

Grade 4 Curriculum Summary

These curriculum summaries have been developed by teachers and administrators to serve as another way of communicating with parents. They highlight the core curriculum and expectations for student learning at each grade level.

The curriculum summaries describe what most students at a grade level are expected to know and be able to do by the end of the school year. They also reflect the goals of the various [Massachusetts Curriculum Frameworks](#). It is important to note that although children may learn and grow at different rates and through varied styles, all should make regular progress.

While we have high expectations for all students and encourage each student to work to their capacity, parents and teachers recognize that some students have more difficulty in school. Others will progress more rapidly and move well beyond these core expectations. It is the joint responsibility of school and home to provide support, challenge, and encouragement for all students.

English/Reading/Language Arts

The fourth grade reading/language arts program stresses a continuum of skills and strategies to further develop the literacy skills and strategies introduced in third grade. Core instruction is delivered through the 2017 Houghton Mifflin Harcourt Journeys Reading Program, key components of which include instruction in phonics and decoding, comprehension, fluency, vocabulary, study skills, and writing (including grammar, usage, mechanics, and spelling.) Continued attention is given to skills in listening, speaking, viewing and representing. The core anthology is supplemented by numerous print and digital resources that assist students in the development of close reading and analysis skills. Teachers also integrate reading with content areas such as science, math, and social studies. Key concepts are presented to students in whole-class format while Response to Intervention (RTI) practices allow individual needs to be met in small skill-based groups. Teachers also employ a variety of instructional models and activities to promote the development of fluency and comprehension. The writing process is taught through direct instruction in the Empowering Writers program in order to meet state and local standards for writing in the expository, opinion, and narrative modes. District-wide common assessments monitor student progress in skills indicated by both the Massachusetts Curriculum Frameworks and the core reading program. Over the course of the school year, students will continue to practice cursive handwriting.

Social Studies

The grade 4 social studies curriculum is aligned with the Massachusetts Curriculum Frameworks for History/Social Science, as well as the English Language Arts and Literacy. It lays the foundation for being a global citizen, beginning with a concentration on the geography of the whole planet. Maps, globes, water, land, and climate are discussed from the point of view of how these affect human culture and history. The main emphasis of the curriculum is U.S. geography addressed through the study of four key regions of the United States: the Northeast, the South, the Midwest, and the West. Each region is examined by focusing on such topics as geography, work, living, and citizenship in action. The geography units culminate with a more global and current events emphasis as students examine challenges that confront people living in today's world. As per the Massachusetts History/Social Science Framework, students learn about the geography, culture and history of Canada, with an optional unit on ancient China. This introduces students to a wider global perspective. Students are expected to demonstrate further development of skills and understandings in the following areas: map and globe skills; decoding and comprehension skills to learn from text and other written material; thinking and discussion skills; and foundational understanding of how language, tools, technology, institutions, and beliefs develop. Class time may be used for teacher presentations, small group work, discussions, hands-on activities, and videos. Homework is often assigned as part of an integrated project and varies depending on the topic being covered. Grades are based on classroom participation, formal tests, projects, and map work. Teachers will utilize historical fiction and nonfiction trade books to connect literacy to social studies.

Science

In grade 4, students observe and interpret patterns related to the transfer of matter and energy on Earth, in physical interactions, and in organisms. Students learn about energy—its motion, transfer, and conversion—in different physical contexts. They explore electricity in depth, wiring simple electric circuits, exploring the relationship between electricity and magnetism, and applying their knowledge of electricity and electric circuits to “real world” technology, such as wind turbines. Grade 4 students use a variety of 2D and 3D models, including maps and stream tables, to interpret patterns of erosion and deposition and infer how landforms are created. Through close study of classroom plants and field specimens, students learn that plants and animals have internal and external structures that support life, growth, behavior, and reproduction. Class time is typically devoted to hands-on activities followed by reading and discussions to help students gain an understanding of important concepts. Engineering design challenges are integrated to provide opportunities for students to apply science content.

Mathematics

The curriculum of the Hingham Public Schools is aligned with and based on the 2017 Massachusetts Curriculum Framework for Mathematics. Hingham uses the Everyday

Mathematics program (Wright Group) as its primary tool to teach the mathematics curriculum. Fourth grade Everyday Mathematics content emphasizes the following: Numeration – reading, writing & comparing integers, whole numbers, fractions, and decimals; relationships between fractions, decimals & percents. Operations & Computation – adding, subtracting, multiplying and dividing multi-digit whole numbers and decimals; rounding; adding and subtracting fractions. Patterns, Functions & Algebra – using symbolic, verbal, numerical, and graphical representations; parentheses; creating, extending, and describing patterns and rules. Geometry – classifying lines and angles; coordinate grid; transformations; analyzing 2- and 3-dimensional figures. Measurement – measuring and estimating length, area, volume, weight, temperature, and time; using map scales. Data & Chance – creating, reading and interpreting graphs. Hingham believes that concept mastery comes over a period of time, first through informal exposure and then through more formal and directed instruction. Teachers utilize a combination of whole group instruction, small group activities and individual learning experiences. Student progress is assessed using ongoing and formal unit assessments, as well as monthly basic facts tests. Students may participate in Continental Math League (CML) contest exams. Selected students are invited to participate in a pull-out Math Plus option.

Foreign Language

The objective of the elementary Spanish program is to create a foundation from which students can develop basic communicative competence in listening, speaking, reading, and writing, as well as an appreciation for the cultures of the Spanish-speaking world. Students will acquire vocabulary that is useful in their everyday world, learn conversational phrases and expressions in context, develop an understanding of the Spanish alphabet and phonetic system, and be well-prepared to study Spanish or French at the middle school.

In 4th grade, our students will learn to:

- count from 0-80
- identify Spanish-English cognates
- talk about things they like and things they have
- describe their home

If you would like to support your child in practicing Spanish, please check out our website at hpselementaryspanish.weebly.com for videos, games, reading suggestions, and information about the countries we focus on as part of our elementary curriculum.

Art

Grade 4 art is scheduled at least once in each six-day cycle. The curriculum focuses on an emphasis on the styles, influences and roles of artists in ancient cultures. Further

sequential instruction using the elements and principles of art and design builds a strong foundation for artistic expression. Students use more sophisticated color schemes, line qualities, visual texture, and pattern while continuing to use shape, space, composition, visual rhythm, and movement. Continued practice with a variety of media and techniques promotes higher level craftsmanship. Students use observation, abstraction, invention, and expression in creating their artwork. They continue to explore artistry. Students compare, contrast and classify art forms. They use this knowledge as a basis for evaluating their own work as well as the work of others. Evaluation in fourth grade is based on students' effort, participation, craftspersonship, and completing lesson objectives.

Music

Fourth graders are scheduled for classroom music at least once in each six-day cycle. The curriculum continues to provide opportunities to foster and encourage a love of music in students and to develop creative talents and sensitivities and build teamwork with ensemble experiences. Students will: increase music appreciation through exposure to works of famous composers; develop skills in note reading and writing; develop performance skills through singing and playing recorders and Orff instruments; understand music structure including AB, ABA, rondo (ABACA) forms; develop an understanding of rhythm and meter; and use creative movement, drama, and pantomime for expression. Class time is used for teacher presentation, full ensemble practice and performance, cooperative small group practice and performance, and independent note writing and composition.

Physical Education

The physical education curriculum is designed to promote the skills and attitudes that are associated with sports, recreation, and good health. The curriculum is presented through individual, partner, group, and team experiences. Major themes for study include: movement, games, sports, physical fitness, and sportsmanship. Intermediate grade instruction (4-5) moves more towards team sport orientation. Greater emphasis is placed on skill development, concepts, and the rules and procedures of official sports. Classes meet at least once in each six-day cycle. Activities are presented in formal three to four week units. Evaluation and grading reflect student motivation, participation, sportsmanship, and observation about skill development.

Computer Science

Skills are incorporated to meet classroom curriculum goals including writing, research and presentation of organizational and analytical data. Students learn how to use the word processing programs, spreadsheets, presentation software, and will expand their use and application of programming and coding languages. Students will continue to use and expand their use of the Internet.

Library/Media

Students in grade 4 visit the library regularly for both formal instruction and book selection which includes read-aloud, discussion sessions, and peer sharing opportunities. Students may also use the library for research for class assignments and projects. The library media objectives include: review and reinforcement of skills learned K-3; introduction to fiction genres; locating materials using nonfiction call numbers; using specialized reference books; outlining and note taking; and online databases.

Health

The health curriculum is designed to promote an understanding and an awareness of sound health and safety practices. The major themes are: health habits; disease prevention; safety and injury prevention; physical, social and emotional health; and drug, alcohol and violence prevention. Grade 4 and 5 instruction takes on a more formal approach. Units on alcohol, smoking and other drug prevention, nutrition and an introductory study of viruses and the immune system are taught. Attention is given to an increased awareness of students' own developmental changes. Grade 4 and 5 students participate in the Steps to Respect Bullying Prevention program. Class time is used for teacher presentation, class discussions, student projects, and specialist presentations by the nurse or physical education instructors.

Suggestions For Parent Assistance

- Develop good nutrition, rest, exercise, and safety habits.
- Work with the school to develop good study skills and self-discipline.
- Show an active interest in your child's daily school activities.
- Help your child to select materials and ideas from home which contribute to class activities and discussions.
- Plan family experiences which support topics studied at school.
- Encourage your child to pursue individual interests such as hobbies, arts, and athletics.
- Volunteer in your child's school and attend individual conferences and school events.
- Consult with the classroom teacher about specific ways to help your child.
- Provide a place and time for your child to complete homework assignments comfortably and on time.
- Assist your child with the completion and review of homework, but ensure the final product is reflective of the child's understanding of the assignment.
- Foster an interest in reading by reading regularly to and with your child.

Assessment

Students in grades 3-5 will participate in the next-generation Massachusetts Comprehensive Assessment System (MCAS 2.0). Test batteries in reading and mathematics (grade 3), reading, writing, and mathematics (grade 4), and reading, writing, mathematics, and science (grade 5) will be administered. Report cards

document progress, and literacy portfolios and math folders contain samples of student work at all grades.

For more information

Questions about grade level curriculum should be directed first to your child's teacher. The principal or assistant principal may provide additional information.

[East Elementary](#)

[Foster Elementary](#)

[Plymouth River Elementary](#)

[South Elementary](#)

[Superintendent's Office](#)

Comments about this information may be directed to your child's building principal or the Assistant Superintendent of Schools, Dr. James M. LaBillois at jlabillois@hinghamschools.org or 781-741-1500.