



# Curriculum & Learning Goals

## Fourth Grade

Our K-6 curriculum is thoughtfully designed to align with the District's overarching priorities, ensuring every student benefits from a transformative educational experience. Rooted in (1) innovation, (2) collaboration, and (3) holistic development, our curriculum fosters essential skills and dispositions through dynamic, hands-on learning experiences. Students engage in activities that develop communication, executive functioning, creativity, and critical thinking while nurturing curiosity, resilience, cultural awareness, and civic responsibility. This holistic approach ensures that every child grows as an empathetic, socially responsible lifelong learner, prepared to thrive in a diverse and interconnected world.

### Literacy

The NYSED English Language Arts (ELA) Learning Standards define the essential skills students need to become proficient readers, writers, speakers, and listeners. These anchor standards provide a consistent framework across grade levels, guiding educators in designing instruction that supports literacy growth and prepares students for success.

- [NYSED Reading Anchor Standards](#)
- [NYSED Writing Anchor Standards](#)
- [NYSED Speaking & Listening Anchor Standards](#)
- [NYSED Language Anchor Standards](#)
- [NYSED English Language Arts Learning Standards for Grade 4](#)



**Oral Language** – Students engage in conversations and presentations, highlighting main ideas, recounting stories, and giving talks. By working together in group activities, they enhance their listening and speaking abilities, actively contributing to discussions and expanding upon the thoughts of others.

**Phonological Awareness** – Students who require assistance receive targeted interventions tailored to their needs.

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**Vocabulary** – Students develop various methods to enhance their vocabulary, with direct instruction on word meanings, examples, and context. Reading across diverse genres enriches their word bank, while writing activities allow them to practice new vocabulary. They also understand word structures and use precise language, reinforced through interactive read-aloud sessions that aid vocabulary growth.

**Fluency** – Students read and write through direct instruction, focusing on decoding strategies, expression, and comprehension. They are guided through the writing process, refining their sentence structure, vocabulary, and organizational skills, with opportunities for modeled practice and ongoing support.

**Comprehension** – Students explore texts from different genres, recognizing central ideas, themes, important details, and organizational patterns while drawing inferences about the meaning and the author's purpose based on textual evidence. In writing, they arrange their ideas, provide supporting details and examples, justify their arguments with evidence, and refine their work through revision and editing to improve clarity and organization.

## Mathematics

The NYSED Mathematics Learning Standards define the essential skills students need to develop strong mathematical understanding and proficiency over time. These standards aim to prepare students for a math-dependent world, allowing educators to create innovative programs. They balance conceptual understanding, procedural fluency, and application, ensuring students are ready for post-secondary education and the workforce.



- [NYSED Mathematics Learning Standards for Grade 4](#)

**Number and Operations in Base Ten** – Students extend their understanding of place value up to 1,000,000, apply models for multiplication and division, and develop efficient methods for computing products and quotients of multi-digit numbers. They select appropriate strategies for estimation. Applying these operations to real-world problem-solving, understanding why procedures work based on place value and properties of operations.

**Numbers of Operations-Fractions** – Students explore fraction equivalence, generate equivalent fractions, and apply multiplication to fractions.

**Geometry** – Students deepen their understanding of properties of two-dimensional shapes, such as angles, parallelism, and symmetry.

## Science

[The NYSP12SLS are grounded in the National Research Council's Framework for K-12 Science Education and the Next Generation Science Standards](#), incorporating current research in science and learning. These standards emphasize students' engagement with natural phenomena through three interconnected dimensions: (1) Science and Engineering Practices, (2) Disciplinary Core Ideas, and (3) Crosscutting Concepts.

- [New York State P-12 Science Learning Standards for Grade 4](#)



The main foci in fourth grade are:

**Structure, Function, and Information Processing** – Students learn how living things inherit traits from their parents and how the environment can affect them. They explore how plants and animals have different parts, both inside and outside, that help them grow, survive, and reproduce. Additionally, students discover how animals use their senses to gather information and how their brains help guide their actions based on what they perceive and remember.

**Energy** – Students expand their understanding of energy, focusing on its conservation, transfer, and relationship to forces. They learn how energy moves and changes in different systems.

**Waves** – Students deepen their understanding of waves through light and sound. They engage in various hands-on models, analogies, and visual representations to help them grasp the abstract characteristics and behavior of waves.

**Earth Systems** – Students learn that rock formations, fossils, and natural features like mountains, earthquakes, and volcanoes reveal Earth's changes over time.

# Social Studies

The NYSED Social Studies framework focuses on the history, geography, economics, and government of New York State and local communities. It emphasizes their changes over time and encourages teachers to make local connections. These include using evidence, chronological reasoning, causation, comparison and contextualization, geographic reasoning, understanding economics, and civic participation. The students will apply their knowledge in real-world situations. The NYS Social Studies Framework includes the C3 Framework from the National Council for Social Studies and can be illustrated as follows:



- [NYSED Social Studies Framework for Grade 4](#)

The main units in fourth grade are:

**Geography of New York** –Students use maps to explore New York State's geography, including its physical features, climate, and political boundaries. They also identify major cities, the capital, and neighboring states.

**Native Americans (Eastern Woodlands)** – Students learn about the Haudenosaunee (Iroquois) and Algonquian-speaking Native American groups, exploring how geography influenced their settlements, environmental adaptation, and unique cultures. They also compare their governance structures, societal roles, and traditions, while examining Native American contributions still evident today.

**Colonial and Revolutionary in New York**– Students explore the colonization of New York, focusing on European exploration, the diversity of settlers, and the French and Indian War. They also study the role of New York in the American Revolution, including key battles and alliances with Native Americans and African Americans.

**Government (United States and New York)** – Students learn about the different levels of government in the United States and New York, focusing on their roles, law-making processes, and citizens' rights and responsibilities. They also explore their local government and the importance of active citizenship.

**In Search of Freedom and a Call for Change** – Students understand the historical struggles for equal rights and freedoms, focusing on the abolition of slavery, the fight for women's rights, and New York's role in supporting the Union during the Civil War.

**Westward Movement and Industrialization** – Students study New York's westward expansion, the Erie Canal, technological advancements, and the state's evolving economy, from agriculture to industry. They explore the impact of entrepreneurs and the shift to service and high-tech industries.

**Immigration and Migration from the Early 1800s to the Present** – Students explore the reasons for immigration and migration to New York State, focusing on immigrant experiences at Ellis Island, factory conditions, and the development of labor unions. They also investigate African American migration to northern cities and the cultural contributions of the Harlem Renaissance.

## Visual & Performing Arts

Students engage in creative art and music activities: building, drawing, painting, sculpture, digital media, and performance skills. They explore art elements, design principles, rhythm, and melody while learning about diverse artists, musicians, and cultures, fostering an appreciation for art and music in history and society.

- [NYSED Visual Arts Standards](#)
- [NYSED Music Standards](#)

**Art** – Students engage in STEM/STEAM-based projects, exploring the connections between visual characteristics, art history, and global studies while making independent choices in materials and craftsmanship.

**Music** – Students will create original music by exploring rhythm, melody, and dynamics, performing with accuracy, expression, and technique. They analyze musical elements, explore emotional impact, and connect music to history, culture, and other subjects.



## Physical Education & Health

New York State's updated Physical Education Standards emphasize physical literacy, health, and social-emotional learning, linking physical and mental well-being. Developed with expert input, they align with wellness initiatives and roll out in three phases.

- [NYSED Physical Education Standards - Grade 4](#)

**Physical Education** – Fourth-grade students demonstrate competency in various motor skills and movement patterns while applying knowledge of concepts, principles, strategies, and tactics related to movement and performance. They exhibit responsible personal and social behavior, respecting themselves and others, and work towards achieving and maintaining a health-enhancing level of physical activity and fitness.



## Assessments

ELA	MATH	SCIENCE
<ul style="list-style-type: none"><li>• Word recognition, comprehension, and text complexity</li><li>• Grade-level vocabulary and spelling</li><li>• Students' ability to organize ideas, use proper grammar, and communicate clearly in different writing formats</li><li>• End-of-year assessments on students' reading, writing, and language skills to ensure they meet grade-level standards in English</li></ul>	<ul style="list-style-type: none"><li>• Unit assessments on key math concepts, problem-solving skills, and ability to apply strategies learned during the unit</li><li>• End-of-year assessments of students' understanding and application of mathematical concepts and skills, including arithmetic, problem-solving, and reasoning, to ensure they meet grade-level standards</li></ul>	<ul style="list-style-type: none"><li>• End-of-the-unit assessments on energy, matter, ecosystems, weather, and Earth's processes</li></ul>
SOCIAL STUDIES	ART & MUSIC	P.E. / HEALTH
<ul style="list-style-type: none"><li>• End-of-unit assessments on New York State history, geography, and government. The state's geography, Native American cultures, early colonization, the American Revolution, and the development of the state government</li></ul>	<ul style="list-style-type: none"><li>• Student work based on unit</li></ul>	<ul style="list-style-type: none"><li>• Fitness assessment</li></ul>