

Grade 4

Reading and Language

Objectives	BSS Difference
<ul style="list-style-type: none">● Use details to summarize, infer, determine setting, describe characters and events● Compare and contrast characters, similar topics, myths, stories from different cultures● Make connections independently to literary and informational texts● Write routinely over extended time frames● Build speaking and listening skills across disciplines● Demonstrate conventions of standard English - punctuation, capitalization, and spelling when writing and speaking● Demonstrate meaning and understanding of figurative language, word relationships, and nuances in word meanings	<p>Reader's Theater - Greek Mythology</p> <p>Reader's Theater - Tall Tales</p> <p>Interactive vocabulary and grammar games</p> <p>Design, plan, and present projects</p> <p>Book buddies with younger grades to increase love of learning</p>

Literature	Informational Text
<ul style="list-style-type: none">● Read with fluency and comprehension● Make predictions, inferences● Visualize● Understand author's purpose● Use story mapping, attribute web, graphic organizers to understand text	<ul style="list-style-type: none">● Read for understanding● Paraphrase portions of text● Understand main idea● Understand cause and effect● Use pictures, graphs, and charts to understand text

<ul style="list-style-type: none"> ● Explain how author finds reasons and evidence to support outcomes ● Compare and contrast characters, topics, myths, stories from different cultures ● Explain major elements and differences in poetry and dramatic prose ● Discuss text in variety of settings <p>Examples:</p> <p>“Toto” by Marietta Moskin Daedalus and Icarus retold by Geraldine McCaughrean Greek Myth Reader’s Theater - Midas and the Golden Touch, Athena and Arachne, Demeter and Persephone, Pandora’s Box <i>Sarah, Plain and Tall</i> by Patricia MacLachlan <i>Poppy</i> by Avi Salt by Harve Zemach <i>Snow Treasure</i> by Marie McSwigan <i>The Year of the Boar and Jackie Robinson</i> by Bette Bao Lord McBroom and the Big Wind by Sid Fleischman Tall Tale Reader’s Theater - The Legend of Slappy Hooper, Lightning Larry, Wiley and the Hairy Man <i>Frindle</i> by Andrew Clement</p>	<p>Examples:</p> <p>“Starting a Business” by Arlene Erlbach “California Gold Rush” by Elizabeth Van Steenwyk “Henry Wells and William G. Fargo” by Edward F. Dolan, Jr. “The Story of Susan La Flesche Picotte” by Marion Marsh Brown</p>
<p style="text-align: center;">Vocabulary Acquisition and Use</p>	<p style="text-align: center;">Language: Understand, Edit for Grammar, Usage</p>
<ul style="list-style-type: none"> ● Determine the meaning of words and phrases in context ● Use glossaries or dictionaries to determine or clarify the meaning of words ● Clarify meaning of unfamiliar and multiple meaning words and phrases ● Build knowledge of synonyms, antonyms, homophones 	<ul style="list-style-type: none"> ● Identify nouns, pronouns, verbs, adjectives, adverbs, prepositions in sentences and understands their function ● Properly use appropriate verb tense (past, present, future) when forming sentences ● Identify and use simple, compound, and complex

<ul style="list-style-type: none"> ● Begin to determine meaning of words using Latin roots and affixes <p>Resources:</p> <p>Open Court Reading 2002 Sadlier Vocabulary Workshop - Level Orange</p>	<p>sentences</p> <ul style="list-style-type: none"> ● Identify complete sentences and fragments independently ● Identify the subject and predicate in a simple sentence ● Write contractions for pairs of words ● Identify the correct articles to use with nouns <p>Resources:</p> <p>John Collins Writing Program Sadlier Grammar Workshop - Level Orange</p>
<p>Language: Understand, Edit Mechanics</p>	<p>Writing</p>
<ul style="list-style-type: none"> ● Identify and properly punctuate the four types of sentences independently ● Capitalize proper nouns, proper adjectives, book titles, and the beginning of a sentence ● Use commas to separate words in a series, independent and dependent clauses ● Indicate a speaker's words with the proper use of quotation marks ● Distinguish between proper use and spelling of grade-level homophones ● Use proper spelling of high-frequency words and when adding suffixes to base words <p>Resources:</p> <p>John Collins Writing Program Sadlier Grammar Workshop - Level Orange</p>	<ul style="list-style-type: none"> ● Write routinely over extended time frames ● Express own ideas with clarity ● Expand on own ideas and those of others ● Plan for writing ● Plan for presentations ● Take notes and categorize information and provide a list of sources ● Revise with support and independently ● Proofread for grammar and spelling errors ● Use technology to publish and present writing ● Reflect on writing process <p>Resources:</p> <p>John Collins Writing Program</p>

Math

Objectives	BSS Difference
<ul style="list-style-type: none">• Develop an understanding of place value beyond 4-digit numbers• Develop understanding and fluency with multi-digit multiplication• Develop understanding of dividing to find quotients involving multi-digit dividends• Develop an understanding of fraction equivalence• Develop an understanding of addition and subtraction of fractions with like denominators• Develop an understanding of multiplication of fractions by whole numbers• Develop an understand that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry• Develop an understanding of measurement and conversion of measurements from a larger unit to a smaller unit	<ul style="list-style-type: none">• Math celebrations: Multiplication Boot Camp and Division Day• Encourage mastery through math games on each specific topic• Apply math to real life problems integrated across the curriculum• STREAM units

Operations and Algebraic Thinking	Numbers and Operations
<ul style="list-style-type: none"> ● Generate and analyze patterns ● Multiplication and Division: <ul style="list-style-type: none"> ○ Write and solve multiplication and division word problems using key words ○ Use properties of multiplication and division ○ Solve word problems involving the four operations while using keywords to identify the appropriate operation to use 	<ul style="list-style-type: none"> ● Use knowledge of place value to solve multi-digit addition and subtraction problems ● Name and represent numbers beyond 4-digits ● Identify and write numbers beyond 4-digit numbers in word form, expanded form, and standard form ● Use properties of addition to solve equations ● Increase number sense: Multiplying by 1 and 2-digit numbers and dividing by 1-digit divisors ● Developing fluency: Multiplying by 1 and 2-digit numbers and dividing by 1-digit divisors ● Understand, compare, order fractions ● Add, subtract, multiply fractions and mixed numbers with like denominators
Measurement and Data	Geometry
<ul style="list-style-type: none"> ● Tell time to the nearest half hour, quarter hour, minute with fluency ● Understand and measure elapsed time ● Change between units of time ● Identify the perimeter around a polygon ● Measure the area of a shape ● Use a formula to find area 	<ul style="list-style-type: none"> ● Understand basic geometric terms including shapes, lines, angles ● Distinguish among different polygons based on number of sides ● Use knowledge to distinguish among different shapes based on characteristics ● Form new shapes by combining known shapes

Science

<u>Skills & Learning Objectives</u>	<u>Content</u>	<u>BSS Difference</u>
<ul style="list-style-type: none"> ● Understand the characteristics of animals. ● Compare and contrast characteristics of animals including the presence or absence of a backbone and body plan. ● Classify animals based on symmetry ● Compare and contrast the characteristics of invertebrates: sponges, cnidarians, flatworms, roundworms, segmented worms, mollusks, echinoderms, and arthropods. ● Compare and contrast the characteristics of vertebrates: three classes of fish, amphibians, reptiles, birds, and mammals. ● Describe ways animals can help people. ● Compare and contrast the structures of organ systems in animals. ● Describe the functions of organ systems in animal. ● Explore that animals must reproduce for their species to survive. ● Describe the ways animals change as they grow. ● Compare and contrast different ways animals reproduce. ● Describe cloning as another example of asexual reproduction. ● Infer the importance of camouflage to survival. ● Recognize adaptations and explain how each benefits different animals. 	<ul style="list-style-type: none"> ● McGraw-Hill Science, Life Science Unit B <ul style="list-style-type: none"> ○ animal characteristics ● National Energy Education Development Project: Energy <ul style="list-style-type: none"> ○ Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. ○ renewable and nonrenewable resources for energy production. ● FOSS kit: <ul style="list-style-type: none"> ○ Physics of Sound ● Develop students' understanding of the physics of sound. ● Develop students' abilities in technological design. ● Develop students' understandings about science and technology. 	<ul style="list-style-type: none"> ● Live animals into the study of animals, including comparing goldfish and snails, regenerating planaria, observing and interacting with earthworms, and comparing multiple live vertebrates. ● Field trip to the Harvard Natural History Museum where we participate in the "Jaws and Claws" presentation on adaptations. ● STREAM unit ● Science Fair, where students are required to create visual displays as well as present them and answer questions. ● Hands-on experiments and completion of lab reports

- Compare and contrast inherited and learned behaviors.
- Describe ways animals can be trained to help people.
- Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment
- Apply scientific ideas to test a device that converts energy from one form to another
- Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- Develop students' abilities to do and understand scientific inquiry.
 - Ask and answer questions
 - Plan and conduct simple investigations.
 - Employ tools to gather data.
 - Use data to construct reasonable explanations.
 - Communicate investigations and explanations.
 - Understand that scientists use different kinds of investigations and tools to develop explanations using evidence and knowledge.
- Define a simple design problem reflecting a need or want that includes specified criteria for success and constraints on materials, time, or cost
- Generate and compare multiple possible

- Engineering Is Elementary Kit
 - Lighten Up: Designing a Lighting System
- McGraw-Hill Science, Unit F
Light
- McGraw-Hill Science, Unit D
Water

solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

- Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
- Understand colors of light.
- Describe visible light as a part of the electromagnetic spectrum.
- Compare the reflection and refraction of light.
- Explain why we see colors.
- Classify materials as transparent, translucent, or opaque.
- Explore where water is found as a solid, liquid, and gas.
- Describe the physical features of oceans and other saltwater communities.
- Define groundwater and explain how it forms.
- Explore what happens to standing water.
- Describe condensation, precipitation, evaporation, freezing, and melting.
- Describe the steps of the water cycle.
- Compare and contrast snow, sleet, and hail.
- Explore how temperature changes produce ocean currents.
- Explore how much water people use.
- Identify major sources of fresh water and describe how it is used.
- Identify ways water can be wasted or conserved.

Social Studies

<u>Skills & Learning Objectives</u>	<u>Content</u>	<u>BSS Difference</u>
<p>Five Themes of Geography</p> <ul style="list-style-type: none"> ● Understand the themes of geography and impact on how they impact way of life <ul style="list-style-type: none"> ● Location ● Place ● Regions ● Movement ● Human/environment Interaction ● Understand how different landforms affect how people live and adapt to the environment ● Understand that Native Americans both shaped and adapted to their environment, creating thriving civilizations throughout the Americas ● Recognize that Native Americans thrived by creating diverse ways of life, adapting to the climate, resources, and other environmental factors ● Understand Native Americans developed rich cultural traditions, societies with complex economies, governments, languages, arts, and technologies ● Understand that trade spurred European explorers in the 15th and 16th centuries to seek new opportunities 	<p>Essential questions:</p> <ul style="list-style-type: none"> ● What is the study of geography? ● How does the environment shape how we live? ● Why do people explore? ● Why do people leave their homelands? ● How does where we live affect where we are? <p>Text: My World Social Studies, Building Our Nation</p> <ul style="list-style-type: none"> ● The First Americans ● Age of Exploration ● Settlements Take Root ● Regions: The Northeast ● Regions: The Southeast ● Regions: The Midwest ● Regions: The Southwest ● Regions: The Northwest 	<p>Use of instructional strategies that integrate reading and language arts skills:</p> <ul style="list-style-type: none"> ● Make generalizations ● Fact and opinion ● Categorize ● Cause and effect ● Compare and Contrast ● Draw conclusions <p>Volcano project: independent research and creation</p> <p>Landform project: cooperative groups to design and create a clay landform relief map</p> <p>Time for Kids - integration of current events</p> <p>Celebrate the USA - States project and presentations</p> <p>Appropriate use of technology for</p>

<ul style="list-style-type: none">● Recognize that Columbus's voyages led to a period of interaction and exchange among Europe, Africa, the Americas● Understand the results and effects of Columbus's voyages● Understand that immigrants leave their homelands due to political and economic problems and to seek economic opportunities and religious freedom● Analyze the intended and unintended consequences of colonization of the Americas● Understand that when people from different cultures first meet, there is cooperation, compromise, and conflict● Recognize why Europeans and Native Americans often had different points of view <ul style="list-style-type: none">● Understand that the United States is divided into geographical regions The Northeast:● Understand that the Northeast has unique landforms, bodies of water, resources and weather● Recall that the Northeast was the location of the founding of the United States● Understand that immigrants were instrumental in the growth of the country and helped shape the culture and economy● Recognize the Northeast has more urban areas with higher population density than other regions		research
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The Southeast:

- Understand that the Southeast has unique landforms, bodies of water, resources and wildlife
- Recognize the people of the Southeast adapt to the region's unique climate, including extreme weather
- Understand that the Southeast played an important role in the founding and growth of the U.S.
- Identify the many social and economic changes undergone in the Southeast since the Civil War

The Midwest:

- Understand that the Midwest has unique climate, landforms, bodies of water, resources
- Recognize how the Midwest became a transportation center of the country
- Understand how the Midwest's farmland and other resources attracted settlers which led to the growth of cities and factories

The Southwest:

- Understand that the Southwest has unique landforms, bodies of water, resources and wildlife
- Recognize the people of the Southwest adapt to the region's arid and semi-arid warm climate
- Understand the Southwest has a diversity of cultures that contributed to its history,

<p>including Mexican, Native American, and Spanish cultures</p> <ul style="list-style-type: none"> • Understand the Southwest was home to many Native American groups before explorers, missionaries, and settlers came to the region <p>The West:</p> <ul style="list-style-type: none"> • Understand the West has a variety of landforms, climates, and unique resources that have shaped the way of life of people who live there • Understand the West was home to many Native American groups before Spanish settlers arrived • Recognize the West has many ports and trades with countries that border the Pacific Ocean 		
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Religion

Note: In the fall of 2016, the Archdiocese of Boston released detailed Faith Formation Standards for use in all Archdiocesan schools. BSS is currently using these standards to evaluate the content and objectives of our current Religion curriculum to ensure alignment with these standards for Grade 4.

See the curriculum page of our website for the Faith Formation Standards.