



# Fourth Grade Curriculum Chart 2019-2020

ISA is part of  
Sahara Global Education Development

	<b>First Quarter</b>	<b>Second Quarter</b>	<b>Third Quarter</b>	<b>Fourth Quarter</b>
<p style="text-align: center;"><b>English Reading</b></p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<ul style="list-style-type: none"> <li>- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.               <ul style="list-style-type: none"> <li>- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</li> <li>- Describe how a narrator's or speaker's point of view influences how events are described.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</li> <li>- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</li> <li>- Describe how a narrator's or speaker's point of view influences how events are described.</li> <li>- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</li> <li>- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</li> <li>- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</li> <li>- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</li> <li>- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</li> <li>- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</li> <li>- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently</li> </ul>
<p style="text-align: center;"><b>English Writing</b></p> <p>To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.</p>	<ul style="list-style-type: none"> <li>- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</li> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of</li> </ul>	<ul style="list-style-type: none"> <li>- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</li> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>d. Provide a concluding statement or section related to the opinion</li> </ul>	<ul style="list-style-type: none"> <li>- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within and</li> </ul>	<ul style="list-style-type: none"> <li>- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> <li>- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> <li>- Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames</li> </ul>

	<p>events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	presented.	<p>across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	(a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<p><b>English Speaking &amp; Listening</b></p> <p>To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.</p>	<ul style="list-style-type: none"> <li>- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</li> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</li> </ul>	<ul style="list-style-type: none"> <li>- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</li> </ul>	<ul style="list-style-type: none"> <li>- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</li> <li>- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</li> <li>- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</li> </ul>	<ul style="list-style-type: none"> <li>- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</li> <li>- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</li> <li>- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</li> </ul>
<b>Math</b>	<ul style="list-style-type: none"> <li>- Place Value;</li> <li>- Story Problems;</li> <li>- Multiplication: <ul style="list-style-type: none"> <li>by 10 and 100,</li> <li>by three digits ;</li> </ul> </li> <li>- Adding &amp; Subtracting: <ul style="list-style-type: none"> <li>fractions,</li> <li>whole and mixed numbers;</li> </ul> </li> <li>- Division by one and two digits</li> </ul>	<ul style="list-style-type: none"> <li>- Metric Prefixes;</li> <li>- Factoring.;</li> <li>- Common and greatest common factors.</li> <li>- Roman Numerals.;</li> <li>- Fractions: <ul style="list-style-type: none"> <li>reducing,</li> <li>proper/improper,</li> <li>simplifying,</li> <li>changing to whole and mixed numbers,</li> <li>adding and subtracting.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Decimals: <ul style="list-style-type: none"> <li>place value,</li> <li>as fractions,</li> <li>addition and subtraction;</li> </ul> </li> <li>- Graphs: picture, line, bar;</li> <li>- Fractions: multiplying,</li> <li>- Borrowing;</li> <li>- Divisibility Rules;</li> <li>- Scale drawing.</li> </ul>	<ul style="list-style-type: none"> <li>- Algebraic principles;</li> <li>- Intro to Geometry;</li> <li>- Square Measures; <ul style="list-style-type: none"> <li>Perimeter;</li> <li>Area;</li> </ul> </li> <li>- Counting back and checking change.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>- Studying Science</li> <li>- Properties of Matter</li> <li>- Changes in Matter</li> </ul>	<ul style="list-style-type: none"> <li>- The Engineering Process</li> <li>- Motion</li> <li>- Energy and Electricity</li> </ul>	<ul style="list-style-type: none"> <li>- Plants and Animals</li> <li>- Energy and Ecosystems</li> </ul>	<ul style="list-style-type: none"> <li>- Earth and Space</li> <li>- Weather</li> <li>- Energy and Ecosystems</li> </ul>
<b>ICT Technology</b>	<ul style="list-style-type: none"> <li>- Responsibility and Personal Information</li> <li>- Power of Words</li> <li>- Respect for others</li> </ul>	<ul style="list-style-type: none"> <li>- Strong Passwords</li> <li>- Digital Citizenship</li> <li>- What is spam?</li> </ul>	<ul style="list-style-type: none"> <li>- Keywords and searching</li> <li>- How to Cite a Site</li> <li>- Research online</li> </ul>	<ul style="list-style-type: none"> <li>- Talking Safely Online</li> <li>- Privacy Rules</li> <li>- What is Cyberbullying</li> </ul>

<b>French/ Arabic</b>	<p><u>Level I</u></p> <ul style="list-style-type: none"> <li>- I can recognize a few letters or characters.</li> <li>- I can alphabetize a few names or words.</li> <li>- I can match a character in a headline to a supporting visual.</li> <li>- I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures.</li> <li>- I can understand greetings.</li> <li>- I can recognize some color words. I can understand some numbers.</li> <li>- I can understand some food items.</li> <li>- I can copy some familiar words, characters, or phrases.</li> <li>- Participate in age-appropriate cultural activities, games and songs.</li> <li>- Be familiar with a few well-known children’s stories of the target culture.</li> </ul>			
	<p><u>Level II</u></p> <ul style="list-style-type: none"> <li>- I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of conversations that I overhear.</li> <li>- I can present basic information on familiar topics using language I have practiced using phrases and more complex sentences.</li> <li>- I can write lists and memorized phrases on familiar topics.</li> <li>- I can use culturally appropriate courtesy expressions.</li> <li>- I can understand the necessary grammatical and syntactical functions in languages, and use them in the target language.</li> <li>- I can use the target language to present written and oral reports on topics studied in other disciplines, and vice versa.</li> <li>- Integrate products of the target culture to other school subjects (technology skills, music, songs, arts, games, etc.).</li> </ul>			
<b>Fine Arts</b>	<p><u>Visual Arts</u></p> <ul style="list-style-type: none"> <li>- Identify a visually pleasing work of local art (Djiboutian)</li> <li>- Analyze the various considerations for presenting and protecting that piece of art in its indoor or outdoor setting</li> <li>- Design your own piece of art based on the distinctive techniques used in your choice of local artwork</li> </ul>	<p><u>Visual Arts</u></p> <ul style="list-style-type: none"> <li>- Visit a local art exhibition or museum</li> <li>- Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.</li> </ul> <p><u>Music</u></p> <ul style="list-style-type: none"> <li>- review percussion basics from grade 3</li> </ul>	<p><u>Music</u></p> <ul style="list-style-type: none"> <li>- using the percussion instruments available, improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural ).</li> <li>- Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.</li> </ul>	<p><u>Drama/Theater</u></p> <ul style="list-style-type: none"> <li>- Using a drama provided by your teacher, modify the dialogue and action to change the story in a drama/theatre work.</li> <li>- Make physical choices to develop a character in a drama/theatre work.</li> <li>- Make and discuss group decisions and identify responsibilities required to present a drama/ theatre work to peers.</li> <li>- Share small-group drama/theatre work, with peers as audience.</li> </ul>

\*\* Topics and times may change depending on student progress in each area of learning.

