NEW HYDE PARK-GARDEN CITY PARK
UNION FREE SCHOOL DISTRICT

This folder gives a brief overview of the Fourth Grade curriculum, and what your child will be learning this year. Please refer to our 2007-2008 district calendar for additional information regarding assessments, services and support.

ENGLISH LANGUAGE ARTS

The goal of the English language arts program is to provide students with experiences which allow them to develop the skills of listening, speaking, reading and writing. In an environment rich with literature, students will have ongoing opportunities to become effective communicators and lovers of reading. Each child will be encouraged to develop many English language arts skills.

READING:
Successful students will:

- Develop strong vocabulary, including using context clues and understanding multiple meanings, synonyms, antonyms, homonyms, and word structure
- Read to gain an appreciation of good literature and to elicit information
- Identify and state both text structure and literary elements, such as plot and characterization
- Apply comprehension strategies to analyze information and solve problems in both fiction and non-fiction
- Develop study and research skills

WRITING:
Successful students will:

- Communicate clearly through grammatically correct writing
- Sequence 5 - 10 sentences into a paragraph
- Develop multi-paragraph non-fiction and fiction pieces with a beginning, middle and end stressing unity, purpose and coherence
- Engage in the stages of writing as a process
- Use a dictionary and thesaurus to expand writing vocabulary

LISTENING:
Successful students will:
- $ Follow oral directions and instructions
- $ Listen attentively, thoroughly, and critically
- $ Listen for meaning, enjoyment, and discussions

SPEAKING:
Successful students will:
- $ Use pronouns properly
- $ Maintain noun/verb agreement
- $ Use adjectives and adverbs properly
- $ Make contributions to discussions that are clear and to the point

MATH

The goal of the math program is to develop conceptual understanding, procedural fluency and problem solving.

Topics include:
- $ Place value to 10,000
- $ Rounding numbers
- $ Prime numbers
- $ Addition, subtraction, multiplication and division (facts, operations and properties)
- $ Multi-step word problems
- $ Understanding fractions with common denominators (equivalent fractions and simplest form)
- $ Operations with decimals and fractions with like denominators
- $ Geometry
- $ attributes of polygons and solids
- $ perimeter, area and classification of angles and triangles
- $ Measurement
- $ length, weight and capacity using metric units
- $ calculate elapsed time
- $ money (making change)
- $ Probability and Statistics
- $ read and interpret tables, bar graphs, pictographs and line graphs.
- $ display data in pictographs and bar graphs.

SCIENCE

The goal of the science program is to encourage students to develop their skills of inquiry and observation. It also offers children opportunities to explore, manipulate and discover the what, how, and why of the world around them. Students are introduced to science concepts in the areas of life science, physical science and earth science through classification, experimentation and evaluation.

Grade 4 Content includes:

Life Science
- Ecosystems
- Energy from Plants

Physical Science
- Properties of Matter
- Heat
- Electricity and Magnetism
- Objects in Motion
- Simple Machines

Earth Science
- Water Cycle and Weather
- Changes to Earth's Surface

SCIENCE LAB:

The science program combines two components of instruction: process skills (laboratory) and content (classroom). Our science lab program offers children opportunities to explore, manipulate, discover and appreciate the world around them. They develop and utilize science process and inquiry skills: classifying, communicating, collecting and interpreting data, creating models, hypothesizing, generalizing, identifying variables, inferring, measuring, observing and predicting in a program specially designed to their developmental level.

LAB NOTEBOOKS:

Notebooks are kept by students. They are tools for recording science lab lessons. In the fourth grade, the students will begin to incorporate the scientific method (questions, materials procedure, observation and conclusion) in their lab notebook.

SOCIAL STUDIES

The primary goal of the social studies curriculum in Fourth Grade is to help the students understand:

- $ Native Americans of New York State
- $ Explorers and the Colonial period
- $ Revolutionary War-Colony to State
- $ The Constitutional Period
- $ Immigration/Migration/New York State Government

HEALTH

The goals of our health curriculum are directed toward teaching health and growth sciences concerned with the child's physical and mental health, nutrition, understanding one's own body and how it works and grows, and attitude toward oneself, family, friends, and community.

Teachers use a variety of resources and materials through a broad conceptual approach based on the physical, mental and emotional health of children at each successive maturity level. Many topics are integrated into subjects throughout the day.

PHYSICAL EDUCATION

The goal of the physical education program is to provide students with regular, planned, vigorous physical activities which promote physical fitness, improve self-esteem and develop interests and leisure-time activities.

MUSIC

General Music

The goal of the general music program is to provide all students with opportunities to experience the language of music through singing, movement, instruments, drama, listening and creating, and to teach the skills to facilitate these activities. Ultimately we want to instill within all of our students a deep and abiding love of music and to a feeling of comfort with all musical styles.

Singing: Choral performance in the winter concert.

The following concept instruction and activities are illustrative of those in fourth grade:

- Identify symbols and traditional terms referring to dynamics, tempo and articulation
- Learning about half and whole rests
- Listening to chamber music
- Sight read melodies using *do, re, mi, fa, so, la, ti, do*
- Playing repeated patterns on instruments
- Performing more difficult folk dances
- Identify intervals and chords in the study of harmony
- Recognition of major and minor tonality

INSTRUMENTAL MUSIC

The goal of the instrumental music program is to teach students the skills required to play their chosen instrument in order to be able to perform in an instrumental ensemble.

The following skills will be incorporated:

$ Identify note on the staff and use corresponding fingerings
$ Emphasis on good tone production through use of correct embouchure, posture and breath support
$ Emphasis on good tone production through correct posture-holding of the bow and pressure of the bow on the strings

Participation in the instrumental music program will benefit students in both musical and non-musical ways:

$ Self-discipline
$ Teamwork and cooperation
$ Commitment and follow through
$ Improved self-esteem through pride in accomplishment

All instruments are demonstrated in the spring. Students in the fourth grade may begin the study of an instrument with parental and teacher permission. Based on the demonstrations, students are asked to select a first and second choice of instruments for strings or first, second, and third choices for band instruments. Every attempt is made to give students the first or second choice of instrument. Upon acceptance into band or orchestra, students will perform in the scheduled concerts. Scheduled performances may include: concerts, Memorial Day parade, Arts Festival and Moving-Up Day ceremonies.

Instrumental Program - Please note that this is an **optional** program. Work that is missed in class must be made up by the children who participate.

ART

The goal of the art program is to enrich the lives of our students. We encourage creativity through the use of varied art materials and skills. Our children learn to appreciate art and the work of artists. They also learn to understand the heritage of many different cultures.

In the fourth grade, students will:

- $ Learn to use contour lines in drawing
- $ Understand primary, secondary and complementary colors
- $ Manipulate papers to create 3D art form by curves, folding, scoring, spiraling and fringing
- $ Experiment with variety of printing techniques
- $ Create art through multi-media
- $ Recognize styles and periods of particular artists and periods of art history
- $ Create a project related to social studies curriculum and other cultures

LIBRARY

Children are motivated and enthusiastic learners. During elementary school, children will be encouraged to become lifelong readers and users of information. Classes visit the Library Media Center each week. Students spend equal time in both the library and the computer lab. Parents are invited to share books with their children and make reading a part of their family tradition.

TECHNOLOGY

Our technology model places computers in the classroom from kindergarten to sixth grade. Technology is integrated into all curriculum areas to improve literacy, meet instructional standards, and to increase problem solving and communication skills. Appropriate software is used to achieve our goal. Projects are created using word processing, graphics design, database, spreadsheets, desktop publishing, graphic organizers, research CDs, the Internet and presentation programs. Digital cameras and scanners are used to enhance multimedia projects. Children, computer aides and teachers work collaboratively to extend, enhance and correlate instruction in computer labs, classrooms and library media centers.

ENRICHMENT PROGRAMS

PHILOSOPHY OF MATH ENRICHMENT & ODYSSEY PROGRAM

The basic purposes of the enrichment programs are to broaden and improve learning experiences for eligible students through the development of enhanced decision-making, problem solving, creative, critical, and divergent thinking skills. The programs should enrich students to become producers as well as a consumers of knowledge. The programs are designed for students in grades 4, 5, 6.

Criteria for Entrance in the Math Enrichment and Odyssey Programs in Grades 4, 5, 6
There is a weighted student matrix. Based on the results of the Enrichment Matrix, students will qualify for the Math Enrichment and/or Odyssey Programs.

STANDARDIZED TESTING PROGRAM

Students in the fourth grade participate in the New York State Testing Program in English language arts, math, and science. These exams measure each student's, as well as our district's, progress toward meeting the educational standards set by New York State. Parents are informed of their child's scores as soon as they become available.

The New York State test in English language arts is given in January. There is a multiple choice section and a performance section. The performance section consists of a listening portion and an extended response portion. In the listening section, the teacher reads a selection aloud; the students take notes and respond to two short answers and one extended answer. In the extended response section, students will read passages and answer open-ended questions. The reading and listening selections may include stories, articles and poems.

The New York State test in mathematics is given in March and contains multiple choice questions and open-ended questions. For the multiple choice section, there is only one correct answer. For the open-ended questions, the students must write their own answer. For some of these questions, there may be more than one correct answer. Students will be asked to explain their answers or show their work. Sometimes they will need to draw a diagram or write a chart.

The ELS (Elementary Level Science) assessment is given in April and May. It is a three part test consisting of content, skill and manipulative sections. The content section tests science knowledge in a written multiple choice format. The skills section tests the students' ability to read and get information from charts and graphs, as well as their understanding of the experimental process.

The manipulative skills section is a true lab format. The students are presented with materials and instructions. They perform experiments and then answer questions about what they have done, and the thought processes they used to get their answer.

DISTRICT POLICY ON HOMEWORK

Homework is a learning activity which should increase in complexity with the maturity of the pupil. All homework assignments should be explained carefully in order that they be accomplished on an independent working level at home.

It is important that assignments have meaning for the child, and the purpose should always be clearly understood by teacher and child. If an assignment is important enough to be given, it is also important enough to be corrected, and the child made aware of the results.

RECOMMENDED SCHEDULE FOR HOMEWORK

Grade 4 At this time, homework is a normal routine to which children have become accustomed and should not exceed 45 minutes per night.

Weekend and scheduled school recess assignments will be left to the discretion of the teacher. The above time is suggested as the maximum time, based on what the teacher judges the average student in the class can do. Some children will complete the assignment in less time, while other children may take a bit longer. It will be reasonable to expect that under certain circumstances the times suggested will be and can be extended.

QUALIFICATIONS FOR ACADEMIC HONOR ROLL

Major Subject Areas:
Reading, Math, Writing/Language Arts, Social Studies and Science

Academic Honor Roll:
Grades 4-6 - three “5s" and two “4s" in all major subject areas

Academic Honorable Mention:
Grades 4-6 - “4s" or above in all major subject areas

Outstanding Academic Effort:
This award recognizes students who have exceeded all teacher expectations for performance and demeanor.

Demeanor:
To be eligible for any distinction listed above, a student must at least meet grade level expectations (a “/” or “+”) in all conduct, effort, work study skills and social development areas.

THE ABOVE CRITERIA APPLY TO ALL STUDENTS WITHOUT EXCEPTION