

## **NEW PROVIDENCE SCHOOL DISTRICT PROGRAM OF STUDIES ~ FOURTH-GRADE**

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### **INTEGRATED LANGUAGE ARTS**

The fourth-grade language arts program follows a balanced literacy framework that aligns with the New Jersey Student Learning Standards and assessments. It contains all of the components necessary to develop lifelong literacy. These components include word study, Reader's Workshop, and Writer's Workshop.

Word study focuses on word spelling and meaning. Through direct instruction and hands-on sorting activities, students learn about spelling patterns, morphemes, and grade-level appropriate spelling generalizations.

Reader's Workshop is based on reading research and develops essential reading skills while fostering a love of reading. At the intermediate level, students read and learn about a variety of genres, including full-length trade books and nonfiction texts. Students learn and grow through various instructional contexts including teacher modeling, mini-lessons, small group instruction, book clubs, partnerships, and independent reading. Attention is given to each student's level of reading development while guiding him/her along the pathway to further growth as a strategic reader.

Writer's Workshop is similar to Reader's Workshop in many ways. This instructional model includes the following:

- Teacher modeling of his/her thought process to demonstrate the writing process
- Use of mentor text to illustrate particular elements of writing
- Regular and sustained periods of time for writing
- Student choice and responsibility in using strategies needed to become independent, lifelong writers
- Student opportunity to reflect upon writing and to discuss their growth with others
- Practical application of grammar rules

### **MATHEMATICS**

The mathematics program in fourth-grade is designed to actively engage students in a variety of activities and explorations that foster and develop an understanding of fluency with multi-digit multiplication and division, understanding of fraction equivalence and operations, the continuation of measurement topics, and further analysis of geometric shapes. In fourth-grade, instructional time focuses on the following areas:

#### *Develop fluency with multiplication and division*

- ✓ Students understand place value up to 1,000,000 and apply that knowledge to multi-digit multiplication. With an emphasis on the Distributive Property, students accurately apply appropriate methods to estimate products and to explain why procedures work based on place value and number properties. Similar methods are developed for accurate procedures to find quotients involving multi-digit dividends. Students also interpret remainders based on the context of the given problem.

*Develop an understanding of fraction equivalence and fraction operations*

- ✓ Students develop methods to recognize when two fractions can be equal. By extending the meaning of unit fractions and their composition and decomposition, students investigate the multiplication of a fraction by a whole number. Decimal notation for fractions is also explored. Students will transfer their knowledge of whole numbers to compare decimals.

*Analyze shapes*

- ✓ Students describe, analyze, compare, and classify two-dimensional shapes. They draw and identify lines and angles. Problems involving measurement and conversion of measurements from a larger unit to a smaller unit are solved.

The curriculum for this course includes 21st Century Skills that promote the use of innovative learning strategies by integrating supportive technologies, performance tasks, and higher order thinking skills as well as the integration of global perspectives and financial literacy.

The Mathematics curriculum is aligned with the New Jersey Student Learning Standards for Mathematics.

### **LIFE LITERACIES AND KEY SKILLS**

The K-6 instructional program provides an important foundation for elementary students in life literacies and key skills, including: Creativity and Innovation, Critical Thinking and Problem Solving, Digital Citizenship, Global and Cultural Awareness, Information and Media Literacy, and Technology Literacy

The program is comprehensive and interdisciplinary, addressing major themes within the curriculum. Each elementary school has a full-time technology coordinator. The role of the technology coordinator is to provide curriculum development, instruction, professional development, and technical support in their respective schools.

Elementary students at each grade level engage in curriculum-related activities designed by their classroom teacher, technology coordinator, and/or library media specialist that are enhanced through the use of technology. Students are encouraged to use technology for personalized learning, problem-solving activities, transfer of knowledge, collaboration and to communicate their understandings effectively. As students move through the elementary grade levels, they are also encouraged to use the Internet responsibly as a tool for basic research.

The New Jersey Student Learning Standard 9.4 Life Literacies and Key Skills, includes instruction focused on the following core ideas:

- Creativity and Innovation
  - Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
  - Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
- Critical Thinking and Problem-solving
  - The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
- Digital Citizenship
  - Intellectual property rights exist to protect the original works of individuals. It is

- allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.
- Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.
  - Digital identities must be managed in order to create a positive digital footprint.
  - Digital tools have positively and negatively changed the way people interact socially.
  - Digital engagement can improve the planning and delivery of climate change actions.
- Global and Cultural Awareness
    - Culture and geography can shape an individual's experiences and perspectives.
  - Information and Media Literacy
    - Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.
    - Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.
    - Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.
    - Specific situations require the use of relevant sources of information.
  - Technology Literacy
    - Different digital tools have different purposes.
    - Collaborating digitally as a team can often develop a better artifact than an individual working alone.

## **SOCIAL STUDIES**

The fourth-grade program in social studies focuses on the study of the major regions of the United States. This analysis will examine the role that geography has on shaping a region, and how the interconnectedness of regions can shape a nation. A strong emphasis on literacy and historical context is used to support our study. Students will read primary and secondary historical accounts connected to each region and its people. The fourth-grade curriculum also includes an in-depth look at the geography, history, and people of New Jersey.

The Social Studies curriculum is aligned with the New Jersey Student Learning Standards for Social Studies.

## **FLES**

Foreign Language in the Elementary Schools (FLES) is a Spanish language and culture instructional program in grades 1-6. Students are given one session per week of instruction in the basics of Spanish language and cultural traditions of the world. The students are introduced to the vocabulary of the school (classroom objects, people, and places), the home (outside features, interior rooms, furniture, appliances) and foods. The speaking, listening, reading and writing activities combine new vocabulary with previously learned vocabulary.

## **SCIENCE**

The fourth-grade science program uses the Full Option Science System (FOSS) Next Generation. Students explore standards-based, inquiry centered units in life, physical, and earth science. FOSS Next Generation puts the Next Generation Science Standards into practice by integrating all three dimensions, including the disciplinary core ideas, the science and engineering practices,

and the crosscutting concepts, into the science classroom in order to engage students in experiences that lead to a deeper understanding of the natural and designed world.

Students in fourth-grade formulate answers to questions such as: “What are waves and what are some things they can do? How can water, ice, wind and vegetation change the land? What patterns of Earth’s features can be determined with the use of maps? How do internal and external structures support the survival, growth, behavior, and reproduction of plants and animals? What is energy and how is it related to motion? How is energy transferred? How can energy be used to solve a problem? Students use a model of waves to describe patterns of waves in terms of amplitude and wavelength, and that waves can cause objects to move. Students develop an understanding of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. They apply their knowledge of natural Earth processes to generate and compare multiple solutions to reduce the impacts of such processes on humans. Fourth-graders develop an understanding that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. Students use evidence to construct an explanation of the relationship between the speed of an object and the energy of that object. Students develop an understanding that energy can be transferred from place to place by sound, light, heat, and electric currents or from object to object through collisions. They apply their understanding of energy to design, test, and refine a device that converts energy from one form to another. In order to describe patterns of Earth’s features, students analyze and interpret data from maps. By developing a model, they describe that an object can be seen when light reflected from its surface enters the eye. The crosscutting concepts of patterns; cause and effect; energy and matter; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understandings.

The fourth-grade science curriculum is aligned with the New Jersey Student Learning Standards for Science (NJSLS-S).

### **STEM**

Fourth-grade students will collaborate on a number of authentic engineering, coding and design challenges that emphasize innovation, critical thinking, problem-solving, and teamwork. They will define a simple design problem and identify the possible criteria and constraints. Students will then generate and compare multiple possible solutions to the problem based on how well each is likely to meet these criteria and constraints. They will then look to improve their designs by identifying and controlling variables to help identify aspects of their model or prototype that can be improved.

## **ART**

In Kindergarten through sixth-grade, students experience an ongoing and systematic art program. Using the elements of art and principles of design as a guide, students explore a wide range of materials and artistic methods. Performance tasks allow students to produce visual expressions with which to communicate their ideas, their culture and their environment, both real and imagined. Through creation, reflection and analysis, children learn to value art as a cultural institution and as a means of personal expression.

The art curriculum is aligned with the New Jersey Student Learning Standards for Visual and Performing Arts. Engaging in the four artistic processes (creating, presenting, responding and connecting,) as indicated in the National Core Art Standards, encourages all students to develop personal artistic capabilities to their greatest potential.

In fourth-grade, children meet with an art specialist once a week. The fourth-grade Art Class provides a variety of artistic activities in various media designed to help students master concepts and skills while creating age-appropriate artwork. As individual artistic skills grow, students will be increasingly encouraged to be more self-directed in creative decisions.

## **MUSIC**

The K-6 music curriculum is aligned with the New Jersey Student Learning Standards for Visual and Performing Arts. Engaging in the four artistic processes (creating, performing, responding and connecting,) encourages all students to develop personal musical capabilities to their greatest potential.

In fourth-grade, children continue to refine the singing voice, proper singing posture and breathing, and skills in singing two-part harmony. In Chorus, students increase their music reading skills by analyzing and singing from various choral octavos throughout the year. Choral literature includes art music, folk song arrangements, songs in foreign languages, songs from the theatre and music in pop and jazz styles. Children also begin experiences in sight-singing. In May, all fourth-graders demonstrate their choral music growth, stage presence, and audience etiquette during the evening Spring Vocal Concert held in the New Providence High School auditorium.

The Music Class provides a variety of musical activities designed to help students master concepts and skills. Children perform vocal/instrumental ensembles, improvise and create short compositions using various percussion instruments. They gain a greater sense of rhythm and musical expression through moving and dancing to music. They develop critical and creative listening skills by listening to and analyzing selections representing numerous composers, styles, and historical eras. Students also increase their knowledge of music notation through score study. A firm understanding of musical concepts will allow each child to fully enjoy this highly expressive art form.

Fourth-grade students are given the opportunity to participate in the Band or Orchestra. Though participation is not mandatory, enrollment is usually very high. The students begin their instrumental experience with “Intensive Week.” During this week, students will meet with the instrumental specialist daily. This gives the students a solid, fundamental-based start in the instrumental program. After the “Intensive Week,” students attend a forty-minute lesson once per week. These lessons are pull-outs but are rotated in order to avoid missing the same academic

period in consecutive weeks. Students also play in one band/orchestra rehearsal per week.

### **District Philosophy - Repertoire Selection for Concerts**

Throughout the K-12 experience in the New Providence Schools, students study the historical and cultural aspects of music, representative of various cultures, to better understand the world around them. For concert performances, teachers select music that will aid in developing musical skills and expand each student's global awareness. This repertoire may be associated with various cultural traditions, celebrations, or holidays. The selections in a single concert comprise a mere snapshot of a student's complete educational journey.

### **LIBRARY AND INFORMATION SKILLS**

Fourth-grade students visit the library media center weekly for library and research skills instruction. The skills introduced in the third grade are expanded upon and refined by presenting the students with a wider variety of reference materials. Hands-on activities and research projects provide them with opportunities to explore and use these resources. Timeliness and relevance are discussed so that students will recognize textual and visual indications of a resource's value. Students will distinguish between fact and opinion in print, non-print, and computer database information resources.

Students continue to select books and magazines to read for pleasure. The library media specialist presents book talks to expose the students to different literary genres and to encourage recreational reading.

As students start to use more online resources, they learn how to evaluate websites for authority and accountability.

### **PHYSICAL EDUCATION**

Physical Education is that part of the educational process which contributes to the mental, physical, social, and emotional growth of each child through the medium of physical activity. A regular program of physical education is provided in all grades. It is the intent of the physical education program to plan movement experiences that will strive to:

1. Develop motor skills necessary to successfully perform a variety of physical activities.
2. Develop a level of physical fitness that will enable active physical participation and enhance the learning of motor skills.
3. Develop knowledge, understanding, and the benefits from involvement in physical activity and its contributions to a healthful lifestyle.
4. Develop an awareness of social skills and socially acceptable behavior.
5. Motivate students to achieve their physical potential through a comprehensive physical education program.
6. Promote interest and proficiency in activities that will enable students to participate successfully, now, as well as in the future.

\*All students must wear sneakers.

### **HEALTH**

Health education provides knowledge, promotes positive attitudes, and teaches skills to enable students to live healthy lives. This instruction takes place in a planned, sequential, age-appropriate manner and is divided into four units: wellness, integrated skills, drugs and

medicine, and human relationships.

A. Wellness

- ✓ Personal Growth and Development
- ✓ Nutrition
- ✓ Diseases and Health Conditions
- ✓ Safety
- ✓ Social and Emotional Health

B. Integrated Skills

- ✓ Interpersonal Communication
- ✓ Decision Making
- ✓ Character Development
- ✓ Advocacy and Service
- ✓ Health Service and Information

C. Drugs and Medicine

- ✓ Medications
- ✓ Alcohol, Tobacco, and Other Drugs
- ✓ Dependency/Addiction
- ✓ Treatment

D. Human Relationships

- ✓ Healthy Relationships (family, friends, roles)
- ✓ Sexuality
- ✓ Pregnancy and Parenting

The Physical Education and Health curriculum is aligned with the New Jersey Student Learning Standards for Comprehensive Health and Physical Education.

### **GIFTED AND TALENTED**

Enrichment education is an integral part of the New Providence School District's curricular program, including services for students identified as "gifted and talented" and for all students as an extension of the New Jersey Student Learning Standards, grades K-6. Enrichment education is an opportunity for students to expand their intellectual and creative capacities at an appropriate level commensurate with students' educational and social development and their specific abilities, talents and interests. The New Providence School District's K-6 Gifted and Talented Program is committed to identifying students who exhibit characteristics of general intellectual ability and to meet their special learning needs. Our responsibility to provide an excellent education for these children requires developing their special abilities and talents as well as addressing their social and emotional needs. In addition, the program is committed to stimulating educational opportunities which encourage each child to strive for excellence and fulfill her/his potential. The New Providence School District Gifted and Talented Services are centered on a three-tiered approach to afford flexibility to meet the varying needs, abilities and interests of students. Further information can be found on the New Providence School District website.

### **HOMEWORK**

Homework is a planned part of the curriculum, which is intended to reinforce the school learning

experience. The number, frequency, and degree of difficulty of assignments are based on ability and utilize no more of the student's time than necessary.

**ELEMENTARY SCHOOLS ~ K-6**

<b>ALLEN W. ROBERTS SCHOOL</b>	
<b>80 Jones Drive</b>	<b>(908) 464-4707</b>
Robyn Greenwald	Principal
Susan McGeechan	Assistant Principal

<b>SALT BROOK SCHOOL</b>	
<b>40 Maple Street</b>	<b>(908) 464-7100</b>
Jean M. Drexinger	Principal
Jonathan Firetto	Assistant Principal

<b>ADMINISTRATIVE OFFICES</b>	
<b>356 Elkwood Avenue</b>	<b>(908) 464-9050</b>
David M. Miceli, Ed.D	Superintendent
Lauren Zirpoli	Assistant Superintendent
James E. Testa	Business Administrator/Board Secretary
Jay Richter	Director of Curriculum, Instruction, and Supervision