



*The Mission of the Souderton Area School District is to prepare students to demonstrate competencies needed to contribute and to succeed in a changing world by building on a commitment to excellence and innovation, by working in partnership with family and community, and by assuring a quality education for all students in a safe and nurturing environment.*

## Fourth Grade Overview

The Souderton Area School District emphasizes student growth and achievement academically, socially, and emotionally. The District programs are developed and revised to meet district and PA Core standards in 12 subject areas and graduation requirements of the Chapter 4 Regulations. SASD ensures accomplishment of necessary curriculum characteristics in all standards areas by collaboratively working with teachers through curriculum reviews, curriculum mapping and curriculum writing. Planned course documents include academic standards, end of unit/course assessments, essential questions, enduring understandings, key concepts and competencies, major teaching points, instructional time, and materials and resources.

### English Language Arts

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#### ➤ READING

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##### Reading With Stamina and Meaning

**Unit Summary:** This unit sets the stage for rigorous, thoughtful and joyful reading throughout the remainder of the year. During this unit teachers will establish expectations and routines for the reading workshop. Some of the skills students will practice include: selecting “just right” books for independent reading; making quick quiet transitions from whole-class to individual reading; learning how to keep track of their independent reading using tools like home/school logs and bookmarks; and reviewing how to carry books from school to home and back again. While students practice independent reading during this unit, teachers will spend time getting to know them as readers.

##### Interpreting Characters

**Unit Summary:** This unit is about getting students to read with deep engagement and rapt attention. Nothing can accomplish this better than a character study, as the heart of any good story is the character. Students will develop enthusiasm for building substantial ideas that are grounded

in evidence, not lightweight ideas, and will build on the work they did in the third grade Character Studies unit and others.

### **Reading the Weather, Reading the World**

**Unit Summary:** This unit supports students in the essential skills they will need to be strong readers and researchers of informational texts. Specifically, they will learn to read for main ideas and supporting details, to identify text structures and use this information to understand texts more fully, to summarize, and to figure out meanings of unknown words and academic vocabulary.

### **Poetry**

**Unit Summary:** Students study the work of poetry, including structure and poetic devices. Using this knowledge, students develop a deeper understanding, transferring this knowledge to other texts they read. Students realize that they look at life and literature through a lens of poetry.

### **Historical Fiction Clubs**

**Unit Summary:** Historical Fiction Clubs is intended to teach students to read with stamina and volume while focusing on developing ideas about characters, determining themes, and allowing for comparison work. In addition to building students' reading skills, the unit will also be growing their talking and writing about reading skills, so the reading work will be appropriately intense and engaging.

## **➤ WRITING**

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### **Launching the Writing Workshop**

**Unit Summary:** Launching the writing workshop is the teachers' chance to get their writing workshops up and running. As students return from the summer, we take time to honor our students' lives by opening up the space for talk and offering children the chance to tell their stories. In addition to establishing procedures and routines, students will learn how their writing notebooks will become a part of their writing life. Teachers will also lay the foundation for process writing.

### **The Arc of Story**

**Unit Summary:** This is a unit on revision as much as it is about narrative or imagination. If you were to open up your book to the front inside flap and actually count the teaching points, you would see that most of the teaching in this unit is toward revision in some way, shape, or form. Sometimes, as in the earliest stages of the process, students are encouraged to not just take their first ideas and run with them, but rather to linger, think and refine. Students are encouraged to draft quickly and revise slow because the best fiction is a decoupage of layered characters, moments, settings and thoughts.

## Boxes and Bullets Personal and Persuasive Essay

**Unit Summary:** This is a foundational unit to essay writing this year and in years to come. In this unit, students will learn formal essay structure. They will need to plan out an essay with a strong claim backed by three parallel supports. They will then learn to provide a variety of evidence to back each of the supports (micro-stories, lists, quotes). In order to keep their essays as tight and clear as possible, it will help students if they forecast their three supports in their introduction and begin each new section of their essay by repeating the stem of the thesis.

## Literary Essay

**Unit Summary:** The Literary Essay is designed for students to receive repeated practice writing arguments about texts. Their work with this progresses from straightforward to much more complex. At the start of the unit, students will write essays that defend basic ideas about texts. Instruction will, to a large extent, focus on helping children to write effective, well-organized literary essays. They will need to carry forward all they learned in Boxes and Bullets and years' past: to state a clear opinion, craft a solid organizational structure, support their claim with both reasons and evidence, use transitional phrases for clarity and cohesiveness, and provide a conclusion that relates to their claim.

## Writing Historical Fiction: Tackling Complex Texts( If...Then...)

**Unit Summary:** Students collect and develop historical fiction story ideas in their notebooks. Students choose a seed idea to draft outside of their notebooks and revise. Students revise for historical accuracy with a bit more independence, raising the level of the draft. Students will edit for publication.

## Math

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*Everyday Mathematics* focuses on procedures, concepts, and applications in three critical areas:

- Understanding and fluency with multi-digit multiplication, and understanding of dividing to find quotients with multi-digit dividends.
- Understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers.
- Understanding that geometric figures can be analyzed and classified based on their properties.

### Scope and Sequence

The progression of learning for the course and each unit of study is below:

*Unit 1:* Place Value; Multidigit Addition and Subtraction

*Unit 2:* Multiplication and Geometry

*Unit 3:* Fractions and Decimals

*Unit 4: Multidigit Multiplication*

*Unit 5: Fraction and Mixed-Number Computation; Measurement*

*Unit 6: Division; Angles*

*Unit 7: Multiplication of a Fraction by a Whole Number; Measurement*

*Unit 8: Fraction Operations; Applications*

## Science

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Students experience science through active construction of ideas and studying phenomena. Children investigate and begin to develop concepts and vocabulary around these experiences. Developing inquiry skills is central to helping children think as "scientists." As children begin investigations they learn to ask scientific questions, investigate the world around them, and use their observations to construct reasonable explanations for the questions that are framed for them. The role of the teacher is to guide children in the extending their scientific knowledge and to encourage children to communicate their learning, both orally and in writing, as a result of the inquiry process.

*Unit 1: Plant and Animal Structures*

*Unit 2: Energy*

*Unit 3: Earth's Changing Surface*

*Unit 4: Waves and Information*

## Social Studies

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In Social Studies we focus on the following essential questions: What is Pennsylvania's landscape? Why are the natural resource of Pennsylvania and the Northeast important? How has Pennsylvania been shaped by its people?

Students work together to explore these questions and are supported by lessons focused on the topics below:

- Exploring Regions of the United States
- Peopling of the United States
- A Train Tour of the Northeast
- PA Government

## Second Step SEL (Social Emotional Learning)

### *Skills for Social and Academic Success*

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Second Step SEL is an evidence-based social-emotional learning curriculum. When students are better equipped to manage their own emotions and build positive relationships, they're better equipped to learn.

- **Unit 1: Skills for Learning and Empathy**
  - Empathy and Respect
  - Listening with Attention
  - Being Assertive
  - Respecting Similarities and Differences
  - Understanding Complex Feelings
  - Understanding Different Perspectives
  - Conversation and Compliments
  - Joining In
  - Showing Compassion
- **Unit 2: Emotion Management**
  - Introducing Emotion Management
  - Managing Strong Feelings
  - Calming Down Anger
  - Managing Anxiety
  - Avoiding Jumping to Conclusions
  - Handling Put-Downs
- **Unit 3: Problem Solving**
  - Solving Problems
  - Making a Plan
  - Solving Playground Problems
  - Taking Responsibility for Your Actions
  - Dealing with Peer Pressure

## Related Arts

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### ➤ ART

The art curriculum develops skills and concepts that build upon each other throughout their school career. The content is built around the elements of art with awareness of the context of art. This context connects art to student experience, children's literature, local and global cultures, historical perspectives, emerging technologies, and the changing roles of artists in society.

## Elements of Art

- Line – blind contour
- Shape – nonobjective
- Color – analogous
- Texture – fiber weaving
- Space – positive/negative
- Value – light, medium, dark
- Form – illusion of 3-D form on 2-D surface

## Units

- Culture
- Line, Space, and Influence
- Color
- Fiber Art
- Form and Value
- Clay

## ➤ COMPUTER SCIENCE

The computer science curriculum develops skills and concepts that build upon each other throughout their school career. The content is built around learning digital basics, coding, and STEM/Maker activities.

### Essential Questions:

- How might the use of digital tools broaden our perspectives and enrich our learning by collaborating with others and working effectively in teams locally and globally?
- How might we break problems into smaller parts, identify key information and propose solutions?
- How do we work through the Design Process to show our learning?

## ➤ LIBRARY

The library curriculum develops skills and concepts to teach students how to make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

### Students will understand that:

- Literature has a variety of purposes.
- Reliable nonfiction information can be found through print and digital resources.
- Championing and modeling safe, responsible, ethical, and legal information behaviors.

- How to select the resource(s) that best fulfills the task.
- Recognizing unique characteristics of different genres.

## ➤ MUSIC

Students will experience rhythm, melody, harmony, form, expressive qualities, and tone color through listening, singing, movement, creativity, and instrumental performance.

### Students will understand concepts of:

- Rhythm – anacrusis, dotted quarter-eighth note pairing, eighth-quarter-eighth note pattern, tie
- Melody – singing voice, pitch matching
- Harmony – partner songs, rounds
- Form – 1st and 2nd endings, D.C. al Fine, Fine, D.S. al Fine, ABC, ABACA
- Expressive Qualities – identify dynamic markings, naming crescendo and decrescendo
- Tone Color – visually identify instruments of the orchestra and categorize them into families
- Movement – experience creative and choreographed movement
- Instrumental performance – explore a variety of classroom instruments

## ➤ WELLNESS

Students in fourth grade continue to develop sport-specific skills, and explore strategies and techniques to enhance performance. Expanded FITT principle concept familiarity will enable students to accurately assess health-enhancing exercise. They will continue to successfully work with others of varying skills in cooperative and team activities. Drug and alcohol education is the focal point of 4th grade health lessons.

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|------------------|-------------------------|
| • FITT principle | • Invasion              |
| • Frequency      | • Agility               |
| • Intensity      | • Offense               |
| • Time           | • Defense               |
| • Type           | • Lead-up               |
| • Teamwork       | • Leadership            |
| • Accountability | • Foot-eye coordination |
| • Collaboration  | • Roles                 |
| • Strategy       | • Sharing               |