

GRADE 4

כּתה ד'

GENERAL STUDIES CURRICULUM OVERVIEW

WRITING:

By the end of the fourth grade, all students will be writing persuasive and explanatory essays, five paragraphs in length. Students will be writing and analyzing poetry. The learner will write narrative essays and analyze literature in essay format.

WRITING REQUIREMENTS FOR GRADE 4:

- Journal writing, response to literature, or free writing
- Personal narrative
- Friendly letter/Business
- Book report
- Research report
- Explanatory essay
- Persuasive essay/letter
- Compare and contrast essay
- Poetry

READING GOALS:

- By the end of the fourth grade, all students will be able to:
- Discuss underlying themes across cultures in various texts.
- Distinguish cause and effect, fact and opinion, and main idea and supporting details in nonfiction texts.
- Cite evidence from text to support conclusions.
- Understand authors' opinions and how they address culture, ethnicity, gender, and historical periods.
- Recognize an author's point of view.
- Identify and summarize central ideas in informational texts
- Recognize differences among forms of literature, including poetry, drama, fiction, and nonfiction.
- Recognize literary elements in stories, including setting, characters, plot, and mood.
- Identify some literary devices in stories.
- Identify the structures in poetry.
- Read regularly in materials appropriate for their independent reading level.
- Use library classification systems, print or electronic, to locate information.
- Investigate a favorite author and produce evidence of research.
- Read independently and research topics using a variety of materials to satisfy personal, academic and social needs, and produce evidence of reading.

SPELLING AND GRAMMAR:

- Use Standard English conventions that are appropriate to the grade level, such as sentence structure, grammar and usage, punctuation, capitalization, spelling and handwriting.
- Use increasingly complex sentence structure and syntax to express ideas.
- Use grade-appropriate knowledge of English grammar and usage to craft writing, such as subject/verb agreement, pronoun usage and agreement, and appropriate verb tenses.
- Use punctuation correctly in sentences, such as ending punctuation, commas and quotation marks in dialogue.
- Use capital letters correctly in sentences, for proper nouns and in titles.
- Indent in own writing to show the beginning of a paragraph.
- Spell grade-appropriate words correctly with particular attention to frequently used words, contractions and homophones.
- Use knowledge of base words, structural analysis and spelling patterns to expand spelling competency in writing.
- Use a variety of reference materials, such as a dictionary, grammar reference, and internet/software.

MATHEMATICS

- Use real-life experiences, physical materials, and technology to construct meanings for numbers.
- Whole numbers through millions.
- Commonly used fractions (denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 16) as part of a whole, as a subset of a set and as a location on a number line.
- Decimals through hundredths.
- Demonstrate an understanding of place value concepts.
- Demonstrate a sense of the relative magnitudes of numbers.
- Understand the various uses of number.
- Compare and order numbers.
- Explore settings that give rise to negative numbers (temperatures below 0°, debts).

SOCIAL STUDIES

The fourth grade curriculum illustrates how we are but a small part of our vast world. The children start learning about their location in the world using a map and globe skills program. We study how to find our place in the world and how to locate other places. The children then narrow their focus to the United States and, more specifically, to the 7 regions of the United States. They learn what a diverse place our country really is. Next the children narrow their focus, yet again, to the Northeast region. They learn about the beauty and diversity that can be found all around us, and then compare and contrast the Northeast with another United States region. Finally the children learn specifically about their state, New Jersey. From the Native Americans, to colonization, to freedom, the children follow New Jersey from its birth to the present day.

By the end of grade four, students will be able to:

- Place key historical events and people in historical eras using timelines.
- Explain how the present is connected to the past.
- Determine locations of places and interpret information available on maps and globes.
- Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
- Identify and use a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters,

diaries, maps, photos, etc.).

- Use evidence to support an idea in a written and/or oral format.

SCIENCE:

The Science curriculum aims to provide students with experiences that increase their awareness of the world around them. Through observation and experimentation, students become familiar with their physical world and learn to recognize the factors that can be manipulated to create change and progress. Whenever possible, we look for opportunities to increase relevance by integrating science with other subject areas. The weekly Science Lab lesson integrates classroom instruction with additional experiments.

JUDAIC STUDIES & HEBREW LANGUAGE CURRICULUM OVERVIEW

PHILOSOPHY

Our school develops each student's Jewish identity by teaching Jewish values and traditions, teaching the Hebrew language, and immersing the students in history, Torah, and Bible. Family and community involvement will work in tandem to instill a lifelong commitment to Tzedakah, tikkum olam, and to the perpetuation of a Jewish family life rich with rituals and traditions.

Students leave SSDS secure in the knowledge that they have achieved or surpassed their potential and are poised to advance successfully to the next level of education. Our students graduate with a bond to Judaism, Jews around the world, and Israel.

TAL AM – HEBREW AND HERITAGE CURRICULUM GUIDELINE

TaL AM 4 is a spiraled continuation of TaL AM 3, both in skills and in content. It continues to develop the Hebrew Environment surrounding the children in the classroom, extending into the home through the workbooks and library books they study and read at home. Whereas in Grades 1, 2 & 3 the students focus on exposure to and acquisition of language, concepts and skills, in Grade 4 they are introduced to the analysis tool. Their Hebrew environment, therefore, begins to reflect the internalizing aspect of language skills. TaL AM 4 also continues to employ the Virtual Classroom, whose students grow and develop together with the students, serving as models for the construction of a learning community. Grade 4 has been identified as a transitional year during which students undergo changes in language and character development. TaL AM 4 focuses, therefore, on behavior and conduct, and on the construction of a community in which the children can work together in order to promote cooperation and facilitate successful learning. This concept is modeled by the Virtual Classroom. Each theme examines the congruency between the main concepts it presents and how the Unified Class can work to internalize and implement them together. Tal Am 4 is organized in five aligned and interconnected tracks:

1. Shay - Shana Yehudit, The Jewish year.
2. Hakita Hameuchedet - 1 units: Daily life in the classroom and at home.
3. Holidays - 4 units: The High Holidays & Hanukah, Tu Bishvat & Purim, Pesach & Shavuot, Yom Ha'atzmaut & Yom Yerushalayim.
4. Parashat Hashavua & Teffila - 4 units
5. Torah - 3 units

THE JEWISH FAMILY LIFE UNIT IS SHABBAT AROUND THE WORD:

In *Kitah Dalet* our students learn about the beauty of Shabbat, its laws, customs and traditions. We learn that Shabbat is a special day, set aside to give us time to be ourselves, to free us from our daily worries and work. We celebrate the coming of Shabbat in school on *Erev (Eve) Shabbat*, Fridays, to teach our students how to welcome this special day and to inspire them to make Shabbat a part of their family life.

It is a mitzvah to eat three meals on Shabbat: one on Friday night, one on Saturday at lunch, after *Shacharit*, the Morning Service, and the third one late Saturday afternoon, the *Seuda Shlishit*, before Shabbat ends. The students of *Kitah Dalet* are preparing to lead a traditional Friday night Shabbat meal with its ceremonies. We believe that "learning by doing" is the best technique and that experiencing what we teach will create a memorable event that will give pleasure in the present and will remain as a family guide for the future.