



Fourth Grade Curriculum Overview

The South Brunswick School District Curriculum being taught at the Fourth Grade level integrates the Common Core State Standards (CCSS) in Mathematics and English Language Arts and the New Jersey Core Curriculum Content Standards (NJCCCS) in all other areas of content. Students study developmentally appropriate concepts. We teach for deep understanding of the “big ideas” in each content area while we encourage students to wonder about the “essential questions.”

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. (NJCCCS 8.1)

Below is an overview of each content area for Fourth Grade.

LANGUAGE ARTS

The South Brunswick Language Arts Curriculum assumes the integration of reading, study of literature, study of informational text, writing, speaking, listening, and language (conventions, vocabulary and grammar). All the elements are meant to function together; each is incomplete without the others. The curriculum is based on Core Curriculum Content Standards.

This is a structure for Balanced Literacy in Grades 3 to 5. Elements of the workshop structure are to be scheduled in one consecutive amount of time or scheduled to align within the daily classroom time restraints. These elements lend themselves to natural integration across all content areas. Children will have opportunities to apply Language Arts Literacy skills in all of the other content areas.

The Fourth Grade Language Arts program is divided into three “blocks” which helps teachers deliver a balanced literacy approach: Reading, Writing and Word Study. Leveled books and trade literature are used for reading and writing instruction to provide appropriate challenge. Handwriting, practice and instruction, is part of the program as well.

The Reading Workshop Block

GUIDED READING

It is the intent of our program to develop proficient readers who see themselves as readers, who choose to read, and who will continue to be life-long readers.

The teacher works with a small group of students to study a book appropriate to the specific needs of that group. The composition of these groups is flexible and reflects the needs and interests of the children. Leveled books and trade literature are used for reading instruction.

Many of the strategies and skills presented during whole-class mini-lessons are reinforced in small group instruction where students receive greater attention and support. During guided reading, students study story structure elements and use higher-level thinking skills such as questioning, summarizing, and making inferences. Literary craft is also studied to examine the author’s use of elements such as point of view and personification.

In addition to guided reading, there is also a shared book study of a single text with the entire class. This enables all students to enter into the world of the same story and share their views and perspectives with each other.

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Throughout the year, students focus on both fiction and non-fiction genres. In Fourth Grade, a wide variety of literature is used, but the following literary types receive emphasis: Guided reading leveled books (fiction and non fiction) and core novels.

Guidelines:

- Small group Guided Reading instruction for students who read the same level text.
- Students demonstrate similar reading behaviors and share similar instructional needs.
- In a guided reading lesson, the focus is always on meaning.
- Groups also provide practice of concept/skill demonstrated in previous mini-lessons.
- The teacher explicitly teaches effective reading strategies for processing a variety of fiction and nonfiction text.
- Literature Study groups sometimes replace a guided reading group to focus on certain topics, authors or specific books.

MINI-LESSONS/READ ALOUD

In our efforts to develop students into independent readers, it is important that we offer instruction on how to construct meaning from text. Students focus on story elements in fiction and non-fiction text structures. In addition, they learn comprehension strategies, such as predicting, inferring, making connections, visualizing and summarizing.

Guidelines:

- Whole group read aloud. Teacher may also demonstrate and model what a proficient reader thinks while reading to comprehend texts.
- Mini-lessons with explicate instruction in the use of comprehension strategies, fluency, and vocabulary.
- Read-aloud text may be aligned to the content of the Science or Social Studies curriculum.
- Whole group discussion and turn and talk sharing with peers to facilitate comprehension of text.

STRUCTURED INDEPENDENT READING

Independent reading of self selected books

Guidelines:

- Partner reading allows for discussion about books.
- Reading response journals and other response activities are used to strengthen comprehension.

Writing Workshop Block

Teachers use the “Writing Workshop” approach to teach students the joy and purposes of writing. During “Writer’s Workshop” teachers use mini-lessons to deliver instruction, provide opportunities for students to write independently and deliver individual student conferences to help raise the quality of writing.

Students explore what it means to be a writer. They keep writer’s notebooks, choose their own topics, revise to elaborate and use writer’s craft to make their writing powerful. They write for many purposes and different audiences. Fourth Grade units include Personal Narrative, Realistic Fiction and Expository writing.

STRATEGIC MINI-LESSONS

During mini-lessons, students receive skill instruction to help them become proficient writers. Below are some of the skills taught in an effort to expand a repertoire of writing options:

- Use of sufficient details



South Brunswick School District: 4th Grade Curriculum At-a-Glance

- Effective word choice
- Transitional words and phrases to show time order
- Sentence combining
- Organizational options
- Punctuation rules
- Grammar/sentence structure

Guidelines:

Teacher directed, whole group instruction determined by the assessed needs of the group and the district curriculum.

- Procedural, craft, and/or skill lessons are taught during various genres studies.
- Guided practice of concept/skill demonstrated in writing mini-lesson.
- Use of mentor or touchstone texts (can be the same text used during the daily read aloud).
- Use of teacher's personal writing to model or demonstrate a craft or skill.
- Direct instruction in structure of genre under study.
- Mini-lesson structure: Connection, Teaching Point, Active engagement and Share.

STRUCTURED INDEPENDENT WRITING

Writing

- Students self-select topics.
- Students have daily opportunities for independent writing (build stamina from 15 to 45 minutes.)
- Students have writing partners.

Conferencing

- Teacher meets with students in one-to-one conferences or flexible, small writing strategy groups.
- Students share writing with writing partners or during group shares.

SHARED OPPORTUNITIES FOR WRITERS

Guidelines:

Sharing/discussion to bring closure to the writing workshop by reflecting on the day's writing and/or some aspect of direct instruction. Students reflect: "What did I learn as a writer today?" "How will my writing help me to become a lifelong writer?" This sharing may set the stage for the next writing workshop.

The Word Study Block: (Spelling/Phonics/Vocabulary)

At all grade levels in the elementary schools, teachers use a systematic and explicit phonics, spelling and vocabulary program. Students learn how letter patterns and word chunks, such as prefixes and suffixes, impact spelling. In addition, there is a list of priority words that students learn and cannot be misspelled in their writing. Vocabulary lessons examine multiple meaning words, multi-syllabic words and words from other content areas. Students are grouped and regrouped based on spelling assessments and written samples.

Handwriting

Handwriting is practiced independently.



South Brunswick School District: 4th Grade Curriculum At-a-Glance

MATHEMATICS

This year, fourth graders generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. Students read and write numbers using standard, written, and expanded form. They investigate and compare numbers, fluently add and subtract them using multiple strategies, and solve everyday rounding, addition, and subtraction word problems.

Students further their number sense understanding through the study of multiplication and division. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.

In geometry, students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry. Students will measure angles using protractors and reason about the measurement of degrees in a circle.

Through their study of fractions, students develop an understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., $15/9 = 5/3$), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number. Students will add and subtract fractions with like denominators. Students will relate fractions to decimals and recognize equivalent forms of the same part of a whole with both notations.

In measurement, students will work with both the metric and customary systems. They will solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Students will collect and display a data set of measurements in a line plot and solve problems related to that data representation.

Common Core State Standards (CCSS):

- Place Value and Addition/Subtraction Operations-4.NBT.1, 4.NBT.2, 4.NBT.3, 4.NBT.4
- Operations in Base Ten and Algebraic Thinking – 4.NBT.5, 4.NBT.6, 4.OA.1, 4.OA.2, 4.OA.3, 4.OA.4, 4.OA.5, 3.OA.6
- Geometry/Geometric Measurement-4.MD.3, 4.MD.5, 4.MD.6, 4.MD.7, 4.G.1, 4.G.2, 4.G.3
- Fractions and Decimals - 4.NF.1, 4.NF.2, 4.NF.3, 4.NF.4, 4.NF.5, 4.NF.6
- Data Analysis and Measurement – 4.MD.1, 4.MD.2, 4.MD.4



Fourth grade topics of study:

Topics	Essential Questions	Enduring Understandings
Place Value and Addition & Subtraction	<ul style="list-style-type: none"> • What is the relationship among the values of each digit in a multi-digit number? • How can numbers be compared? • How and why do we use both rounding and estimation? 	<ul style="list-style-type: none"> • The value of numbers is determined by our base-ten number system. • Symbols can be used to record number comparisons. • Estimation skills are essential in daily life.
Multiplication & Division- Operations and Algebraic Thinking	<ul style="list-style-type: none"> • What are factors and multiples? • What are the different strategies that can be used to solve multiplication or division problems? • What is the relationship between multiplication and division? 	<ul style="list-style-type: none"> • Factors and multiples can be used to determine part-whole relationships. • By utilizing varied and efficient methods of multiplication and division, more complex problem solving is possible. • You can use multiplication to solve division problems.
Geometry and Geometric Measurement	<ul style="list-style-type: none"> • How can geometric attributes be drawn, recognized, and classified? • How can we measure angles? • How can we find area and perimeter using formulas? 	<ul style="list-style-type: none"> • Objects can be described, compared, and classified by geometric attributes. • Angles within geometric shapes can be measured with a protractor. • Area and perimeter can be found through using formulas.
Fractions and Decimals	<ul style="list-style-type: none"> • What are fractions composed of? How can they be decomposed? • What strategies can be used to add, subtract, and multiply fractions? • How are fractions and decimals related? • What strategies can be used to compare fractions and decimals? 	<ul style="list-style-type: none"> • Fractions are built from unit fractions (fractions with a numerator of 1) through the process of addition and multiplication. • You can use visual fraction models and equations for adding and subtracting fractions, and for multiplying a fraction by a whole number. • Fractions and decimals can represent the same quantities. • You can use visual models and place value to compare fractions and decimals.
Data Analysis and Measurement	<ul style="list-style-type: none"> • What strategies can be used to solve measurement problems? • How can units be converted within a system of measurement? • How can you represent data? 	<ul style="list-style-type: none"> • By utilizing varied and efficient methods, we can solve measurement problems. • Within a system of measurement, the larger units are made from smaller units. • Smaller units are divisions of a larger unit. • Line plots can be used to represent data.

Materials from the Scott Foresman-Addison Wesley Mathematics, the TERC Math Investigations series and On Core Mathematics (Houghton Mifflin Harcourt) are in use in the Fourth Grade Math program. Manipulatives, computer software, and calculators are supplementing the curriculum. At least once over the course of the year, a child will take part in a math extension program called “Math for All Kinds of Minds” in which students will be regrouped by ability across the grade level to work on problem-based,



South Brunswick School District: 4th Grade Curriculum At-a-Glance

long-range projects that will provide additional challenge and enrichment. As one component of our Gifted & Talented Services, each year we identify students in Kindergarten through Grade Five who may be ready for mathematics acceleration (that is, accelerating a full grade level in math). Multiple criteria, along with recommendations, are utilized to make such decisions on student placement.

SCIENCE

It is the intention of South Brunswick Schools to graduate all of its students with the scientific knowledge, skills and habits of mind needed to be lifelong-learners, critical thinkers, effective communicators and wise decision-makers. Students will develop and use the skills necessary for full participation in a world shaped by science and technology.

Fourth grade students study the life, earth and physical sciences based on the 2014 NJCCCS 5.1.4.A.1-A.3, 5.1.4.B.1-B.4, 5.1.4.C.1-C.3, 5.1.4.D.1-D.4, 5.2.4.A.1-A.4, 5.2.4.B.1, 5.2.4.C.1, 5.2.4.C.3, 5.2.4.C.4, 5.2.2.D.1, 5.2.4.D.1, 5.2.6.D.1, 5.2.4.E.3, 5.2.6.E.2, 5.3.2.A.1, 5.3.4.A.1, 5.3.4.A.2, 5.3.4.B.1, 5.3.2.C.1-C.3, 5.3.4.C.1, 5.3.4.C.2, 5.3.4.E.1, 5.3.4.E.2, 5.4.2.E.1, and 5.4.2.G.3. STEM is intentionally integrated into 4th grade science study.

The fourth grade units of study are as follows:

- **Ecosystems** (Life Science) ~
How do living things get energy? How do living things depend on each other and on non-living parts of the environment? What happens when part of an ecosystem is altered?
- **Magnetism & Electricity** (Physical Science) ~
How do magnets work? How does an electrical circuit (system) work? What happens if an element is removed from a circuit (system)?
- **Matter & Energy** (Physical Science) ~
How do we know that things have energy? How can energy impact the state of matter? How does light travel and behave?

SOCIAL STUDIES

The expectation is that all the students of South Brunswick will develop the social studies skills and knowledge they will need to be active, informed, responsible citizens and contributing members of their communities. The students will understand history as it relates to the present and future of their lives.

Fourth Grade students study the “long ago and far away” as it relates to American government and history. This study is based on the 2014 NJCCCS 6.1.A (Skills), 6.2.A, B, C, & E (Civics), 6.4.A & B (US/NJ History), 6.5.A, B & D (Economics) and 6.6.B (Geography).

- **American Revolution (US and NJ)**~
Would you sign the Declaration of Independence? Why or why not? What factors influenced the viewpoints of Colonial people at the time of the American Revolution?
- **National and NJ Government (Geography Integrated)**~
What is government and what can it do? How does the Constitution protect our liberty today? How does industry/economics affect New Jersey’s government and citizens? How have the basic values and principles of American democracy changed and in what ways have they been preserved?
- **Current Events**~
Integrated into the curriculum and taught as they are applicable.



South Brunswick School District: 4th Grade Curriculum At-a-Glance

HEALTH EDUCATION

South Brunswick students need to be health literate, especially in response to all the input they receive from the media and society. Our District's Health curriculum is firmly based on this teaching of "wellness" which can be defined as a "way of life." Our goal is to help students learn the lessons of wellness and to encourage them to take responsibility for their own health and to make informed choices about their health now-- and in the future. The Fourth Grade Health curriculum is based on 2014 NJCCCS and addresses all relevant standards for second grade with particular emphasis on 2.1A, 2.1.D, 2.1.E, 2.2.A, 2.2.B, and 2.4.B.

In Fourth Grade, Health is co-taught by the classroom teacher, counselor and the nurse.

- **Personal Hygiene**- Suggestions for caring for the *outside* of the body. *In what ways can I take care of my body? Who can I turn to for advice on taking care of my body?*
- **Safety is Easy as ABC (Always Be Careful)** Various forms of safety: bicycle, pedestrian, car, bus, and given the District's proximity to the train tracks, rail and train safety. It will also include safety on skateboards, scooters and all-terrain vehicles (ATVs). *What rules should we follow when walking or using transportation? What can happen if we are not careful? What precautions should we take to keep ourselves safe?*
- **Body Systems Mini Lesson** - Understanding of what is *inside* the body. *How does the human body work?*

WORLD LANGUAGE

We believe that language acquisition opens the door to global awareness. In the South Brunswick school community, every student will have the opportunity to acquire at least one world language through sustained study beginning in early elementary school and continuing through the end of high school. The language acquisition environment will be one that promotes communication and individual student success.

An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

The formal study of the Spanish language continues in Grade 3 and continues through Grade 5. The curriculum is based on the 2014 NJCCCS 7.

Program delivery in fourth grade includes the following:

- Topics: Introductions and Taking Leave (greeting and bidding farewell), Parts of the Body, Climate and Clothing, Foods (colors, likes/dislikes), Animals, Family (characteristics/activities)
- Classes: Classes are held once a week.
- Approach: The curriculum is taught through thematic units using games, songs, choral responses, and activities.

ART

The Arts bring an important dimension to the educational program of the schools. Arts education draws upon personal feelings and experience as well as on logical and intellectual thought.

Students in Grades 3-5 receive art instruction on one day per week as part of their Special Subject/Integrated Arts schedule. Their curriculum is based on the 2014 NJCCCS for Visual and Performing

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South Brunswick School District: 4th Grade Curriculum At-a-Glance

Arts: 1.1 Creation, 1.2 History of Arts and Culture, 1.3 Performance, and 1.4 Aesthetic Response and Critique.

Students in 3-5 continue to explore the concepts and principles of color, shape, form, line, texture, and pattern and to use a variety of media and materials as appropriate for grade level. Students will identify artists and art styles, compare/contrast styles and societies, develop awareness of art resources in community, engage in critique of self and peers, and study art history.

MUSIC

The South Brunswick Elementary Music Curriculum is designed to allow students to experience music through many different venues such as singing, movement, games and activities, classroom instruments, composition and performance. Students learn that music is all around us. Music reflects life, builds a sense of community and helps define cultural identity. It is an art form and a form of entertainment. Students will understand that music is a universal language and music allows us to transcend time.

Students in Grades 3-5 receive general music instruction one day per week as part of their Special Subject/Integrated Arts schedule. Their curriculum is based on the 2014 NJCCCS for Visual and Performing Arts 1.1 The Creative Process, 1.2 History of Art and Culture, 1.3 Performing and 1.4 Aesthetics Response and Critique Methodologies. In addition to building on the skills developed in Grades K-2, general music students continue to develop music reading skills, and study music as it relates to world cultures and history, music dictation, theory and composition. Students also continue to develop their aural and vocal skills.

The following Essential Questions are related to the 3rd – 5th Grade general music experience.

- *How does music make you feel?*
- *In what ways does rhythm impact how we hear/feel music?*
- *Where else can you find rhythm?*
- *In what way does melody impact how we hear/feel music?*
- *How does melody make you feel?*
- *What is the relationship between melody and speech?*
- *Is all music beautiful?*
- *How does creating and performing music differ from listening to music?*
- *When is music entertainment and when is it art?*
- *Why do we make music?*
- *Why do we listen to music?*
- *Why do we like the music we like?*
- *How is music made?*
- *Is all sound music?*
- *How does music impact our lives?*

Fourth Grade students are eligible to sing in chorus. Winter and spring concerts are performed for the school community. The following Essential Questions are related to the choral experience:

- *What role does my voice play within the choir?*
- *Is all sound music?*
- *How does creating and performing music differ from listening to music?*
- *How does my individual behavior as a performer and/or audience member affect the musical performance?*
- *How does my individual participation benefit the whole ensemble?*

Fourth Grade students may also elect to study band or a string instrument. Beginner and advanced ensembles are offered to students who study instruments. Winter and spring concerts are performed for

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South Brunswick School District: 4th Grade Curriculum At-a-Glance

the school community. The following Essential Questions are related to the band and orchestra experience.

- *What role does my instrument play within the within an ensemble?*
- *Is all sound music?*
- *How does creating and performing music differ from listening to music?*
- *What role does music play in my life?*
- *How does my individual behavior as a performer and/or audience member affect the musical performance?*
- *How does my individual participation benefit the whole ensemble?*
- *How does playing an instrument allow me to express myself?*

PHYSICAL EDUCATION (PE)

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. It is our goal that our students will know the benefits of their choice to be involved in physical activity and have a mindset that values physical activity and its benefits in sustaining healthy lifestyles.

Program Delivery: Our Physical Education gymnasiums are effective standards-based environments that foster understanding of physical fitness, skill development, competition and cooperation through a meaningful content that provides:

- Instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every child.
- Fitness education and assessment to help children understand, improve, and/or maintain their physical well being.
- Development of cognitive concepts about motor skill and fitness.
- Opportunities to improve their emerging social and cooperative skills and gain a multicultural perspective.
- Promotion of regular amounts of appropriate physical activity now and throughout life.

At the elementary school level, locomotor skills, manipulative, and non-manipulative skills are routinely addressed through active participation in the activities designed by the physical education teachers. Activity-based fitness is emphasized rather than fitness through formal exercises/calisthenics.

Beginning in Grade 4, all students participate in selected fitness assessments through the FitnessGram Program. Individual results about “healthy fitness zones” are shared with parents.

LIBRARY-MEDIA PROGRAM

The overall goal of the libraries is to help South Brunswick students read extensively and become information literate. Librarians, in collaboration with classroom teachers, guide students to read and to acquire skills to access, analyze and use ideas and information with competence and confidence. The American Association of School Librarians’ “Nine Information Literacy Standards for Student Learning” serve as the foundation for the work students do in their school libraries.

We build upon the knowledge and skills learned in Third Grade and focus upon the following skills and knowledge in Fourth Grade:

- **Technology Skills:** Recall and practice *Acceptable Use Policy*. Access student server with support. Utilize databases and websites for research
- **Research:** Differentiate among reference materials and determine appropriate use of each



South Brunswick School District: 4th Grade Curriculum At-a-Glance

Identify, locate and utilize reference sources to conduct research. Use indexes. Evaluate sources and information. Cite sources in simple *MLA* format.

- **Library Skills:** Locate books independently or with minimal assistance.
- **Literature Appreciation-** Differentiate between genres and select according to interest (biographies, mysteries, etc.)

Students participate in at least two research tasks during their fourth grade year. These tasks are taught collaboratively by the Library-Media Specialist and fourth grade teacher. Samples of 4th grade tasks are as follows:

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- **Biomes Research Task.** Working independently/in groups, students will research and take notes on an assigned Biome. Students are responsible for finding specific information about the assigned Biome using print and online resources. Students will work collaboratively according to the assigned Biome to create a presentation. Students will study Ecosystems within the grade 4-science curriculum. This research project will provide teachers with a culminating science experience for students while teaching important foundational research and presentation skills.
- **Safety Task.** This unit of study will address the following forms of safety: Pedestrian (walking), Rail (crossing train tracks), ATV (All Terrain Vehicle), Scooter, Skateboard, Riding in a car (passenger), Riding in a school bus (passenger), Bicycle, and other modes of transportation (optional). Students will discover what it takes to be safe in each of these areas and what can occur if safety procedures are not followed. In small groups, they will research an assigned area, take notes using a graphic organizer, and turnkey their knowledge into a presentation. Given the high number of visits to hospital emergency rooms each year, the increasing number of incidents of brain and head injury in children, and the fact that vehicular deaths (passengers) is the leading cause of death in children under age 14, this unit has major importance. We added rail and ATV safety due to our District's proximity to train tracks and the increase popularity of ATVs. The peer-to-peer nature of this unit will help those teaching about the areas to internalize the safety rules and those listening to the presentations to have an overview of safety procedures.
- **Mini Research Inquiry Bursts.** In addition to the above or in lieu of the above, third graders may engage in additional research tasks as determined by the library-media specialist and teacher based on current content being studied in class.

TECHNOLOGY

Technology is integrated into all areas of the curriculum in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge and thus meet the NJCCCS 8.1 and NJCCCS 9.1 Standards.

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. (NJCCCS 8.1 Educational Technology) The strands addressed in NJCCCS Standard 8.1 Technological Literacy are:

- A. Technology Operations and Concepts
- B. Creativity and Innovation
- C. Communication and Collaboration
- D. Digital Citizenship
- E. Research and Information Literacy
- F. Critical Thinking, Problem Solving and Decision-Making.

All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures. (NJCCCS 9.1 21st Century Life Skills) The strands addressed in these NJCCCS Standards 9.1 21st Century Life Skills

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South Brunswick School District: 4th Grade Curriculum At-a-Glance

are:

- A. Critical Thinking and Problem Solving
- B. Creativity and Innovation
- C. Collaboration, Teamwork and Leadership
- D. Cross-Cultural Understanding and Interpersonal Communications
- E. Communication and Media Fluency
- F. Accountability, Productivity and Ethics.

As a component of our Technology Program, a technology-infused project is co-taught by the classroom teacher and a District Tech Educator in a pre-planned and systematic manner in all 4th Grade classes throughout the district using a technology that is present in the 4th Grade classrooms such as Chromebooks and Google Classroom. Each year the technology projects change to match emerging technologies, applications, and tech literacy skills.

4th grade students continue to practice their typing skills in addition to their handwriting skills.

CHARACTER EDUCATION

The *Responsive Classroom* is an approach to teaching character education that emphasizes social, emotional, and academic growth in a strong and safe school community. It is based on the five core values of CARES: Cooperation, Assertion, Responsibility, Empathy, and Self Control.

Morning Meeting, a key component of *Responsive Classroom*, helps create a classroom community where children can practice and explore social skills and merge social, emotional and academic learning. Morning Meeting addresses the English Language Arts standards of speaking, listening and viewing, as well as the Core Values legislation in NJAC 6A:16.

During Morning Meeting, the teacher and children gather in a circle at the beginning of the school day and proceed through the following components in order:

- **Greeting:** Children greet each other by name. The greeting can include a variety of handshakes and other activities.
- **Sharing:** Children share some news of interest and also respond to each other through asking questions and giving positive comments.
- **Group Activity:** The whole group does a fun, short activity together, usually with an academic focus.
- **Morning Message:** Through reading this daily message written by the teacher, children practice academic skills and build their sense of community.

The elementary counselor also supports Responsive Classroom through the comprehensive, developmental guidance and counseling program for students in grades K-5. As part of this program, the counselor delivers direct whole group instruction to each Fourth Grade class. This includes a lesson on the “R” in CARES: Responsibility.

STANDARDIZED ASSESSMENTS FOR FOURTH GRADE

- PARCC-4 Language Arts Literacy Test
- Language Arts Timed Writing Tasks using the State Rubric
- Language Arts Grade 4 Running Records
- District Research Tasks/Inquiry Bursts (rubric scored)
- PARCC-4 Math Test
- District Math Unit Pre and Post Tests
- District End of Year Fourth Grade Math Competency Test

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South Brunswick School District: 4th Grade Curriculum At-a-Glance

- Basic Math Fact Drills (Mad Minute, Otter Creek, etc.)
- NJASK- 4 Science Test
- District Social Studies: Grade 4 Check Point Test (conducted periodically)
- Grade 4 NJ State Technology Checklist (conducted periodically)
- South Brunswick curriculum-based pre- and/or post- assessments in all areas of content

Reporting System

- Fourth Grade report cards are sent home in December, March and June.
- Parent Conferences are scheduled every fall and spring.
- The teacher and/or the parent may request additional conferences.
- PARCC and NJASK Parent Reports are sent home following receipt from the State.