

BABYLON UNION FREE SCHOOL DISTRICT

BABYLON MEMORIAL GRADE SCHOOL

Curriculum Guide

Third and Fourth Grades

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Using the Curriculum Guide

This guide is intended to address the continuum of learning as it continues through third and fourth grades. According to the New York State standards, these grade levels are the two that complete the elementary grades. The New York State learning standards are integrated into this guide. As in kindergarten through grade two, classroom instruction is individualized, specific, and differentiated to meet the individual needs of the child. Although there are benchmarks for each grade level, it must be remembered that children progress at paces specific to their abilities and interests.

English Language Arts

The New York State Learning Standards in the English Language Arts state that children will read, write, listen, and speak for:

- Information and understanding
- Literary response and expression
- Critical analysis and understanding
- Social interaction

The expectation is that students will “read a minimum of 25 books or the equivalent per year across all content areas and standards” and will “write an average of 1000 words per month across all content areas and standards.”

Reading

To support children in the meeting of the New York State learning standards, third and fourth grade students will read from informational texts such as books, biographies, children’s magazines, age-appropriate reference materials, and electronic-based texts. Using these informational texts, children will be able to:

- Read unfamiliar texts independently to collect and interpret data, facts, and ideas
- Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words and looking for word parts (root words, prefixes and suffixes)
- Use self-monitoring strategies such as rereading and cross-checking
- Engage in independent reading
- Determine the meaning of unfamiliar words
- Locate information in a text that is needed to solve a problem
- Compare and contrast information on one topic from two different sources
- Select books independently to meet informational needs
- Identify and interpret significant facts taken from maps, graphs, charts, and other visuals
- Use graphic organizers to record significant details from informational texts
- Use computer software to support reading

Grade 3

- Read messages they see in the classroom and the world around them, including labels, instructions, menus, and announcements
- Use simple reference books to get information
- Discuss books daily with teacher, a classmate or in a group
- Keep a personal reading log to record thoughts and ideas about books
- Be able to write about, discuss, and summarize the plot, setting, character, and main ideas in books they have read
- Compare characters, setting, and story from one book to another
- Read aloud independently from books they have previewed on their own, using expression to get across meaning
- Read a variety of books of different genres and books that contain increasingly difficult vocabulary and concepts
- Use punctuation to help understand meaning, and read aloud fluently from books they have chosen themselves
- Raise questions about what an author writes and try to answer questions through their reading
- Use their knowledge of how words work to identify new and challenging words
- Have a rapidly growing vocabulary of words they recognize on sight

Grade 4

- Show evidence of understanding their reading both in writing and classroom discussion
- Relate new ideas and information in books to previous knowledge and personal experience
- Use technology to support and expand reading
- Keep a record of the year's reading, reflecting goals and accomplishments
- Identify similar themes across different books
- Think about the author's word choices and decisions about content
- Compare different types of literature
- Describe the personalities of individual characters and why they act the way they do
- Develop ideas (for example, draw conclusions and make predictions) about events, characters and settings
- Be able to select books based on personal needs and interests

Writing

Student writing should go through a process of planning, drafting, revising, and editing before it is considered a finished product. All finished writing should demonstrate a student's ability to use punctuation and spell most words correctly. By the end of the school year, students are required to produce four types of writing. The first project is to complete a process study to ensure an understanding of the format of the writing workshop. The mini-lesson in each writing session addresses the management, craft, or mechanics of writing. During the independent or collaborative writing portion of the workshop, the teacher confers individually with students and addresses the child's unique style and needs. Writing instruction will enable children to:

- Take notes to record data, facts, and ideas, both by following teacher direction and by writing independently
- State a main idea, theme, or opinion and support it with facts and details
- Produce clear, well organized, and well developed explanations, reports, accounts, and directions that demonstrate understanding of a topic

- Begin to develop a voice in writing
- Spell frequently used words correctly
- Use basic punctuation correctly, such as commas, periods, exclamation points, and question marks
- Use correct verb tense
- Use varied vocabulary and sentence structure
- Use an organizational format that reflects a beginning, middle, and end
- Write sentences in logical order and create paragraphs to develop ideas
- Determine the intended audience for the writing
- Use relevant examples, reasons, and explanations to support ideas
- Express opinions and make judgments that express a personal point of view
- Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text
- Use effective vocabulary in persuasive and expository writing
- Use ideas from two or more sources of information to generalize about causes, effects, and other relationships
- Produce imaginative stories and personal narratives that show insight, development, organization, and effective language
- Use a computer to create, respond to, and interpret imaginative texts

Grade 3

- Share an experience or event (narrative writing)
- Learn new things and communicate information to others (report writing)
- Tell what they think about a book (response to literature)
- Tell how to do something (procedural writing)
- Informational writing, such as a science or social studies report. This writing should include appropriate facts and details.
- Write daily for extended periods on topics that they choose themselves
- Write daily in all subject areas, such as social studies, science, and mathematics
- Complete four major writing projects:
 - Author study
 - Memoir genre study
 - Non-fiction genre study
 - Poetry study

Grade 4

- Write to establish interesting characters and situations through the use of details and descriptions
- Use a narrative procedure that explains how to do something. This writing should lay out clear steps that are easy to follow.
- Informational writing, such as a science or social studies report. This non-fiction writing should include appropriate facts and details. This will be done both individually and in a group (social communication with peers)
- Write original, imaginative texts (poetry)
- Produce clear, well organized responses to stories read or listened to, supporting the understanding of themes, characters, and events with details from story
- Complete four major writing projects:
 - Personal narrative
 - Persuasive essay
 - Non-fiction study
 - Poetry study

Mathematics

Every teacher of mathematics, whether at the elementary, middle, or high school level, has an individual goal to provide students with the knowledge and understanding of the mathematics necessary to function in a world very dependent upon the application of mathematics. Instructionally, this goal translates into three components:

- conceptual understanding
- procedural fluency
- problem solving

Conceptual understanding consists of those relationships constructed internally and connected to already existing ideas. It involves the understanding of mathematical ideas and procedures and includes the knowledge of basic arithmetic facts. Students use conceptual understanding of mathematics when they identify and apply principles, know and apply facts and definitions, and compare and contrast related concepts. Knowledge learned with understanding provides a foundation for remembering or reconstructing mathematical facts and methods, for solving new and unfamiliar problems, and for generating new knowledge.

Procedural fluency is the skill in carrying out procedures flexibly, accurately, efficiently, and appropriately. It includes, but is not limited to, algorithms (the step-by-step routines needed to perform arithmetic operations). Although the word *procedural* may imply an arithmetic procedure to some, it also refers to being fluent with procedures from other branches of mathematics, such as measuring the size of an angle using a protractor. The use of calculators need not threaten the development of students' computational skills. On the contrary, calculators can enhance both understanding and computing if used properly and effectively. Accuracy and efficiency with procedures are important, but they should be developed through understanding. When students learn procedures through understanding, they are more likely to remember the procedures and less likely to make common computational errors.

Problem solving is the ability to formulate, represent, and solve mathematical problems. Problems generally fall into three types:

- one-step problems
- multi-step problems
- process problems

Most problems that students will encounter in the real world are multi-step or process problems. Solution of these problems involves the integration of conceptual understanding and procedural knowledge. Students need to have a broad range of strategies upon which to draw. Selection of a strategy for finding the solution to a problem is often the most difficult part of the solution. Therefore, mathematics instruction must include the teaching of many strategies to empower all students to become successful problem solvers. A concept or procedure in itself is not useful in problem solving unless one recognizes when and where to use it as well as when and where it does not apply. Many textbook problems are not typical of those that students will meet in real life. Therefore, students need to be able to have a general understanding of how to analyze a problem and how to choose the most useful strategy for solving the problem.

Individually, each of these components (conceptual understanding, procedural fluency, and problem solving) is necessary but not sufficient for a student to be mathematically proficient. They are not, however, independent of each other. They are integrally related, need to be taught simultaneously, and should be a component of every lesson.

Conceptual understanding, procedural fluency, and problem solving are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics.

Process Strands: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways.

Content Strands: The content strands (Number Sense and Operations, Algebra, Geometry, Measurement, and Statistics and Probability) explicitly describe the content that students should learn. Each school's mathematics curriculum developed from these strands should include a broad range of content. This broad range of content, taught in an integrated fashion, allows students to see how various mathematics knowledge is related, not only within mathematics, but also to other disciplines and the real world as well. The performance indicators listed under each band within a strand are intended to assist teachers in determining what the outcomes of instruction should be. The instruction should engage students in the construction of this knowledge and should integrate conceptual understanding and problem solving with these performance indicators. The performance indicators should not be viewed as a checklist of skills void of understanding and application.

Grade Three Content Strands

Number Sense and Operations Strand

Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.

- Skip count by 25's, 50's, 100's to 1,000
- Read and write whole numbers to 1,000
- Compare and order numbers to 1,000
- Understand the place value structure of the base ten number system:
 - 10 ones = 1 ten
 - 10 tens = 1 hundred
 - 10 hundreds = 1 thousand
- Use a variety of strategies to compose and decompose three-digit numbers
- Use and explain the commutative property of addition and multiplication
- Use 1 as the identity element for multiplication
- Use the zero property of multiplication
- Understand and use the associative property of addition
- Develop an understanding of fractions as part of a whole unit and as parts of a collection
- Use manipulatives, visual models, and illustrations to name and represent unit fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, and $\frac{1}{10}$) as part of a whole or a set of objects

- Understand and recognize the meaning of numerator and denominator in the symbolic form of a fraction
- Recognize fractional numbers as equal parts of a whole
- Explore equivalent fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$)
- Compare and order unit fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$) and find their approximate locations on a number line
- Identify odd and even numbers
- Develop an understanding of the properties of odd/even numbers as a result of addition or subtraction

Students will understand meanings of operations and procedures, and how they relate to one another.

- Use a variety of strategies to add and subtract 3-digit numbers (with and without regrouping)
- Develop fluency with single-digit multiplication facts
- Use a variety of strategies to solve multiplication problems with factors up to 12 x 12
- Use the area model, tables, patterns, arrays, and doubling to provide meaning for multiplication
- Demonstrate fluency and apply single-digit division facts
- Use tables, patterns, halving, and manipulatives to provide meaning for division
- Develop strategies for selecting the appropriate computational and operational method in problem solving situations

Students will compute accurately and make reasonable estimates.

- Estimate numbers up to 500
- Recognize real world situations in which an estimate (rounding) is more appropriate
- Check reasonableness of an answer by using estimation

Algebra Strand

Students will perform algebraic procedures accurately.

- Use the symbols $<$, $>$, $=$ (with and without the use of a number line) to compare whole numbers and unit fractions

$$\left(\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}, \frac{1}{6}, \text{ and } \frac{1}{10} \right)$$

Students will recognize, use, and represent algebraically patterns, relations, and functions.

- Describe and extend numeric (+, -) and geometric patterns

Geometry Strand

Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes.

- Define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, and hexagon)
- Identify congruent and similar figures

- Name, describe, compare, and sort three-dimensional shapes: cube, cylinder, sphere, prism, and cone
- Identify the faces on a three-dimensional shape as two-dimensional shapes

Students will apply transformations and symmetry to analyze problem solving situations.

- Identify and construct lines of symmetry

Measurement Strand

Students will determine what can be measured and how, using appropriate methods and formulas.

- Select tools and units (customary) appropriate for the length measured
- Use a ruler/yardstick to measure to the nearest standard unit (whole and $\frac{1}{2}$ inches, whole feet, and whole yards)
- Measure objects, using ounces and pounds
- Recognize capacity as an attribute that can be measured
- Compare capacities (e.g., Which contains more? Which contains less?)
- Measure capacity, using cups, pints, quarts, and gallons

Students will use units to give meaning to measurements.

- Count and represent combined coins and dollars, using currency symbols (\$0.00)
- Relate unit fractions to the face of the clock:
 - Whole = 60 minutes
 - $\frac{1}{2}$ = 30 minutes
 - $\frac{1}{4}$ = 15 minutes

Students will develop strategies for estimating measurements.

- Tell time to the minute, using digital and analog clocks
- Select and use standard (customary) and non-standard units to estimate measurements

Statistics and Probability Strand

Students will collect, organize, display, and analyze data.

- Formulate questions about themselves and their surroundings
- Collect data using observation and surveys, and record appropriately
- Construct a frequency table to represent a collection of data
- Identify the parts of pictographs and bar graphs
- Display data in pictographs and bar graphs
- State the relationships between pictographs and bar graphs
- Read and interpret data in bar graphs and pictographs

Students will make predictions that are based upon data analysis.

- Formulate conclusions and make predictions from graphs

Grade Four Content Strands

Number Sense and Operations Strand

Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.

- Skip count by 1,000's
- Read and write whole numbers to 10,000
- Compare and order numbers to 10,000
- Understand the place value structure of the base ten number system:
 - 10 ones = 1 ten
 - 10 tens = 1 hundred
 - 10 hundreds = 1 thousand
 - 10 thousands = 1 ten thousand
- Recognize equivalent representations for numbers up to four digits and generate them by decomposing and composing numbers
- Understand, use, and explain the associative property of multiplication
- Develop an understanding of fractions as locations on number lines and as divisions of whole numbers
- Recognize and generate equivalent fractions (halves, fourths, thirds, fifths, sixths, and tenths) using manipulatives, visual models, and illustrations
- Use concrete materials and visual models to compare and order unit fractions or fractions with the same denominator (with and without the use of a number line)
- Develop an understanding of decimals as part of a whole
- Read and write decimals to hundredths, using money as a context
- Use concrete materials and visual models to compare and order decimals (less than 1) to the hundredths place in the context of money
- Develop an understanding of the properties of odd/even numbers as a result of multiplication

Students will understand meanings of operations and procedures, and how they relate to one another.

- Use a variety of strategies to add and subtract numbers up to 10,000
- Select appropriate computational and operational methods to solve problems
- Understand various meanings of multiplication and division
- Use multiplication and division as inverse operations to solve problems
- Use a variety of strategies to multiply two-digit numbers by one-digit numbers (with and without regrouping)
- Use a variety of strategies to multiply two-digit numbers by two-digit numbers (with and without regrouping)
- Develop fluency in multiplying and dividing multiples of 10 and 100 up to 1,000
- Use a variety of strategies to divide two-digit dividends by one-digit divisors (with and without remainders)
- Interpret the meaning of remainders
- Add and subtract proper fractions with common denominators
- Express decimals as an equivalent form of fractions to tenths and hundredths
- Add and subtract decimals to tenths and hundredths using a hundreds chart

Students will compute accurately and make reasonable estimates.

- Round numbers less than 1,000 to the nearest tens and hundreds
- Check reasonableness of an answer by using estimation

Algebra Strand

Students will represent and analyze algebraically a wide variety of problem solving situations.

- Evaluate and express relationships using open sentences with one operation

Students will perform algebraic procedures accurately.

- Use the symbols $<$, $>$, $=$, and \neq (with and without the use of a number line) to compare whole numbers and unit fractions and decimals (up to hundredths)
- Find the value or values that will make an open sentence true, if it contains $<$ or $>$

Students will recognize, use, and represent algebraically patterns, relations, and functions.

- Describe, extend, and make generalizations about numeric (+, -, \times , \div) and geometric patterns
- Analyze a pattern or a whole-number function and state the rule, given a table or an input/output box

Geometry Strand

Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes.

- Identify and name polygons, recognizing that their names are related to the number of sides and angles (triangle, quadrilateral, pentagon, hexagon, and octagon)
- Identify points and line segments when drawing a plane figure
- Find perimeter of polygons by adding sides
- Find the area of a rectangle by counting the number of squares needed to cover the rectangle
- Define and identify vertices, faces, and edges of three-dimensional shapes

Students will identify and justify geometric relationships, formally and informally.

- Draw and identify intersecting, perpendicular, and parallel lines
- Identify points and rays when drawing angles
- Classify angles as acute, obtuse, right, and straight

Measurement Strand

Students will determine what can be measured and how, using appropriate methods and formulas.

- Select tools and units (customary and metric) appropriate for the length being measured
- Use a ruler to measure to the nearest standard unit (whole, $\frac{1}{2}$ and $\frac{1}{4}$ inches, whole feet, whole yards, whole centimeters, and whole meters)
- Know and understand equivalent standard units of length:
12 inches = 1 foot
3 feet = 1 yard
- Select tools and units appropriate to the mass of the object being measured (grams and kilograms)
- Measure mass, using grams

- Select tools and units appropriate to the capacity being measured (milliliters and liters)
- Measure capacity, using milliliters and liters

Students will use units to give meaning to measurements.

- Make change, using combined coins and dollar amounts
- Calculate elapsed time in hours and half hours, not crossing A.M./P.M.
- Calculate elapsed time in days and weeks, using a calendar

Statistics and Probability Strand

Students will collect, organize, display, and analyze data.

- Design investigations to address a question from given data
- Collect data using observations, surveys, and experiments and record appropriately
- Represent data using tables, bar graphs, and pictographs
- Read and interpret line graphs

Students will make predictions that are based upon data analysis.

- Develop and make predictions that are based on data
- Formulate conclusions and make predictions from graphs

Science

The broad objectives of the elementary science program involve thinking logically and creatively, learning methods of inquiry, acquiring knowledge in the natural sciences and various investigative attitudes necessary to function effectively in society. The students will be able to demonstrate scientific literacy by their ability to use skills, science attitudes and science content to identify and solve science related problems.

The core understandings addressed in the third and fourth grade science curriculum are:

Core Understanding	Grade 3	Grade 4
Living Environment (Natural world)	<ul style="list-style-type: none"> • live and thrive when needs are met • are dependent upon other plants and animals • continues beyond life span because they produce offspring • unit of study is butterflies 	<ul style="list-style-type: none"> • may be dependent upon each other for food and other needs (community) • living things are affected by and affect the environment • environmental conditions determine the types and sizes of populations

Physical Setting (Objects and events)	<ul style="list-style-type: none"> • objects and events have distinctive properties • the properties of an object can be changed by an event; an event that changes the properties is called an interaction • energy and material have forms and properties • units of study are buoyancy, magnets, and planets 	<ul style="list-style-type: none"> • the interactions of materials and energy change their form and properties; a group of interacting objects is called a system • energy may exist within a material or in the position or motion of objects • material and energy can be transferred within a complex system through a series of interactions • energy and materials can be transferred in an ecosystem
Units Studied	<ul style="list-style-type: none"> • Buoyancy • Magnets • Butterflies • Planets 	<ul style="list-style-type: none"> • Crayfish • Electricity • Powders and Crystals

Social Studies

The goal of the New York State Social Studies curriculum is to provide instruction that will help students assume their role as responsible citizens in America's constitutional democracy and as active contributors to a society that is increasingly diverse and interdependent with other nations of the world. In grades 3 (Communities around the world) and 4 (Local history and local government) communities and local political institutions and historical development are studied from five perspectives: social, political, economic, geographic, and historic.

Grade 3 - Communities around the World

- every member of any community is a unique individual
- the things a person learns as a member of society make up a person's culture
- people of similar cultural groups often live together in a community
- communities in any nation have social/cultural similarities and differences due to many factors
- students have rights, rules, and responsibilities
- citizenship includes an awareness of the patriotic celebrations of our nation
- people's needs, wants, and ways of meeting them are influenced by many factors
- places can be shown on maps and globes
- communities change over time

Grade 4 - Local History and Local Government

- a local community has an economic history
- economic events in the history of a local community are interrelated
- a local community has a geographic history
- communities and nations have boundaries and can be located on maps and globes
- history is subject to local interpretation

- places in your community change over time
- a community's past and present history is filled with contributors, male and female, of varied cultural and socio-economic backgrounds, who have influenced the community by their gifts and examples
- in the United States, our political system is generally described as a representative democracy
- in the past and present, people in a local community share(d) common problems
- a democratic system such as that of the United States allows citizens to influence the rate and type of change

Technology

The district's technology plan states the assumption that "instructional applications of technology will enable students to acquire skills that increase their employability and potential to attend college". The goals that have been established to see that belief realized are outlined for third and fourth graders are as follows:

Students will use technology with teacher support to communicate effectively and creatively through software applications to create documents using word processing skills, simple publishing programs, and utilize graphics. (In fourth grade they will also utilize presentation software to manage and present information and create reports.)

Students will use technology with teacher support to access, retrieve, evaluate, and interpret visual and auditory information using electronic resources and search strategies such as key words.

Students will use technology with teacher support to enhance independence and productivity which will develop process skills and strategies for problem-solving and critical thinking.

Students will be introduced to and develop basic technology skills:

- Keyboarding skills
- Select and use technology appropriate to their needs
- Use basic technology vocabulary and knowledge
- Care for technology equipment and use it safely
- Follow rules, regulations, and District Acceptable Use Policy as well as copyright laws when using the Internet.

Health

Health education enables students to maintain and promote physical well-being in a continually changing world, through the acquisition of understandings, attitudes and skills. It is an applied multidisciplinary field that draws upon knowledge obtained from the biological, environmental, psychological, social, physical, and medical science and is addressed by our guidance counselor, health, classroom, and physical education teachers. The instructional format is based on the *HealthSmart* curriculum and includes:

- Personal and family health
- Safety and injury protection
- Nutrition and physical activity
- Tobacco and alcohol prevention

New York State also mandates that we provide AIDS instruction to elementary students. Our age appropriate AIDS education is integrated with our health curriculum and includes communicable diseases, skills to practice a healthy lifestyle, community resources for information, help, and counseling, and methods of prevention.

Music

Music education is combined with speech, movement, instrumentation, and drama which integrate the arts to free the child's creative expression. Areas highlighted are:

Grade 3

- Singing expressively and in tune
- The soprano recorder as a solo and accompanying instrument
- Multi-sensory and rhythmic movement and dance
- Celebrations of history, seasons and holidays in song
- Listening and aesthetic skill development
- Integrated music – language learning to identify soprano, alto, tenor, and base voices by range
- To identify and create like and unlike phrases and variation within repetition

Grade 4

- Time signatures learned and experiences through the use of percussion instruments
- Identification of all orchestral instruments and ability to group into appropriate families
- Develop a greater awareness and appreciation of the lives and music of various composers
- Sing in harmony, to improvise with voice, and identify range
- Employ and interpret the symbols of tempo, dynamics and articulation of expressive purposes

The instrumental program in grade four is a progressive method designed to provide students with a strong fundamental basis for growth and development of the physical and technical aspects of playing an instrument, as well as the understanding and interpretation of written music.

Art

Emphasis is placed on the elements of design consisting of line, shape, color, texture and composition in grade three and four. The media forms that are used include:

Markers	Paint markers	Fabrics	Paper mache
Crayons	Tempura paints	Paper bags	Clay
Colored pencils	Specialty papers	Magazines	Plaster
Watercolor	Yarn	Tissue paper	Construction paper

Physical Education

The of the Physical Education program are to give each student experiences which foster a respect for rules, offers opportunities for students to cooperate, develop trust and respect, assume responsibility, and work to accomplish a task. We strive to provide a foundation of knowledge, skills, and experiences that will encourage students to select from a diverse repertoire of activities which can be practiced and enjoyed for a lifetime.

Activities include:

- Locomotor and non-locomotor
- Manipulative skills
- Perceptual motor skills
- Rhythms and dance
- Gymnastics introduction
- Games and sport lead-ups
- Introduction to physical conditioning concepts
- Presidential Physical Fitness Test

In grade four there is also a focus on activities that require score keeping, averaging and statistic as well as basic gymnastic maneuvers which translate to more complex sequences on mats and apparatus.

Library

In our Library program, many of the skills introduced in the earlier grades are reinforced with the expectation that they will begin to be put into practice. Third and fourth graders are expected to be able to understand:

- The organization of materials
- The use of the card catalogue and the Dewey Decimal system
- Where fiction, non-fiction, reference materials, and biographical sources are located
- How to access audiovisual materials and non-print technology
- Appreciate literature through a familiarity with various forms and an increased knowledge of authors and illustrators
- Evaluation and selection techniques
- Listening and viewing skills
- Research and reporting techniques