

Social Studies

Social studies allows students to gain knowledge across disciplines and to develop inquiry, critical thinking, and communication skills. As students gain an appreciation for the past and an understanding of the present, their capacity for multiple perspectives and subsequent tolerance of diversity and change increases. Consequently, young learners develop civic competence; the ability to become informed, responsible citizens who are able to contribute to the well-being of their communities.

By the end of grade **four** your student will be able to:

- Master the five themes of geography and increase sophistication in map work
- Experience activities that develop hemispheric recognition, coordinate plotting and the primary lines of latitude and longitude
- Develop a recognition and understanding of the significance of the six regions of the United States
- Study the concept of citizenship within a community.
- Explore Connecticut's historical development
- Experience activities that allow students to see how Connecticut's environment has influenced its political foundation, industrial development, and settlement patterns
- Introduce the formal process of research and complete individual state projects
- Review and build upon skills of previous grades as well as be introduced to and/or expand skill development including long paragraph writing with topic sentence, note taking, content area reading strategies, graphic organizers, presentations, research, and role-playing.

Language Arts

The English Language Arts program assists all students in becoming knowledgeable and proficient users of language. In an on-going process, students become inquisitive and critical thinkers, effective writers, attentive listeners, articulate speakers, discriminating viewers, and strategic readers.

By the end of grade **four** your student will be able to:

- Use meaning, language, and phonics, simultaneously, to identify new words and to monitor and confirm reading
- Read aloud quickly and accurately with proper expression and phrasing
- Learn and use new words, including words related to specific content areas
- Describe the basic elements of stories, such as characters, events and settings
- Identify the theme or central idea of a story or informational text
- Compare and contrast ideas, characters, events and settings in stories and myths from different cultures
- Compare and contrast the point of view from which different stories are narrated, including first and third person
- Explain major differences between poems, drama and prose
- Pay close attention to key features of informational texts and articles to be able to understand the main idea, compare and contrast information and explain how the author supports points
- Read and understand information presented in charts, graphs, timelines and other illustrations and write summaries of topics supported with this information
- Participate in class discussions by listening, asking questions, sharing ideas and building on the ideas of others and follow rules of discussion
- Give a class presentation on a topic or tell a story using relevant, organized facts and details
- Learn and use the rules of spoken and written English
- Write stories with dialogue and descriptions of character's actions, thoughts and feelings

- Take notes and organize information from books, articles and online sources to learn more about a topic
- Conduct short research projects on different aspects of a topic using evidence from books and the internet
- Write explanatory or opinion papers over extended periods of time
- Use technology (keyboarding) to produce and publish writing
- Strengthen writing by editing and revising
- Independently select, read and respond to a variety of literary genres

Science

The science program is designed to build students' conceptual knowledge and science literacy. It implements a hands-on, inquiry based approach. A variety of techniques, materials, and technologies are used to help students develop skills in scientific process, communication, and critical thinking along with increasing their content knowledge. Math and language arts are integrated throughout the science curricula at all levels.

By the end of grade **four** your student will be able to:

- Describe how change in an object's motion is related to the strength of the push or pull
- Explain how all organisms depend on living and nonliving features of the environment for survival
- Describe the water cycle and explain its significance in shaping the earth's surface
- Explain how when the environment changes, some organisms adapt and survive while others do not
- Explain how electricity in circuits can be transformed into light, heat, sound and magnetic effects.

Mathematics

The mathematics program in East Hampton is committed to developing math literate students who utilize the tools of mathematics effectively to analyze data and solve quantitative problems.

By the end of grade **four** your student will be able to:

- Develop fluency with multi-digit multiplication and division using base ten numbers
- Add and subtract fractions with like denominators, and multiply fractions by whole numbers
- Illustrate and explain calculations using equations, rectangular arrays, and/or area models
- Analyze and classify geometric shapes based on properties including parallel sides, perpendicular sides and angles
- Solve word problems of distance, time, volume, mass, and money, including simple fractions or decimals
- Represent measurement quantities using diagrams such as number lines
- Solve multistep word problems posed with whole numbers
- Represent problems using equations with letters standing for unknowns
- Assess the reasonableness of answers using mental computation and estimation strategies including rounding
- Add and subtract mixed numbers with like denominators
- Know relative sizes of measurement units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec.

Music

All children possess an innate creative spirit that can be brought out through varied musical experiences. Movement, singing, playing instruments, composing, and analysis of listening selections are utilized throughout the year.

By the end of grade **four** your student will be able to:

- Read and perform rhythms on hand percussion instruments
- Identify and experience playing a variety of band instruments
- Be introduced to band and chorus
- Sing in unison with body percussion
- Sing music from around the world in foreign languages
- Perform dances
- Begin piano keyboard using the right and left hands separately

Band (optional)

- Develop consistent practice habits
- Perform with a steady beat
- Play B flat concert scale
- Perform alone and with others
- Read whole, half, quarter, and eighth note rhythms
- Read and play 11 to 19 notes of the instrument's range

Chorus (optional)

- Sing in tune with proper breath support, diction, and musical style
- Echo melodic phrases alone or with a group
- Learn the mechanics of good vocal production including chest/head voices
- Echo melodic patterns with the correct syllables and hand signs
- Create an appropriate musical accompaniment on a percussion instrument
- Perform rounds, partner songs, and independent and in unison harmony
- Perform a variety of songs in different keys, musical styles, and meter
- Learn about the musical elements of performance

Health

The health curriculum is a comprehensive program (based on National Health Standards) designed to address significant health issues facing today's youth. Maintaining good health begins with an understanding of what bodies need to be physically, socially, and emotionally healthy. Our goal is to teach the skills necessary for students to make informed choices in order to maintain a healthy lifestyle.

By the end of grade **four** your student will be able to:

- Identify the major nutrients supplied by the Food Guide Pyramid
- Identify age appropriate dietary guidelines
- Describe the relationship between food, physical activity, and a health action plan
- Identify and demonstrate healthy ways to express needs, wants, and feelings
- Demonstrate ways to communicate care, consideration, and respect for himself/herself and others
- Identify behaviors and corresponding consequences that relate to safety
- Be able to describe the harmful effects of alcohol, tobacco, and other drug use
- Identify and demonstrate communication strategies/skills used to avoid alcohol, tobacco, and other drug use
- Analyze healthy choices and the impact they have on his/her body system

Art

Art is a universal language. We believe it is imperative that all students have the opportunity to grow in their understanding of this avenue of communication. Art education involves nurturing the development of an aesthetic attitude and the ability to make personal artistic statements by using one's creative powers and decision-making skills.

By the end of grade **four** your student will be able to:

- Explore symmetry, color theory, the concept of positive/negative space, spatial concepts, portraiture, landscape, papier mache, design concepts, drawing skills, creating values in drawing, art appreciation, and multi-cultural arts

- Complete the following projects: Inuit wall hangings/stitching, architectural forms, profile portrait drawing, papier mache zoo animals, Mardi Gras/carnival inspired masks and costumes, still life in pencil: approximate measures-values, oil pastel drawings abstraction of natural object

Physical Education

Physical education is an integral part of the total educational program. Every student participates in a planned sequential program aimed at developing specific physical fitness skill areas. It is our goal to use a variety of physical activities to promote healthy life- styles, develop gross and fine motor skills, and lay the ground work for participation in lifetime leisure activities.

By the end of grade **four** your student will be able to:

- Demonstrate ball-handling skills necessary for participation in lead-up games and sports
- Demonstrate coordinated and rhythmic movements found in dance, jump roping, and juggling scarves
- Complete the Connecticut Health-Related Fitness Assessment
- Follow (with few reminders) activity-specific rules, procedures, and etiquette
- Utilize safety principles in all activity situations
- Work productively with partners and/or small groups to complete tasks
- Experience personal challenges through a variety of physical activities
- Demonstrate proficiency in strength, endurance, coordination, and balance through a variety of gymnastics/fitness related activities

Center Elementary School
7 Summit Street
East Hampton, CT 06424
(860)365-4050

EAST HAMPTON

PUBLIC

SCHOOLS

CURRICULUM
OVERVIEW



Vision

The East Hampton School District – preparing and inspiring our students to be innovative, responsible, contributing members of an ever-changing global society.

Mission

The mission of East Hampton Public Schools in partnership with our community is to develop knowledgeable, responsible, productive citizens who effectively demonstrate problem-solving and communication skills, make informed decisions and respond appropriately and confidently to life's challenges

GRADE 4