations/solutions proposed by peers; Cite evidence
- Obtain, evaluate, and communicate information: Evaluate the merit and accuracy of ideas and methods

Crosscutting Concepts with Other Disciplines:

- Patterns; Cause and Effect; Scale, Proportion, and Quantity; Systems and System Models, Energy and Matter; Structure and Function; Stability and Change

Units of Study:

Unit 1	The Nature of Science	Unit 6	Earth and Space
Unit 2	Technology and Design	Unit 7	Matter
Unit 3	Plants and Animals	Unit 8	Energy and Heat
Unit 3	Ecosystems	Unit 9	Electricity and Magnetism
Unit 4	Earth's Resources	Unit 10	Motion

Social Studies (*California, Houghton Mifflin*)

The St. Michael's School Fourth Grade Social Studies Curriculum follows the History-Social Science Framework adopted by the State of California in 2016. The theme for Fourth Grade is California: A Changing State.

Physical and Human Geographic Features that Define California

Explain how climate and geography vary throughout the state, and how these features affect how people live

European Exploration and Colonial History

Study why Europeans came to California, how they changed the region, and how geography impacted settlement

Missions, Ranchos, and the Mexican War for Independence

Understand why Spain established the missions, how people's lives were affected by missions, and how the region changed because of the mission system

The Gold Rush and Statehood

Explain why people came to California after the discovery of gold, and how California became part of the U.S.

California as an Agricultural and Industrial Power

Describe the role immigrants played in California's economic growth and transportation expansion

California in a Time of Expansion

Explain how the state government was formed and who held power in the state

California in the Postwar Era: Immigration, Technology, and Cities

Describe what life was like for newly arrived migrants compared to those who had lived in the state

Local, State, and Federal Governments

Explain how Californians know about their rights and responsibilities in the state and their community

Overview of Co-Curricular Content and Skills

Art	Physical Education
<i>Based on California Visual Arts Framework</i>	<i>Based on California Physical Education Content Standards</i>
Demonstrate knowledge of human proportions to create a figure drawing	Volley underhand using a mature pattern, in a dynamic environment (two square, four square, handball)
Describe the use of proportions in facial structures to create moods and characters that express emotions	Run for a distance using a mature pattern
Draw and paint a landscape that incorporates California's landscape and regions	Combine traveling with the manipulative skills of dribbling, throwing, catching, and striking in teacher and/or student designed small sided practice task environments
Use fibers to create and understand weaving	Apply simple offensive and defensive strategies and tactics in chasing and fleeing activities
Use shading to transform 2-D shapes into what appears to be 3-D shapes	Exhibit responsible behavior in independent group settings
	Describe and compare positive social interactions when engaged in partner, small-group, & large-group activities
Music	Technology
<i>Based on National Coalition for Core Arts Standards</i>	<i>Based on the International Society for Technology in Education Standards (ISTE)</i>
Read, write, and perform melodic notation for simple songs in major keys using solfege	Use the Typing Pal program: demonstrate sufficient command of keyboarding skills to type one page in a single sitting
Sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others	Search the Internet safely
Use classroom instruments, including recorders, to play melodies and accompaniments including rounds, descants, & ostinatos alone & with others	Use a program to learn how to make good choices through Digital Citizenship
Compose and improvise simple rhythmic and melodic patterns on classroom instruments	Collect and organize information found online
Learn and perform songs at the Christmas Program	Explain copyright rules
Learn liturgical hymns and sing them at Mass	Type a report in a Microsoft Word program; write, edit, add graphics
	Use Microsoft Excel to create a spreadsheet
	Use Microsoft Power Point to create a presentation

Extra-Curricular Options for Grade 4: After-School Choir, After-School Sports (Soccer - Winter; Basketball - Spring)

Art Club, Chess Club, Musical Theater (Fall and Spring), Spanish Club, STEM Club