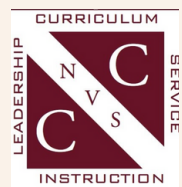


**NORTHERN VALLEY
SCHOOLS CONSORTIUM**

**CURRICULUM OBJECTIVES:
GRADE FOUR
2023-2024**

**Closter, Demarest, Harrington Park, Haworth, Northvale, Norwood,
Old Tappan, and the Northern Valley Regional High School District**



NORTHERN VALLEY SCHOOLS CONSORTIUM ADMINISTRATORS

Mr. Vincent McHale, Superintendent, Closter Public Schools

Mr. Michael Fox, Superintendent, Demarest Public Schools

Mr. Sean Conlon, Superintendent, Harrington Park Public School

Mr. Paul Wolford, Superintendent, Haworth Public School

Mr. Michael Pinajian, Superintendent, Northvale Public School

Mr. Kevin Ulmer, Superintendent, Norwood Public School

Dr. Danielle Da Giau, Superintendent, Old Tappan Public Schools

Mr. James Santana, Superintendent, Northern Valley Regional High School District

Ms. Kathleen O'Flynn, Director, Northern Valley Office of Curriculum and Instruction

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LANGUAGE ARTS

Reading Literature

Students will be able to:

- Develop identities as readers with good habits within a Reading Workshop community
- Make inferences and support them with text evidence
- Develop and revise theories in their books
- Work with partners to develop ideas about their books
- Use various structures to write about their thinking in stories

Reading Informational

Students will be able to:

- Refer to details and examples in a text when explaining what the text says explicitly and drawing inferences from the text
- Determine the main ideas of a text and explain how it is supported by the key details
- Summarize a text
- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text
- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade appropriate topic or subject area
- Describe the overall structure of events, ideas, concepts, or information in a text or part of a text
- Compare and contrast firsthand and secondhand accounts of the same event or topic; describe the differences in the information provided
- Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears
- Explain how an author uses reasons and evidence to support particular points in a text
- Research and integrate information from two or more texts on the same topic in order to write or speak about the subject knowledgeably
- Read and comprehend grade-level informational texts

Writing – Informative/Explanatory

Students will be able to:

- Analyze exemplar informative writing pieces
- Analyze Mentor Texts
- Use graphic organizers to plan
- Use proper conventions of English
- Reflect on the writing process
- Engage and orient the reader by establishing a context
- Engage the reader with an entertaining lead

- Construct an effective paragraph including an introduction, details, and a conclusion
- Organize an event sequence that unfolds naturally and logically
- Transition from one idea to the next by using appropriate words and phrases
- Use figurative language to aid in description
- Describe ideas by using sensory and specific language
- Revise and edit intentionally to improve writing
- Generate ideas to develop topic
- Revise writing with a partner or self-editing checklists
- Distinguish between editing and revising
- Use rubric to improve and reflect on writing

Writing Narrative

Students will be able to:

- Analyze exemplar narratives
- Analyze Mentor Texts
- Use graphic organizers to plan story
- Use proper conventions of English
- Reflect on the writing process
- Engage and orient the reader by establishing a context
- Engage the reader with a story hook
- Introduce a narrator and/or characters
- Organize an event sequence that unfolds naturally and logically
- Use narrative techniques effectively to develop experiences, events, and/or characters
- Transition from one idea to the next by using appropriate words and phrases
- Use figurative language to aid in description
- Describe ideas by using sensory and specific language
- Write a conclusion that brings the story events to a meaningful close
- Clearly convey a conflict and a resolution to the conflict
- Revise and edit intentionally to improve writing
- Generate ideas to develop topic
- Revise writing with a partner or self-editing checklists
- Distinguish between editing and revising
- Use rubric to improve and reflect on writing

Writing Opinion

Students will be able to:

- Develop an argument and defend it with evidence
- Determine credibility of sources
- Analyze mentor texts
- Generate ideas, draft, revise, edit, share, conference, and publish argumentative pieces
- Determine the purpose of an introduction and conclusion
- Develop arguments using Claim, Proof, Reason structure



The mission of the school library media center program is to provide an inclusive environment that promotes a love of reading, and lifelong learning. The Library Media Center is also a unique instructional site in which certified school library media specialists design and implements instructional strategies to ensure that students master the critical skills for locating, analyzing, evaluating, and utilizing complex literary and informational resources.

Students in grade 4 will be able to:

- Understand the role of the media specialist as a teacher and resource person utilizing primary and electronic resources
- Demonstrate ethical and safe use of the Internet and electronic resources
- Demonstrate appropriate use and care of materials
- Learn how to identify, locate, select and access print and non-print materials
- Identify, locate and utilize the parts of books: print and electronic
- Understand that fiction and non-fiction books can be used as resources for recreational reading
- Understand that libraries provide diverse collections of information presenting many viewpoints
- Identify, locate, select and utilize dictionaries/Thesauruses from the reference collection
- Understand that fiction and nonfiction books can be used as resources for research and class assignments
- Utilize technological resources as available and appropriate
- Utilize computer applications and software (i.e., databases, spreadsheets, presentations, and word processing) as needed
- Perform a basic search by (a) Author, Title Subject; (b) Keyword
- Utilize electronic resources (i.e., eBooks, apps, etc..)
- Identify, locate, select and utilize fiction and nonfiction literature
- Perform a basic search by (a) Author, Title Subject; (b) Keyword and assess results
- Understand and utilize single user and/or networked information resources (i.e., menu bars, help screens, search strategies, print, save, send/attach)
- Understand and use the internet to locate, evaluate, print and save information
- Identify, locate, select and utilize dictionaries/Thesauruses and Encyclopedias from the reference collection
- Identify, locate, select and utilize electronic reference materials (i.e., online databases, encyclopedias, EBSCO etc)
- Identify, locate, select and utilize dictionaries/thesauruses, encyclopedias, almanacs, atlases, and collective biographies from the reference collection
- Demonstrate ethical and appropriate use of property and materials (i.e., copyright and plagiarism)
- Apply district guidelines for bibliographic citations (i.e., Modern Language Association (MLA) American Psychological Association (APA) and others)

Expected Skills Entering Grade 4:

- Multiplication Facts Fluency
- Place value concepts
- Knowledge of S and rulers
- Addition and multiplication properties
- Unit/benchmark fractions
- Coin recognition
- How to write money using dollar symbol and decimal point

Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve problems
- Find all factor pairs for a whole number in the range 1–100
- Interpret a multiplication equation as a comparison
- Generate a number or shape pattern that follows a given rule

Number and Operations in Base Ten

- Generalize place value understanding for multi-digit whole numbers
- Use place value understanding and properties of operations to perform multi-digit arithmetic

Number and Operations - Fractions

- Extend understanding of fraction equivalence and ordering
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers
- Understand decimal notation for fractions, and compare decimal fractions
- Compare two fractions with different numerators and different denominators

Measurement and Data

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit
- Represent and interpret data using a line plot
- Geometric measurement: understand concepts of angle and measure angles
- Apply the area and perimeter formulas for rectangles

Geometry

- Draw and identify lines and angles, and classify shapes by properties of their lines and angles
- Classify two-dimensional figures
- Identify line-symmetric figures and draw lines of symmetry

Mathematical Practices for Grades 3-8

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning
- Friends of 10 (facts that make 10)



CREATING

- Generate and create musical ideas within related tonalities and meters
- Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas

PERFORMING

- Demonstrate understanding of the structure and the elements of music in music selected for performance
- When analyzing selected music, read and perform using iconic and/or standard notation
- Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities
- Apply teacher-provided and collaboratively developed criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances
- Rehearse to refine technical accuracy and expressive qualities, and address performance challenges
- Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation
- Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre
- Sing independently and in groups in one or more parts with the use of harmony
- Improvise short melodic phrases
- Read formal notation in Treble & Bass clef including all subdivisions until 4 sixteenth notes
- Conduct musical selections in 2 & 4
- Demonstrate knowledge of basic concepts of music
- Note Duration & Rests - Subdivisions until Dotted Quarter & 8th note triplets

RESPONDING

- Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts
- Employ basic, discipline-specific arts terminology to categorize works of dance, music, according to established classifications (i.e., tempo, structure, dynamics)
- Demonstrate how art communicates ideas about personal and social values
- Use evaluative tools for self-assessment & assessment of peers
- Consider the context & intended audience of the creation of a musical piece
- Use appropriate music terminology to identify facts regarding a work of music
- Make informed aesthetic responses to artworks based on the structural arrangement and personal, cultural, and historical points of view

CONNECTING

- Create rhythmic, melodic, and harmonic ideas, and explain the connection to specific purpose and context
- Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life
- Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill



PERSONAL QUALITIES

Reflection

- Listen and respond to the ideas, thoughts, and feelings of others. Respond appropriately, (i.e., nodding or agreeing)
- Demonstrate positive choices and awareness of self
- Discuss learning and identify individual strengths and next steps for growth and development

Empathy

- Display inclusion of others
- Engage positively with others and use equipment safely
- Respond to self and peer assessments with respect

Adaptability

- Adapt to certain roles so as to lead to successful outcomes
- Recognizes a variety of emotions

- Developing an ability to know when to listen and when to talk when interacting with others

Responsibility

- Compare and contrast verbal and nonverbal communication skills and the role they play in individual, partner, and group activities
- Begin classifying and demonstrating the ability to play different roles as individuals and as part of a group/team

Mindset

- Define and apply understanding of what it looks like to be a good winner and how to cope appropriately with losing
- Develop strategies to face challenges and work to achieve a successful outcome
- Recognize achievements as being a key component to improve performance

Self Direction

- Show enthusiasm to participate and understand the benefits of challenging oneself to learn new skills and concepts
- Identify and describe reasons why people participate in physical activity
- Distinguish the difference between internal and external motivation to participate in physical activity and learning

PHYSICAL COMPETENCIES

Kinesthetic Awareness

- Perform movements at various levels throughout the gym in personal and general space
- Change direction during chasing and fleeing games at different speeds
- Look to move bodies into spaces away from pressure during team games

Balance and Control

- Maintain balance while performing basic sports skills i.e., kicking, throwing, catching
- Hold front and side planks for a period of time
- Complete more advanced obstacle courses with time constraints as an individual and as part of a team

Coordination and Fluency

- Link and order more moderate sport skill operations, for example, a forearm pass in Volleyball
- Move with purpose demonstrating balance, control, and rhythm in team activities
- Demonstrate knowledge and understanding of what a quality movement looks like, and feels like

Rhythm and Timing

- Demonstrate proficiency in following teacher-led patterns of movement to create moderate sequences
- Flow from different movements at different levels in reaction to external stimulus i.e., musical cues or teacher cues

Gross and Fine Motor Skills

- Show fundamental concepts of hand/eye and foot/eye coordination to execute skills using modified equipment
- Perform movements in moderate activities

PHYSICAL FITNESS

Stamina (Cardiovascular/Muscular Endurance)

- Know the difference between aspects of fitness
- Recognize the various fitness testing components used in gym class and the purpose of testing for goal setting and measurement
- Set targets for sustaining moderate to vigorous physical activity

Speed

- Demonstrate understanding of speed in simple terms and how it affects ability to perform
- Move at different speeds, with or without an implement, and maintain balance whilst changing direction
- Get into good body positions for running at top speed in straight lines



Core Stability and Strength

- Show postural control when starting, stopping, and changing direction
- Describe where the core is and demonstrate how it supports the body
- Hold body weight in a variety of positions
- Complete knee-down push-ups and begin to work towards full push-ups

Flexibility

- Identify flexibility training programs and have knowledge of flexibility tests
- Set goals for improving one's flexibility at various joints in the body
- Describe the importance of flexibility in sports

Healthy Relationships

- Identify characteristics of healthy versus unhealthy relationships among friends and with family

- Give examples of inappropriate behaviors that are harmful to others
- Identify what actions and statements constitute bullying and harassment
- Explain the effects of stereotypes
- Create methods for an inclusive environment

Personal Health

- Identify personal health strategies to reduce illness
- Discuss the importance of getting adequate sleep
- Identify how balanced nutrition can help overall health
- Discuss how physical activity can improve physical and mental health
- Discuss conditions that may keep the human body from working properly and the ways in which the body responds
- Identify available school resources
- Recall what medical professionals are needed to assist in emergencies
- Explain when to reach out for assistance



Unit 1: Weathering and Erosion

In this unit of study, students develop understandings of the effects of weathering and the rate of erosion by water, ice, wind, or vegetation. The crosscutting concepts of patterns and cause and effect are called out as organizing concepts. Students demonstrate grade-appropriate proficiency in planning and carrying out investigations and constructing explanations. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

Unit 2: Earth Processes

In this unit of study, students apply their knowledge of natural Earth processes to generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. In order to describe patterns of Earth's features, students analyze and interpret data from maps. The crosscutting concepts of patterns, cause and effect, and the influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in planning and carrying out investigations, analyzing and interpreting data, and constructing explanations and designing solutions. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

Unit 3: Structure and Function

In this unit of study, students develop an understanding that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. The crosscutting concepts of systems and system models are called out as organizing concepts for this disciplinary core idea. Students are expected to demonstrate grade-appropriate proficiency in engaging in argument from evidence. Students are also expected to use this practice to demonstrate an understanding of the core idea.

Unit 4: Transfer of Energy

In this unit of study, fourth-grade students develop an understanding that energy can be transferred from place to place by sound, light, heat, and electrical currents. Students also obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment. The crosscutting concepts of cause and effect, energy and matter, the interdependence of science, engineering, and technology, and influence of science, engineering, and technology on society and the natural world are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in planning and carrying out investigations and obtaining, evaluating, and communicating information. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

Unit 5: Force and Motion

In this unit of study, students are able to use evidence to construct an explanation of the relationship between the speed of an object and the energy of that object, and are expected to develop an understanding that energy can be transferred from object to object through collisions. The crosscutting concept of energy and matter is called out as an organizing concept. Students are expected to demonstrate grade-appropriate proficiency in asking questions, defining problems, and constructing explanations, and designing solutions. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

Unit 6: Using Engineering Design with Force and Motion Systems

In this unit of study, students use evidence to construct an explanation of the relationship between the speed of an object and the energy of that object. Students develop an understanding that energy can be transferred from place to place by sound, light, heat, and electrical currents or from objects through collisions. They apply their understanding of energy to design, test, and refine a device that converts energy from one form to another. The crosscutting concepts of energy and matter and the influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in asking questions and defining problems, planning and carrying out investigations, constructing explanations, and designing solutions. Students are also expected to use these practices to demonstrate their understanding of the core ideas.

Unit 7: Waves and Information

In this unit of study, students use a model of waves to describe patterns of waves in terms of amplitude and wavelength and to show that waves can cause objects to move. The crosscutting concepts of patterns; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. Students demonstrate grade-appropriate proficiency in developing and using models, planning and carrying out investigations, and constructing explanations, and designing solutions. Students are also expected to use these practices to demonstrate their understanding of the core ideas.



Civics and Social Change

- Use multiple sources to explain why it is important for citizens to act without prejudice and bias towards other individuals
- Identify and explain actions that are unfair or discriminatory and how people from diverse cultures can initiate change and policies
- Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights and how these actions initiated policy change (i.e., Martin Luther King, Jr., Ruby Bridges, Rosa Parks, Helen Keller, Mother Theresa, Susan B. Anthony, Nelson Mandela, etc.)
- Describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need
- Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society

Democracy and Our Government

- Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at the national level
- Explain how national and state governments share power in the federal system of government
- Analyze and explain how fundamental rights are guaranteed by the U.S. Constitution and the Bill of Rights and how they contribute to the formation and improvement of American democracy
- Explain how the U.S. Government is organized into three branches and how the Constitution defines and limits the power of the government
- Describe the process by which immigrants can become United States citizens
- Describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time

Economics in Our World

- Describe the role and relationship among households, businesses, laborers, and governments within the economic system
- Explain how trade functions and the role of trade in our society
- Explain why individuals and businesses specialize in trade
- Understand that opportunity and scarcity are factors in determining costs and in making decisions
- Compare and contrast how the availability of resources affects people across the world differently
- Explain how the development of communication and transportation systems has led to increased collaboration in global trade
- Analyze the role of the government in regulating the production of goods and services
- Illustrate how markets and events affect production, distribution, and consumption of goods and services. (i.e., impact weather has on produce prices)
- Use data to make economic decisions based on the availability of resources and describe their impacts
- Describe the qualities of entrepreneurs in a capitalistic society. (i.e., Bill Gates, Oprah Winfrey, Thomas Edison, Elon Musk, Jeff Bezos, Mark Zuckerberg)

US Geography and Culture

- Compare and contrast characteristics of regions in the U.S. (i.e., Northeast, Southeast, Midwest, Southwest, West)
- Understand how landforms, products and resources, culture, climate, and landmarks influence culture
- Explain how geographic conditions and the availability of natural resources can help us to understand cultural differences
- Use a variety of maps (i.e., physical, topographical, political, etc.) to identify locations of natural resources and human movement
- Understand that people with different experiences and perspectives impact the culture of a region



CREATING

Color & Value

- Create shades and tints in color and grayscale

Line & Texture

- Experiment with line techniques that produce high contrast
- Continue actual and implied texture in works of art

Shape, Form & Space

- Experience the process of creating the illusion of 3D forms on a 2D plane
- Explore form to create 3D work

Generating & Conceptualizing Ideas

- Brainstorm multiple approaches to a creative art or design problem
- Collaboratively set goals and create artwork that is meaningful and has purpose to the makers

Organizing & Developing Ideas

- Explore and invent art-making techniques and approaches
- When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others
- Document, describe, and represent regional constructed environments

Refining & Completing Projects

- Revise artwork in progress on the basis of insights gained through peer discussion

PRESENTING

- Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork
- Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats
- Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide

RESPONDING

- Compare responses to a work of art before and after working in similar media
- Analyze components in visual imagery that convey messages
- Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media
- Apply one set of criteria to evaluate more than one work of art

CONNECTING

- Create works of art that reflect community cultural traditions
- Through observation, infer information about time, place, and culture in which a work of art was created



WORLD LANGUAGE

Spanish-Speaking Countries and Geography

- Locate and name Spanish-speaking countries in South America

- Ask and respond to the questions: Where are you from?/ De donde eres tu?/ Where do you live? Donde vives?
- Name common cultural sites in various Spanish-speaking countries
- Identify Spanish-speaking countries by their flags

Physical Health/Body Parts

- Correlate body parts to the face, body, or physical attributes
- Write sentences about what body parts one "has" (tiene)
- Read and perform a bodily skit made by the teacher
- State personal expressions for what one feels like doing
- Use verbs correctly.

Calendar/Cultural Celebrations

- Say the date in Spanish
- Distinguish the weather in different seasons
- Articulate the dates of when holidays occur
- Build and create student-made maracas for Cinco de Mayo
- Create papel picado and other crafts for El Día de los Muertos
- Compare and contrast how holidays are celebrated in Latin American countries versus in America
- Discuss what foods are eaten on holidays

School

- Identify school subjects
- Relate school materials to certain subjects
- Utilize classroom expressions to communicate within the classroom
- Articulate classroom commands and when they are used in the setting
- Utilize first-person tener to describe classes a student has on their school schedule

Clothing

- Categorize clothing by season
- Illustrate clothing based on simple written sentences
- Use 1st and 3rd person expressions related to clothing
- Articulate 1st person singular
- Compare and contrast the clothing of different Spanish-speaking countries

House and Home

- Identify names of furniture in addition to more rooms, hallways, and outside of the house.
- Articulate several appliances in each room
- Illustrate a home- with at least 7 rooms, stairs, multiple floors, and at least 5 furniture pieces.
- Use "Hay" to describe a house and what is in the house
- Compare and contrast Latin American homes and American

Telling Time

- Recognize the question- ¿Qué hora es?/Answer with the hour
- Articulate time by the half-hour
- Construct sentences describing where one goes and what one does during the morning, afternoon, and night
- Identify cultural differences in schedules/activities in America vs Spanish-speaking countries

Food

- Identify foods using learned vocabulary
- Make a list of foods/ingredients you will need to make a meal
- Create a supermarket list
- Classify foods by meals