

# The American School in London

## Grade 4: Semester 2 Curriculum Guide

By the end of the second reporting period, these are the ideas, concepts, and skills your child will have learned. We acknowledge that all children learn at different paces, and that it takes the students different lengths of time to master skills and concepts.

### Approaches to Learning

We expect students in Grade 4 to accept responsibility for their own actions. We value cooperation and attentive listening to directions from the teacher and the ideas of other classmates. The development of a consistently organized approach to work is fostered throughout the year. We expect work of a consistent quality that reflects thoughtful practice with a focus on the attainment of self-reflective skills.

### Reading

Students participate in a multi-genre Reader's Workshop. Students develop nonfiction reading skills during our Reading History unit, employing specific strategies that allow us to learn about historical time periods, such as the American Revolution. These include: identifying main ideas and supporting details in nonfiction, summarizing, making connections, envisioning, synthesizing across texts, and analyzing perspective. As readers of historical fiction, students return to the story arc to analyze characters and determine themes. Students should be able to select "just right" books independently and read for 30 to 45 minutes. They learn to become metacognitive readers and to record and discuss their thoughts about texts.

### Writing

Using the Writer's Workshop model, students are led through a process of planning, drafting, revising, editing, publishing, and sharing their work. Students consider their audience and think of the purpose of their writing. Whole class mini-lessons teach students specific writing strategies in two genres: essay and information writing. During our essay writing unit, students focus on stating a claim and supporting it with evidence. Our information writing unit gives students the opportunity to write about a topic they have researched about the American Revolution, linked to the Reading History reading unit. Students learn to teach others by sharing main ideas in an organized way and developing details to support their ideas. They learn to provide evidence and to cite sources. Student/teacher writing conferences provide an opportunity for individualized instruction based on the students' needs.

### Speaking and Listening

Grade 4 students practice speaking and listening across disciplines to reinforce, build upon and share their learning. Students use eye contact and respond appropriately throughout a discussion. They are expected to be able to follow multi-step instructions independently. Opportunities to speak in small and large groups help students gain confidence as speakers. They share their ideas and experiences in an organized fashion while using appropriate body language and gestures.

## Math

The Grade 4 math curriculum is aligned to the Common Core State Standards, with an emphasis on sense-making, reasoning, problem-solving, and flexible thinking. Students develop efficient strategies to tackle complex problems and work to explain their mathematical thinking fully and clearly. In Semester 2, students deepen their understanding of division through the use of area models and the partial quotients method, and they practice interpreting remainders. Then students are introduced to the concept of decimals to the tenths and hundredths place. They engage in hands-on experiences with manipulatives to deepen their understanding of equivalent fractions and develop models to represent and solve fraction addition and subtraction problems. They apply these skills to the concept of multiplying fractions by whole numbers. In these fraction units, students work with denominators of 2, 3, 4, 5, 6, 8, 10, 12 and 100. In our measurement unit, students work with both metric and imperial systems and practice converting units of length, mass and volume within systems. Finally, students are introduced to angle measurements and continue their examination of lines and angles in our unit on polygons.

## Social Studies

In social studies, students continue to focus on how power, perspective and conflict shape the past and present. They inquire into the concept of power through three essential questions: What is power? What affects a person's power? What power do I have to stand up to exclusion, prejudice and injustice? Students use primary and secondary sources to examine inequalities in power, specifically during the British Empire. Seeing the past through the lens of power helps students understand imbalances today. The end of the year focuses on empowering students to take action on a cause that interests them.

## Science

Grade 4 students use the scientific practices of developing models and analyzing and interpreting data to provide evidence to construct an argument. Through a consideration of cause and effect, students consider Earth's natural processes such as rock formation and fossil layers, and show that impacts of processes such as erosion can be reduced by design. Students will generate and compare multiple solutions. During the Life unit, students explore patterns in organism senses to consider internal and external structures which support growth and survival. Students will provide evidence to support the claim that animals receive different types of information, process this in their brain, and respond in different ways.

## Art

This semester, Grade 4 students use a variety of materials to continue developing their appreciation of multicultural art and the creation of a realistic drawing using tones and shadows. They will learn about a variety of art movements, and brainstorm multiple approaches to creating art, analyzing how past, present and emerging technologies impact the making and presentation of art. Students will also be working in looking at the work of 'set designers' and be involved in designing elements of their own stage for their 4th grade musical. Students will analyze components in visual imagery that convey messages.

## Music

This semester Grade 4 students work to develop their performance skills by preparing and presenting a musical. Students perform a number of songs and dances as well as learning some basic acting skills. The main objective is to connect with their audience while working as an ensemble. Grade 4 also play a role in creating some of the choreography. Vocal skills continue to be a focus as is the ongoing study of the basic elements of music. Students are introduced to the ukulele, learning a number of chords, strumming patterns and simple songs. They practice the skill of strumming and singing at the same time. As well as playing together in a class ensemble, students work in smaller groups and with partners to create their own short compositions.

## PE

In the second semester, Grade 4 students build on more mature locomotor and manipulative skills in a wide variety of areas. Students complete a final Aquatics unit, as well as units in Net Games, Track & Field, Striking & Fielding, Invasion Games, and Chasing & Fleeing. Students develop more awareness and control of their body by focusing on their streamline position, front crawl, and backstroke technique in the water. Students develop their fitness and foundational movement skills by practicing their running, jumping, and throwing skills, and they improve their coordination and communication skills through modified volleyball, tennis, cricket, softball, and handball team activities. A variety of tag games are used to engage students in chasing and fleeing activities, where they develop their agility and the ability to move safely in varying pathways while changing speed and direction.

## Spanish

This semester, Grade 4 students will continue to work on securing their listening skills and using Spanish to share about their identities, talk about their loved ones and give their opinion on a variety of topics. We will also engage in a unit about the environment and the changes we can make to preserve it.