

# Welcome to Fourth Grade!

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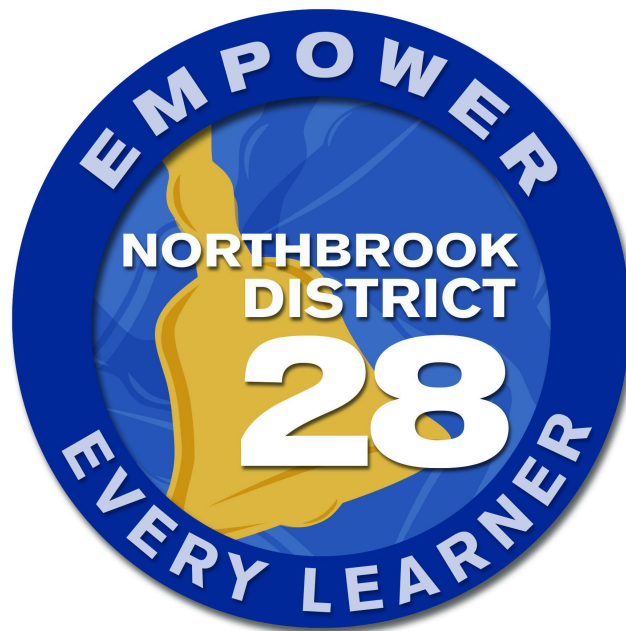
This family curriculum guide provides an overview of what your child will be learning during the school year. Each grade's curriculum reflects the Illinois Learning Standards and provides focused learning experiences for students. Our district holds a commitment to continually improving our curriculum to foster growth in every classroom throughout our district.

We look forward to partnering with you throughout the school year. It is through our partnership that we empower every learner to be an engaged, confident, caring, and inspired citizen.

Please reach out to your child's teacher or principal to discuss specific grade level units and resources. More information about programs and assessments is available on the district website.

Best wishes for a successful school year!

Northbrook School District 28 Faculty, Staff, and Administration



# Literacy

Literacy skills and knowledge are essential for student success in every area of the curriculum. District 28 uses a Literacy Studio model where students are immersed in experiences in reading, writing, speaking, listening and viewing that build agency and independence.

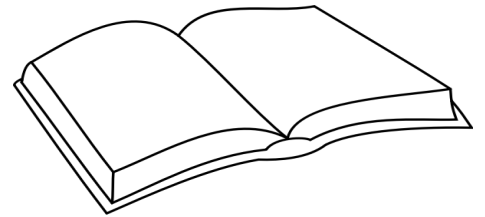
The model includes whole group instruction; small, needs-based groups; individual conferences, and ample time to read, write, speak, listen, and reflect independently and in groups.

Teachers create a caring, innovative environment where students experience a growth mindset and are able to make choices to navigate their learning.

**By the end of fourth grade, we expect students to be able to...**

## READING COMPREHENSION SKILLS

- make connections using schema.
- visualize and use sensory images to understand text.
- ask questions while reading.
- determine important ideas and themes in text.
- make inferences.
- synthesize.
- self-monitor while reading.
- read fluently.
- read multiple genres.
- engage in independent reading.



## LITERACY AND INFORMATION TEXT

- use details and examples in the text to determine the main idea and describe a character, setting, or event.
- use first person (e.g., I said) and third person (e.g., She said) narrative styles.
- read and understand literature and informational texts.

## FOUNDATIONAL SKILLS

- use grade-level phonics and word analysis skills (roots, prefixes, and suffixes).
- read words with multiple syllables.
- read with accuracy and understanding.

# Literacy (cont.)

**By the end of fourth grade, we expect students to be able to...**

## WRITING

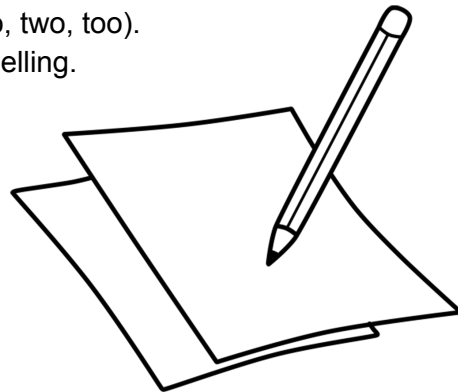
- write opinion pieces that include a conclusion related to the opinion.
- write informative pieces that group related ideas in paragraphs and sections, and provide a conclusion.
- write narratives that introduce a narrator and characters; write about what the characters say, feel, and think; use sensory details.
- produce writing that is developed, focused, organized, and edited.
- write research pieces.

## SPEAKING AND LISTENING

- participate in discussions, carrying out assigned roles.
- paraphrase portions of information presented aloud.
- plan and deliver a presentation based on a personal experience.
- speak clearly, in complete sentences, and at an appropriate pace.

## LANGUAGE

- use correct grammar.
- use complete sentences.
- correctly use frequently confused words (i.e.to, two, too).
- use correct capitalization, punctuation, and spelling.
- spell grade-level words correctly.

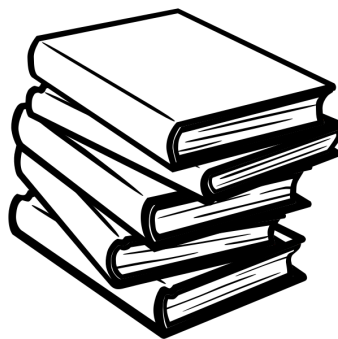


# Library

The library curriculum focuses heavily on literature appreciation and cultivating a lifelong love of reading through exposure to a wide variety of reading materials and constant access to a school library with trained library personnel. In addition, students learn information literacy skills as outlined below.

## **By the end of fourth grade, we expect students to be able to...**

- effectively use the library catalog system, Destiny.
- determine importance when researching information.
- understand and utilize the 5 A's of research:
- ask questions to guide/direct research
- access online resources such as World Book and Britannica
- analyze the information as it is gathered into note taking form
- apply Information to create a shared product, and assess the research process.
- assess the research process.
- create accurate citations.
- use informational text features to locate information.
- choose appropriate materials independently from a wide variety of texts, including award winning titles.
- paraphrase information gathered from a resource.
- evaluate text and web-based information (bias, accuracy, purpose, author's intent).
- use primary sources to find information.



# Digital Citizenship

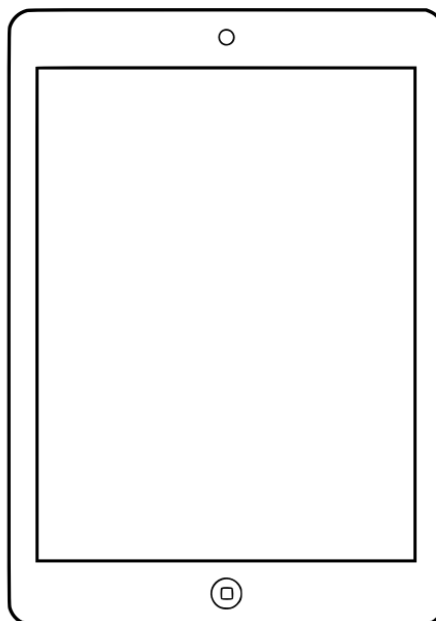
Digital Citizenship is the ability to think critically, behave safely, and participate responsibly through communication, collaboration, and creation in the digital world.

Children interact with technology at a very early age. Just as children learn about the world around them, they need to learn about the digital world: its benefits, how to behave safely, and the consequences of use. Providing instruction and experiences for children to learn about and practice digital citizenship is a proactive way to help them connect their offline and online behaviors.

We believe “it takes a village” to raise a digital citizen. The digital citizenship curriculum includes activities to teach students, resources to engage parents, and information to educate teachers and administrators. Lessons are presented in a timely manner to prepare students for new experiences, reinforce safe behaviors, and integrate with content material.

## The topics covered in grades 2-8 are:

- media balance & well-being
- privacy & security
- digital footprint & identity
- relationships & communication
- cyberbullying, digital drama, & hate speech
- news & media literacy



# Mathematics

District 28's Math curriculum is aligned to the Illinois Learning Standards which provide a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals.

These elements support a student's ability to learn and apply more demanding math concepts and procedures. Additionally, the standards reflect application to the real world. Students practice applying mathematical ways of thinking to real-world issues and challenges, preparing students to think and reason mathematically.

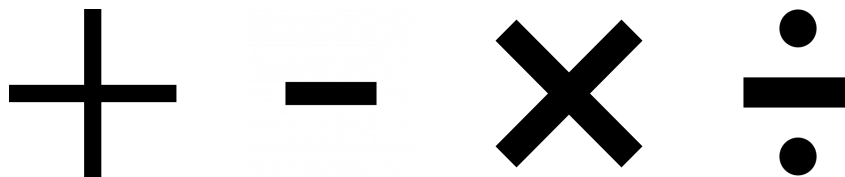
**By the end of fourth grade, we expect students to be able to...**

## OPERATIONS AND ALGEBRAIC THINKING

- use the four operations (+ - x ÷) with whole numbers to solve multi-step word problems.
- find all factor pairs for a given number, less than 100.
- determine whether a given number, less than 100, is a multiple of another number.
- determine if a number, less than 100, is prime or composite.
- create a number pattern that follows a given rule.

## NUMBERS AND OPERATIONS IN BASE TEN

- read and write multi-digit whole numbers.
- compare two multi-digit whole numbers.
- round multi-digit whole numbers to any place.
- fluently add and subtract multi-digit numbers using the standard algorithm.
- multiply a whole number (up to four digits) by a one-digit number and multiply two two-digit numbers using strategies based on place value.
- find whole number quotients and remainders, with one digit divisors, using strategies based on place value.



# Mathematics (cont.)

By the end of fourth grade we expect students to be able to...

## NUMBERS AND OPERATIONS - FRACTIONS

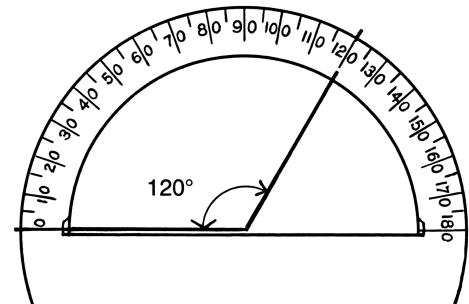
- recognize, create, and explain fraction equivalence by using models.
- compare two fractions with different numerators and different denominators.
- understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
- decompose fractions.
- solve word problems involving addition and subtraction of fractions having the same denominators.
- multiply a fraction by a whole number, including word problems.
- express fractions with a denominator of 10 or 100 as a decimal.
- express decimals as fractions with a denominator of 10 or 100.
- compare two decimals to hundredths.

## GEOMETRY

- draw points, lines, line segments, rays, angles, perpendicular lines, and parallel lines.
- classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of certain angles.
- identify right angles.
- recognize and draw lines of symmetry for two-dimensional shapes.

## MEASUREMENT AND DATA

- use the four operations (+ -  $\times$   $\div$ ) to solve word problems involving distances, intervals of time, liquid volume, mass, and money -- including problems involving fractions or decimals.
- express a larger unit of measurement in terms of a smaller unit, for the customary and metric systems.
- apply the area and perimeter formulas for rectangles to real world problems.
- create a line plot using fraction data.
- interpret the data of line plots.
- recognize angles as geometric shapes formed from two rays with a common endpoint.
- recognize that all circles have 360 degrees.
- measure angles using a protractor.
- recognize angle measure as additive and angles can be decomposed and composed.



# Science

The science program in Northbrook 28 incorporates the three-dimensions of the Next Generation Science Standards to empower students to observe and engage with science in school and their daily lives. Through the lenses of earth and space science, life science, physical science, and engineering design, students deepen their understanding of what scientists and engineers do and the ways they think. Students learn through investigation and collaboration, while utilizing evidence and reasoning to derive understanding. Science learning inspires and empowers students to be curious global citizens and see themselves as lifelong learners.

**By the end of fourth grade, we expect students to be able to...**

## PHYSICAL SCIENCE

- Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

## LIFE SCIENCE

- construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
- develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
- generate and compare multiple solutions that use patterns to transfer information.
- define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.



# Science (cont.)



## EARTH AND SPACE SCIENCE

- identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
- make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
- analyze and interpret data from maps to describe patterns of Earth's features.
- generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
- develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
- define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

## ENGINEERING DESIGN

- 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 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.
- make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
- obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

# Social-Emotional

Effective SEL programs begin at an early age and continue through high school. They work to develop students' key SEL skills. These include five core social and emotional competencies:

**SELF-AWARENESS:** Knowing what we are feeling in the moment; having a realistic assessment of our own abilities and a well-grounded sense of self-confidence.

**SOCIAL AWARENESS:** Sensing what others are feeling; being able to take their perspective; appreciating and interacting positively with diverse groups.

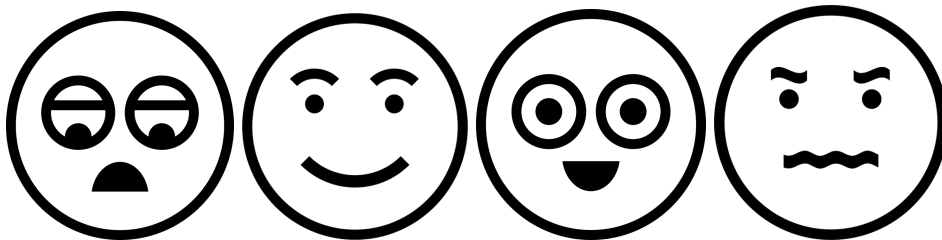
**SELF-MANAGEMENT:** Handling our emotions so they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; persevering in the face of setbacks and frustrations.

**RELATIONSHIP SKILLS:** Handling emotions in relationships effectively; establishing and maintaining healthy and rewarding relationships based on cooperation, resistance to inappropriate social pressure, negotiating solutions to conflict, and seeking help when needed.

**RESPONSIBLE DECISION MAKING:** Accurately assessing risks, making decisions based on a consideration of all relevant factors and the likely consequences of alternative courses of actions, respecting others, and taking personal responsibility for one's decisions. (Excerpt from Safe & Sound, CASEL)

**By the end of fourth grade, we expect students to have an understanding of the following skills:**

- active listening
- accepting and enjoying differences
- get calm/ stay calm (Relaxation)
- giving and receiving a compliment
- test-taking strategies
- study skills (school survival, materials, assignments, etc.)
- introduce and teach the 9 Step Problem-Solving Model (conflict resolution)
- identify your feelings
- calm yourself
- identify the problem
- goal setting



# Social Studies

The purpose of Social Studies in District 28 is to develop curious global citizens who think deeply about the world, can take multiple perspectives, and are inspired to take action.

Using an inquiry approach, students will study history, economics, geography, and civics at all grade levels.

Social Studies for kindergarten through fifth grade focuses on the home, school, community, City of Chicago, State of Illinois, regions of our nation, and the United States.

## **By the end of fourth grade, we expect students to be able to...**

### INQUIRY SKILLS

- develop essential questions; identify their importance.
- generate supporting questions to help answer an essential question.
- identify resources with multiple viewpoints.
- gather important information from multiple sources, understanding the difference between facts and opinions (use to determine credibility of a resource).
- develop claims to answer an essential question.
- construct arguments using claims and evidence from multiple resources.
- identify local, regional, state or national problems and ways people are addressing these problems.
- use different methods to come to conclusions and take action.

### GEOGRAPHY

- create and interpret maps of the United States.
- explain how the culture and environment of places has changed over time.
- investigate the human effects on the physical environment over time.



# Social Studies (cont.)

By the end of fourth grade, we expect students to be able to...

## CIVICS

- explain the different roles and responsibilities of government officials at local, state, and national levels.
- explain how a democracy relies on people to participate and establishes how people should participate.
- identify core civic values and democratic principles that guide the state and nation.
- explain how rules and laws change society.
- explain how people change rules and laws.

## ECONOMICS & FINANCIAL LITERACY

- describe how goods and services are produced using human, natural, and capital resources (e.g. tools and machines).
- describe how goods and services influence support and demand.
- analyze how spending choices are influenced by different factors, including price.

## HISTORY

- study important individuals or major events in order to recognize and explain that there are multiple perspectives.
- generate questions about different sources and their relationships to particular historical events and developments.
- explain causes and effects of events and developments in Illinois history.



# Spanish

All students in grades one through five will study Spanish for 30 minutes daily. Students focus on basic language acquisition and cultural awareness in a learning environment in which students are immersed in the Spanish language.

**By the end of fourth grade we expect students to be able to...**

## LISTENING COMPREHENSION

- understand simple descriptions, stories, and conversations directly related to the curriculum.
- follow simple directions given in the target language.



## SPEAKING

- mimic correct Spanish pronunciations.
- speak about known topics in familiar conversations, as appropriate to grade level.
- use the target language in spontaneous and meaningful ways.

## READING

- recognize the alphabet, sound/letter correspondence and target vocabulary words in Spanish.
- read simple descriptions, stories and conversations directly related to the curriculum, as appropriate to grade level.

## WRITING

- write simple guided sentences and phrases directly related to the curriculum, as appropriate to grade level.

## CULTURE

- recognize common Hispanic holiday traditions and celebrations.
- recognize where Spanish is spoken in the U.S. and worldwide.
- participate in children's songs and games from Spanish-speaking cultures.

# Art

District 28's art classes focus on developing students as artists who communicate ideas visually, express a point of view, and use inspiration from the world around them when creating their artwork.

**By the end of fourth grade, we expect students to be able to...**

## DRAWING

- demonstrate increased dexterity with a variety of drawing media.
- use overlapping, changing sizes, repetition and placement.
- demonstrate understanding of basic facial and body proportions.

## GRAPHICS

- create multiple prints by using various materials and techniques.
- use experimental techniques and tools such as brayers and string to make prints and monoprints.

## PAINTING

- continue to develop painting skills.
- experiment with combining paint and other materials.
- understand warm and cool colors.

## DESIGN

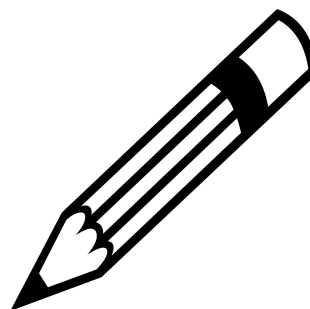
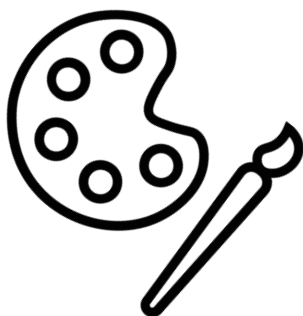
- further develop use of symmetry.
- introduce the concepts of foreground, middle ground, and background.
- continue use of repetition to create patterns.

## SCULPTURE

- expand on basic techniques to manipulate materials.
- use basic skills to create pieces with more detail and texture.

## ART APPRECIATION

- develop an awareness of abstraction, realism and non-objective art.



# Music

The purpose of music education in District 28 is to cultivate thoughtful members of society that are tuneful, beautiful, and artful. This is achieved by incorporating folk songs, multicultural music, and historical musical selections into the curriculum. A balanced mix of learning experiences utilizing creative movement, instruments, and singing are extended and further developed each year.

**By the end of fourth grade, we expect students to be able to demonstrate...**

## MELODY

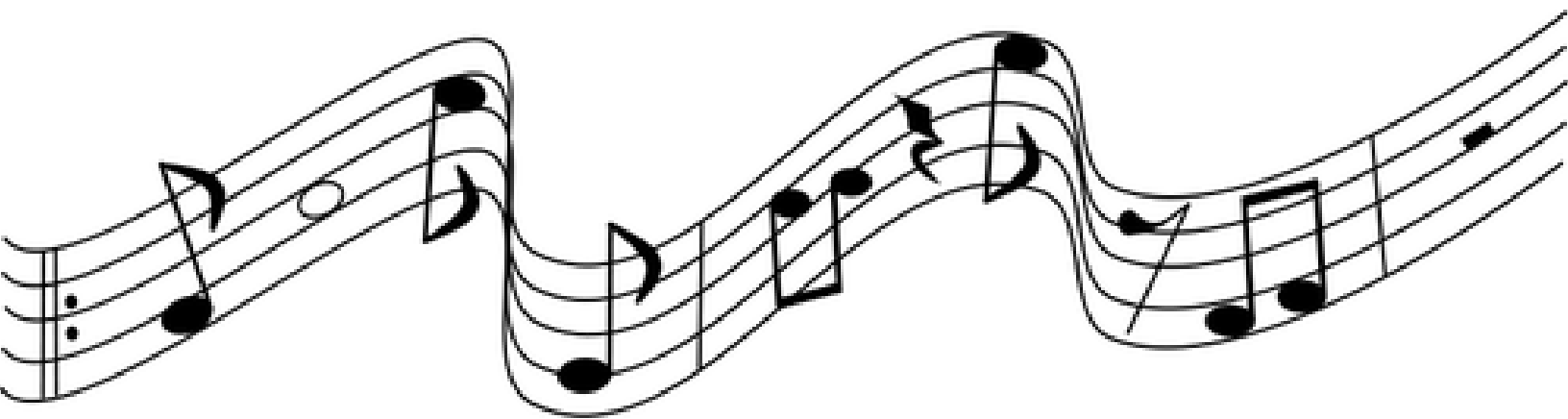
Perform in a variety of scales/modes, part singing.

## RHYTHM

Various time signatures, syncopation.

## EXPRESSION

Advanced folk dances, movement creation.



# Instrumental Music

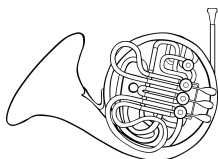
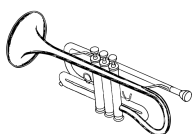
## BEGINNING BAND (Primarily fourth grade)

Through individual practice and group performance, students participating in Northbrook District 28's Beginning Band will have a fantastic musical understanding of their chosen instrument by the year's end. They will be ready for further musical growth through subsequent years in the program. Additionally, students will: be able to read and respond to written music; increase collaboration and teamwork skills; refine personal discipline and tenacity; build and strengthen friendships; expand listening skills; build and maintain good habits, and much more!

Beginning Band performs four concerts each year. Each school rehearses separately at each elementary school once a week before school. School-day lessons are once a week for 30 minutes, with one or two students per lesson.

Recruiting for this group begins in April of the student's 3rd grade year - no prior musical experience is necessary.

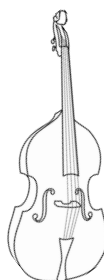
Please contact Mr. Bryan Kyrouac for more information: [beginningband@northbrook28.net](mailto:beginningband@northbrook28.net).



## SINFONIETTA ORCHESTRA (Primarily 4th and 5th grade)

Students placed in Sinfonietta have all completed level one and are working on level two and three materials in their lessons. This orchestra starts the year reviewing and refining the skills found in level two, as well as an introduction to material found in level three.

Sinfonietta rehearses three times per week on Monday, Wednesday and Thursday mornings at Greenbriar. For the 2023-2024 school year, the orchestra will have four performances and a tour of schools in March. Sinfonietta is taught by Mike Gouvert - [mgovert@northbrook28.net](mailto:mgovert@northbrook28.net).





# Physical Education

Northbrook School District 28 recognizes daily, elementary physical education as an integral part of every student's educational program. Growth in social, emotional, cognitive and motor skills is fostered through physical activity. In addition to the development of physical skills, we emphasize good sportsmanship and encourage healthful living. Cooperation and respect for each other help provide a safe environment, both physically and emotionally.

Healthful, active lifestyles are taught through developmentally appropriate physical activity. The goal of elementary physical education is to achieve and maintain a healthy level of physical fitness that begins at the earliest possible age and progresses sequentially.

**In grades 4 and 5 we expect students to gain knowledge and skills in the following areas...**

## MOVEMENT SKILLS

- combination of locomotor movements (dance movements, tumbling)
- combinations of non-locomotor movements (push-ups, curl ups, etc.)
- combinations of locomotor and non-locomotor movements (running and throwing, running and kicking, running and bending, etc.)
- combinations of manipulative movements (lead up activities and sport variations)



## PHYSICAL FITNESS

- components of physical fitness (cardiovascular endurance, flexibility, muscular endurance, agility and muscular strength)
- heart rate (resting heart rate, maximum heart rate, target heart rate, self monitor, etc.)
- goal (setting, self assessment, logging, etc.)
- body awareness (nutrition and long term effects of physical activity on the body)

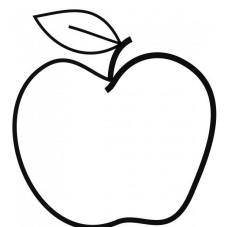


## TEAM BUILDING

- individual responsibility during group activities (work independently on task until completed, following rules, settling disagreements, etc.)

## HEALTH EDUCATION

- nutrition
- human body
- safety



# Administration



Dr. Jason Pearson, Superintendent of Schools  
Dr. Kris Raitzer, Assistant Superintendent  
Dr. Kelly Sculles, Director of Student Services  
Michelle Jackson, Director of Learning

1475 Maple Avenue  
Northbrook IL 60062  
(847) 498-7900  
(847) 498-7970 fax

Greenbriar School  
2195 Cherry Lane  
Northbrook IL 60062  
(847) 498-7950  
Principal: Dr. Ginny Hiltz  
Asst. Dir. of Student Services: Betsy Buckley

Meadowbrook School  
1600 Walters Avenue  
Northbrook IL 60062  
(847) 498-7940  
Principal: Ericka Garza  
Asst. Dir. of Student Services: Betsy Buckley

Westmoor School  
2500 Cherry Lane  
Northbrook IL 60062  
(847) 498-7960  
Principal: Maria Eck  
Asst. Dir. of Student Services: Dr. Jenna Eberhardt

Northbrook Junior High School  
1475 Maple Avenue  
Northbrook, IL 60062  
(847) 498-7920  
Principal: Dr. Scott Meek  
Assistant Principal: Christine Lake  
Asst. Dir. of Student Services: Dr. Heather Schultz