

3rd/4th Grade
Curriculum Overview

EST. 1999

PRAIRIE CROSSING
CHARTER SCHOOL



CREATING NATURAL LEADERS

In 3rd and 4th grade, PCCS students complete at least 2 service learning projects per year, performing approximately 15 hours of service. Because service learning involves youth ownership and current issues, we may not complete the same projects each year. Here are some sample service learning projects that 3-4 students might complete:

- Plan and implement a butterfly or bird garden on campus
- Organize and implement school Green Fair
- Promote trash-free lunches through community education
- Design and perform a Green Challenge assembly for the school

Science & Social Studies

Our goal is to teach using planned units of study that adhere to our environmental and constructivist beliefs while adhering to the Illinois Learning Standards. In Science teacher created units of study and Foss and Delta science kits to accomplish these goals in conjunction with supplementary materials. In Social Studies varied text and multimedia resources are used in conjunction with supplementary materials.

3 rd 4 th	Science	Social Studies
Year A How do humans affect the environment? What does it mean to respect the Earth?	Science Processes: Predictions vs. outcomes Units: Simple Machines and Inventions Properties of Light Properties of Sound Electricity Properties of Magnets Green Fair Phenology –seasonal change in plants	<i>Explorers to America</i> <i>Astronomy - navigation</i> <i>Colonial America</i> <i>The American Revolution</i> <i>Westward Exploration of America</i> <i>Geography – Map Making, scale</i> <i>Study of Naturalists of America--</i> <i>continents</i>
Year B How do natural resources impact the past, present, and future?	Science Processes: Predictions vs. outcomes Units: Illinois Ecosystems Study of Woodlands, Prairie Wetlands (Insects & Mammals) EarthKeepers (Life Cycles,) Natural Resource Climates & Glaciers Landforms & Soil Rock Cycle Green Fair Phenology - Night and day in relation to seasons	<i>Native Peoples of America</i> (Prehistoric and Illinois) -astronomy - stories <i>Illinois History and Government</i> <i>Geography-</i> Illinois rivers, natural resources

* Denotes an environmental focus

Math

Our goal is to teach using planned units of study that adhere to our environmental and constructivist beliefs while adhering to the Common Core Standard. We use the [Pearson Investigations Series](#) in conjunction with supplementary materials to accomplish these goals.

Our math curriculum supports all students in developing mathematical ideas and then expanding them. Rather than teaching and students learning, the teachers collaborate with their students to develop a strong conceptual math foundation and skills based on that foundation. Teachers do this by guiding their students through the discovery of math concepts via the Socratic Method of directed questioning to enable students to construct their own knowledge about the concept at hand. This style of learning causes our students to have deeper understanding and longer retention of math concepts. For instance, a teacher has their students draw a line on the board and writes 0 at one end and 1 at the other. The students are then asked to point to the middle and the teacher asks, "What's in there?" The teacher proceeds to guide these kids through specific questions or comments leading them to the discovery of fractions, ordering fractions, and adding fractions. The teacher does not directly tell them about fractions, introduce terminology of fractions, or give them algorithms to solve problems presented in a text until they have gone through this discovery period. This process can be time consuming, however meaningful to the understanding of the mathematical concept.

Third Grade Units of Study Aligned with the Common Core Standards

Number Sense and Operations
Area and Perimeter
Volume Equivalencies
Beginning Multiplication
Beginning Fraction Concepts
Identifying Mathematical Patterns
Complex Addition and Subtraction

Fourth Grade Units of Study and Core Standards

Number Sense and Complex Addition and Subtraction
Multiplication Representations
Multiplication Algorithms
Units of Measurement and Angles
Multiplication Algorithms
Basic Fraction Operations
Volume of Cubes
Comparing Data
Reading and Communicating Data

Language Arts

Reading, writing, listening, and speaking are fundamental to all learning and are integrated throughout the curriculum. The ELA Common Core Standards are integrated into planned units of study that adhere to our environmental and constructivist beliefs. Reading and Writing Workshop are used to expose students to the world of books to help them develop valuable reading, critical thinking

and inquiry skills. Students are encouraged and challenged through a variety of reading activities within the classroom, in large and small groups. These varied activities involve literature with integrated themes that are studied in conjunction with other core curriculum (science, social studies and math). The 3rd/4th grade language arts curriculum entails a variety of programs, materials and activities including but not limited to Words Their Way, and McGraw Hill Language.

3rd Grade Expectations Foundational Skills

Identify and know the meaning of the most common prefixes and derivational suffixes.

Decode words with common Latin suffixes.

Decode multi-syllable words.

Read grade-appropriate irregularly spelled words.

Read with sufficient accuracy and fluency to support comprehension.

Read on-level text with purpose and understanding.

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Fiction	Non-Fiction	Writing
<ul style="list-style-type: none"> • Ask questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • Recount stories, including fables, folktales, and myths from diverse cultures; • Determine the central message, lesson, or moral • Explain how central messages, lessons, or morals are conveyed through key details in the text. • Determine the meaning of words and phrases as they are used in a text • Refer to parts of stories and dramas when writing or speaking about a text, using terms such as chapter or scene, describe how each successive part builds on earlier sections. • Distinguish their own point of view from that of the narrator or those of the characters. • Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). • Compare the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). 	<ul style="list-style-type: none"> • Ask questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • Determine the main idea of a text • Recount the key details and explain how they support the main idea • Determine the meaning of domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. • Determine the meaning of general academic words and phrases in a text relevant to a grade 3 topic or subject area. • Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently • <u>Use information gained from illustrations</u> (e.g., maps, photographs) to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). • <u>Use information gained from the words in a text</u> to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). • <u>Compare the most important points and key details</u> presented in two texts 	<ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons. • Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. • Provide reasons that support the opinion. • Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. • Provide a concluding statement or section. • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. • Develop the topic with facts, definitions, and details. • Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. • Provide a concluding statement or section. • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and descriptions of actions thoughts, and feelings to develop experiences and events or show the response of characters to situations.

<ul style="list-style-type: none"> • Contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). • By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. 	<p>on the same topic.</p> <ul style="list-style-type: none"> • By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently 	<ul style="list-style-type: none"> • Use temporal words and phrases to signal event order. • Provide a sense of closure. • Conduct short research projects that build knowledge about a topic. • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
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4th Grade Expectations

Fiction	Non-Fiction	Writing
<ul style="list-style-type: none"> • Refer to details and examples in a text when explaining what the text says explicitly • Refer to details and examples in a text when drawing inferences. • Determine a theme of a story or drama, from details in the text. • Summarize the text • Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). • Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). • Refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text. • Contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. • By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range 	<ul style="list-style-type: none"> • Refer to details and examples in a text when explaining what the text says explicitly. • Refer to details and examples in a text when drawing inferences from the text. • <u>Explain</u> how the main idea is supported by key details. • <u>Summarize</u> the text. • <u>Explain</u> events, procedures, ideas, or concepts in a historical, scientific, or technical text, including <u>what</u> happened and <u>why</u>, based on specific information in the text. • <u>Determine</u> the meaning of general academic words or phrases in a text relevant to a grade 4 topic or subject area. • <u>Determine</u> the meaning of domain specific words or phrases in a text relevant to a grade 4 topic or subject area. • <u>Compare</u> a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. • <u>Contrast</u> a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. • <u>Explain</u> how the information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages). contributes to an understanding of the text in which it appears. • <u>Explain</u> how an author uses reasons to support particular points in a text. • <u>Explain</u> how an author uses 	<ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. • Provide reasons that are supported by facts and details. • Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). • Provide a concluding statement or section related to the opinion presented. • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Provide a concluding

	<p>evidence to support particular points in a text.</p> <ul style="list-style-type: none"> • By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range. 	<p>statement or section related to the information or explanation presented.</p> <ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and description to develop experiences and events or show the responses of characters to situations. • Use a variety of transitional words and phrases to manage the sequence of events. • Use concrete words and phrases and sensory details to convey experiences and events precisely. • Provide a conclusion that follows from the narrated experiences or events. • Conduct short research projects that build knowledge through investigation of different aspects of a topic. • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
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Specials

Art

The art program uses an approach to learning involving the environment and our place in the natural and human community. Themes covered in other subject areas will be reinforced visually as a component of art lessons. A study of how artists and the arts contribute to societies, past and present, is integrated into these approaches. The students will develop skills and strategies for enhancing creativity, imaginations, and self-expression.

- Identify the horizon line in a given artwork
- Draw from natural objects, using direct observation
- Give examples of organic (free-form, natural) and man-made shapes in their environment
- Select examples of neutral colors found in nature (e.g., clouds, tree bark, rocks)
- Distinguish among foreground, middle ground, and background
- Identify the positive and negative space in an artwork
- Describe symmetrical and asymmetrical balance

- Distinguish between 2-D and 3-D artworks
- Identify warm and cool colors
- Create art that expresses emotion
- Recognize rhythm created through the repetition of sensory elements
- Classify a group of artworks according to subject (e.g., portraits, landscapes, still life)
- Identify specific tools and processes used to create various types of artwork
- Demonstrate skill in the creation of art using a variety of materials, media, and tools
- Understand that art is a form of communication/celebration
- Understand the historical and social relevance of art in various cultures

Music

In 3rd and 4th Grade, we use our music notation knowledge and general music skills to play the recorder instrument. Students will have differentiated tracks based on their individual success with the recorder, and they can progress at their own pace. We will start to make musical connections to other art forms as well. Students will be able to express what they hear and feel in a piece of music through art and dance. Our students will use all of this knowledge at a musical performance.

- Play instruments following notation individually and in groups
- Sing songs with two and three-part harmony
- Identify the note names of lines and spaces on the treble clef staff
- Identify note and rest values (whole, half, quarter, eighth) in notation
- Create a work of art inspired by a musical piece
- Respond to a listening selection through dance movement

Physical Education

Third/fourth grade PE will continue to build upon the beginning level of strength and conditioning skills learned in first/second grade. Students will learn new skills and concepts of strength and conditioning through activities and workouts throughout the year. Students will also engage in moderate to high intensity activity through various workouts and fun activities/games involving loco motor movements and many different manipulatives. By the end of the year students will have an understanding of teamwork and cooperation through activities/games and have a moderate (Novice) level of strength and conditioning skills. Cross Fit fitness activities and ideas will regularly be infused throughout the program.

Spanish

During 3rd and 4th grade students will begin to expand their knowledge of Latin American countries along with different traditions and cultural events. Student will continue to learn everyday survival phrases will also be taught along with new vocabulary. Additionally, students will combine phrases and new vocabulary in role playing situations to practice conversational skills.

Communication

- Respond to a listening selection through dance movement
- Respond appropriately to simple commands
- Demonstrate understanding of basic conversations questions/answers
- Ask simple questions
- Respond to basic conversational questions
- Comprehend illustrated stories
- Follow multi-step instructions

- Pose questions within conversation
- Produce language using proper pronunciation, intonation and inflection independently
- Comprehend common gestures and body language
- Recognize the written form of spoken words
- Copy and write sentences with emphasis on spelling, accent marks, punctuation, capitalization, and grammar by the end of 4th grade
- Write on familiar topics using appropriate grammar, punctuation and capitalization by the end of 4th grade
- Describe people, activities and objects from school and home
- Demonstrate knowledge of vocabulary introduced during thematic units
- Use vocabulary from thematic units to ask/answer questions and form sentences

Culture

- Demonstrates knowledge of language appropriate to the time of day and relationship (adult, peer)
- Identify one or more art forms from Spanish-speaking countries
- Demonstrate one or more art forms representative of Spanish-speaking countries
- Identify main characters, settings and events from samples of children's literature
- Identify different types of literature (poetry, short stories, plays) in Spanish
- Recognize important people and events in the history of areas where Spanish is spoken
- Identify and use simple geography vocabulary

Language connections to academic disciplines

- Recognize the currency of Spanish-speaking countries by the end of 4th grade
- Identify products that are from countries where Spanish is spoken and that are found in the United States economy
- Use Spanish vocabulary to identify simple science terms relating to the environment
- Use Spanish vocabulary while participating in games, activities
- Use Spanish to solve simple math exercises
- Identify common professions and occupations
- Use Spanish to describe activities and characteristics of selected occupations and work places by the end of 4th grade
- Identifies professions in which Spanish is spoken
- Identify Spanish traditions and cultures.

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