

Curriculum Map - Semester One Subject: MATH	Grade Level FOURTH GRADE		
September	October	November	December
<p>A. Naming and Constructing Geometric Figures</p> <ul style="list-style-type: none"> •Points, line segments, lines, and rays •Angles, triangles, and quadrangles •Parallelograms •Polygons •Circles <p>B. Using Numbers and Organizing Data</p> <ul style="list-style-type: none"> •Place value for numbers •Median •Addition of multi-digit numbers <p>C. Time tests</p> <ul style="list-style-type: none"> •Addition/ subtraction •Multiplication/ division <p>Resources</p> <ul style="list-style-type: none"> •<i>Everyday Math</i> •<i>Daily Math for Fourth Grade</i> 	<p>A. Multiplication and Division</p> <ul style="list-style-type: none"> •Facts <p>B. Number Sentences and Algebra</p> <ul style="list-style-type: none"> •Strategies •True False Sentences •Open Sentences •Logic Problems <p>C. Time tests</p> <ul style="list-style-type: none"> •Multiplication/ division <p>Resources</p> <ul style="list-style-type: none"> •<i>Everyday Math</i> •<i>Daily Math for Fourth Grade</i> 	<p>A. Distance in Miles/ Hours Traveling</p> <p>B. Elevations/Population/Weather</p> <p>C. Big Numbers, Estimation, and Computation</p> <ul style="list-style-type: none"> •Estimating Sums •Powers of 10 •Rounding <p>D. Division</p> <ul style="list-style-type: none"> •Number Stories •Remainders <p>Resources</p> <ul style="list-style-type: none"> •<i>Everyday Math</i> •<i>Daily Math for Fourth Grade</i> 	<p>A. Distance in Miles/ Hours Traveling</p> <p>B. Elevations/Population/Weather</p> <p>C. Big Numbers, Estimation, and Computation-Cont'</p> <ul style="list-style-type: none"> •Estimating Sums •Powers of 10 •Rounding <p>D. Division-Cont'</p> <ul style="list-style-type: none"> •Number Stories •Remainders <p>E. Time tests</p> <ul style="list-style-type: none"> •Multiplication/ division <p>Resources</p> <ul style="list-style-type: none"> •<i>Everyday Math</i> •<i>Daily Math for Fourth Grade</i>

Curriculum Map - Semester One Subject: SCIENCE			Grade Level FOURTH GRADE
September	October	November	December
<p>Arizona</p> <p>A. Inquiry Process</p> <p>B. History and Nature of Science</p> <p>C. Science in Personal and Social Perspectives</p> <p>D. Life Science</p> <p>■Native Arizona animals</p> <p>E. Physical Science</p> <p>F. Earth and Space Science</p> <p>Resources The Mapquest-Student Atlas of the World World Reference Atlas National Geographic Video/Sonoran Desert Desert Botanical Gardens</p>	<p>Arizona</p> <p>A. Inquiry Process</p> <p>B. History and Nature of Science</p> <p>C. Science in Personal and Social Perspectives</p> <p>D. Life Science</p> <p>E. Physical Science</p> <p>F. Earth and Space Science</p> <p>Resources <i>Discover the Waters of Arizona</i> <i>Project Wet International</i></p>	<p>Arizona/Rainforest</p> <p>A. Inquiry Process</p> <p>B. History and Nature of Science</p> <p>C. Science and Personal and Social Situations</p> <p>D. Life Science</p> <p>•Rain Forest animal</p> <p>E. Physical Science</p> <p>F. Earth and Space Science</p> <p>Resources A Walk in the Rainforest A World of Discovery Rainforest Intermediate Rainforest Kids Discover Rain Forests magazine</p>	<p>Rainforest</p> <p>A. Inquiry Process</p> <p>B. History and Nature of Science</p> <p>C. Science in Personal and Social Perspectives</p> <p>•Native people of the rain forests (Pygmies, Wayana Indians, Penan, Amazon)</p> <p>D. Life Science</p> <p>•Animals of the Rainforest</p> <p>E. Physical Science</p> <p>•Not addressed at this time</p> <p>F. Earth and Space Science</p> <p>•Climate</p> <p>•Amount of Rainfall</p> <p>Resources A Walk in the Rainforest A World of Discovery Rainforest Intermediate Rainforest Kids Discover Rain Forests Rainforest Experiments</p>

Curriculum Map - Semester One Subject: SOCIAL STUDIES			Grade Level FOURTH GRADE
September	October	November	December
<p>Arizona</p> <p>A. American History</p> <ul style="list-style-type: none"> ■ People/Places ■ Early native peoples ■ Stone Age peoples ■ Spanish explorers ■ Early archeological sites <p>B. World History</p> <ul style="list-style-type: none"> ■ History/ Timelines/ Events ■ Mexico's importance ■ Arizona Territory ■ War with Mexico ■ Spain's involvement in Arizona's history <p>C. Civics/ Government</p> <ul style="list-style-type: none"> ■ War memorials <p>D. Geography</p> <ul style="list-style-type: none"> ■ DOG ■ 3 Regions of Arizona ■ Arizona's bordering states ■ 4 Corners ■ Arizona's location on world map ■ Map skills ■ Capitals ■ Waterways ■ Boundaries-natural, international, man-made ■ Foreign countries ■ Continents, equator, oceans ■ Plains <p>E. Economics</p> <ul style="list-style-type: none"> ■ Role of banks <p>Resources</p> <p>D.O.G. Book</p> <p>Weekly Current Events</p> <p>Botanical Gardens Field Trip</p> <p>Holes by Louis Sachar</p> <p>Responsive Classroom principles</p> <p>ARIZONA: Studies by Virginia Brew and Michael McCabe</p> <p>Celebrate the States: Arizona by Melissa McDaniel</p>	<p>Arizona</p> <p>A. American History</p> <ul style="list-style-type: none"> ■ People / Places ■ Tombstone / OK Corral ■ Arizona Territory ■ Prescott, Phoenix, ■ Early governors ■ Native people ■ Early trappers and explorers ■ Timeline of Arizona becoming a state <p>B. World History</p> <ul style="list-style-type: none"> ■ Not addressed <p>C. Civics and Government</p> <ul style="list-style-type: none"> ■ Early settlers ■ Great Seal ■ Arizona flag ■ State motto ■ State plants and animals <p>D. Geography / DOG</p> <ul style="list-style-type: none"> ■ Grand Canyon ■ Canyon de Chelly ■ Natural resources ■ Map skills <p>E. Economics</p> <ul style="list-style-type: none"> ■ 5 C's of Arizona <p>Resources:</p> <p>My World Wide Geo Journey</p> <p>Tribune Newspaper</p> <p>Arizona: Government and Citizenship</p> <p>Arizona: Studies</p> <p>Celebrate the States: Arizona by Melissa McDaniel</p>	<p>Arizona/Rainforest</p> <p>A. American History</p> <ul style="list-style-type: none"> ■ People/Places ■ Pygmies of the Congo ■ Amazonians ■ Penan ■ Wayana ■ Hunters/Gatherers <p>B. World History</p> <ul style="list-style-type: none"> ■ History/Timelines/Events ■ Human dependence on environment ■ Impact of natural events ■ Impact of human modifications <p>C. Civics/Government</p> <ul style="list-style-type: none"> ■ Issues effecting the environment <p>D. Geography/DOG</p> <ul style="list-style-type: none"> ■ Borders ■ Oceans ■ Islands ■ Regions ■ Countries ■ Hemispheres ■ Scales/distances <p>E. Economics</p> <ul style="list-style-type: none"> ■ Environmental issues/costs ■ Personal spending choice <p>Resources</p> <p>D.O.G.</p> <p>Current Events</p> <p>Responsive Classroom Approach</p> <p>A Walk in the Rainforest</p> <p>A World of Discovery Rainforest</p> <p>Intermediate Rainforest</p> <p>The Great Kapok Tree book</p> <p>The Amazon Rainforest and Its People</p> <p>Kids Discover Rain Forests</p> <p>The Monkey Thief by Aileen Kilgore Henderson</p> <p>Conflict Resolution: Positive Actions</p>	<p>Rainforest</p> <p>A. American History</p> <ul style="list-style-type: none"> ■ People/Places ■ Layers of the rainforest (emergent/canopy, understory, floor) <p>B. World History</p> <ul style="list-style-type: none"> ■ History/Timelines/Events ■ Rainforests in world <p>C. Civics/Government</p> <ul style="list-style-type: none"> ■ United States involvement ■ Recycling resources <p>D. Geography/DOG</p> <ul style="list-style-type: none"> ■ Poles, locations ■ Rainforests, location ■ Area, countries ■ Equators, continents ■ States, borders ■ Deserts <p>E. Economics</p> <ul style="list-style-type: none"> ■ Environmental issues/costs ■ Specialization/Standards of Living <p>Resources</p> <p>D.O.G.</p> <p>Current Events</p> <p>Responsive Classroom approach</p> <p>Conflict Resolution: Positive Actions</p> <p>A Walk in the Rainforest</p> <p>A World of Discovery Rainforest</p> <p>Intermediate Rainforest</p> <p>The Shaman's Apprentice</p> <p>How To Survive in a Jungle</p> <p>Kids Discover Rain Forests</p> <p>The Monkey Thief by Aileen Kilgore Henderson</p>

Curriculum Map - Semester One Subject: LANGUAGE ARTS			Grade Level FOURTH GRADE
September	October	November	December
<p>Arizona</p> <p>A. Reading, <u>Tail of the Scorpion</u></p> <p>B. Writing</p> <ul style="list-style-type: none"> •Poetry <p>C. Grammar</p> <ul style="list-style-type: none"> •Prepositions •Capitalization •Punctuation •Subject/verb agreement •Parts of speech •Sentence combining <p>D. Spelling</p> <ul style="list-style-type: none"> •Wordly Wise vocabulary words •Rebecca Sitton Spelling Program •Spelling Unit Packet <p>E. Vocabulary</p> <ul style="list-style-type: none"> •Wordly Wise vocabulary words •Thematic Words <p>F. Speaking/Listening</p> <ul style="list-style-type: none"> •Oral presentation •Stage Behavior •Audience Behavior <p>Resources</p> <ul style="list-style-type: none"> •Daily Oral Language (DOL) •<i>Easy Grammar 45</i> •<u>The Tail of the Scorpion</u>, by Mike Graf •<u>The Phantom Tollbooth</u>, by Norton Juster 	<p>Arizona</p> <p>A. Reading <u>Tail of the Scorpion</u></p> <p>B1. Writing Poetry & Book Report</p> <p>C. Grammar</p> <ul style="list-style-type: none"> •Name types of Sentences •Contractions •Subject/Verb Agreement •Possessive Nouns <p>D. Spelling</p> <ul style="list-style-type: none"> •Wordly Wise vocabulary words •Rebecca Sitton Spelling Program •Spelling Unit Packet <p>E. Vocabulary</p> <ul style="list-style-type: none"> •Wordly Wise vocabulary words •Thematic Words <p>F. Speaking/Listening</p> <ul style="list-style-type: none"> •Oral presentation •Stage Behavior •Audience Behavior <p>Resources</p> <ul style="list-style-type: none"> •<i>Wordly Wise</i> •<i>Easy Grammar</i> •Rebecca Sitton Spelling Book •<i>Fourth Grade High Frequency List</i> •<i>Holes</i>, by Louis Sachar 	<p>Arizona/Rainforest</p> <p>A. Reading <u>The Monkey Thief</u></p> <p>B. Writing</p> <ul style="list-style-type: none"> •Poetry <p>C. Grammar</p> <ul style="list-style-type: none"> •Parts of speech/verbs <p>D. Spelling</p> <ul style="list-style-type: none"> •Rebecca Sitton Spelling Program •Spelling Unit Packet <p>E. Vocabulary</p> <ul style="list-style-type: none"> •Wordly Wise Lessons <p>F. Speaking/Listening</p> <ul style="list-style-type: none"> •Oral presentation •Stage Behavior •Audience Behavior <p>Resources</p> <ul style="list-style-type: none"> •Kids Inspiration •Wordly Wise •Easy Grammar •<u>The Monkey Thief</u> by Aileen Kilgore Henderson •One Day in the Tropical Rainforest Rainforest 	<p>Rainforest</p> <p>A. Reading <u>The Monkey Thief</u></p> <p>B. Writing</p> <ul style="list-style-type: none"> •Rain Forest Animal Research <p>C. Grammar</p> <ul style="list-style-type: none"> •Punctuation: hyphens, quotation marks, underlining, commas <p>D. Spelling</p> <ul style="list-style-type: none"> •Wordly Wise vocabulary words •Rebecca Sitton Spelling Program •Spelling Unit Packet <p>E. Vocabulary</p> <ul style="list-style-type: none"> •Wordly Wise vocabulary words •Thematic Words <p>F. Speaking/Listening</p> <ul style="list-style-type: none"> •Oral presentation •Stage Behavior •Audience Behavior <p>Resources</p> <ul style="list-style-type: none"> •<i>Wordly Wise</i> •<i>Easy Grammar</i> •<u>The Monkey Thief</u> by Aileen Kilgore Henderson •<i>One Day in the Tropical Rainforest</i>

Curriculum Map - Semester One Subject: SPANISH	Grade Level FOURTH GRADE		
September	October	November	December
<p>Introduction to Spanish</p> <p>A. Classroom Procedures</p> <p>B. Rules</p> <p>C. Procedures</p> <p>Introduction/Review of vocabulary</p> <p>A. Functional chunks</p> <p>B. Passwords</p> <p>C. Listening skills</p> <p>Artistas hispanos</p> <p>A. Vocabulary (receptive)</p> <ul style="list-style-type: none"> ▪ Pintura, tema central, autoretrato, mural, muralista, artista, dibujo, lienzo, casa, México, el, ella, yo ▪ Rojo, amarillo, azul, anaranjado, verde, morado, café, rosado, negro, blanco, gris ▪ Mamá, papá, hermano, hermana <p>B. Grammar</p> <ul style="list-style-type: none"> ▪ Está es una pintura. Está pintura es de _____. Me llamo _____. Yo vivo en _____. Mi dibujo es como, tener, me gusta/no me gusta, ¿Dónde vives? ▪ No me gusta por que es _____. <p>C. Culture</p> <ul style="list-style-type: none"> ▪ Compare paintings from different Hispanic artists, Diego Rivera, Frida Kahlo, Pablo Picasso <p>Resources</p> <p>Internet</p> <p>Frida Kahlo, Frida, Diego, Picasso</p>	<p>Día de los Muertos</p> <p>A. Vocabulary</p> <ul style="list-style-type: none"> ▪ Las calacas, el esqueleto vivos, muertos, celebrar, hacer, comer, visitar, altar, flores, velas, ofrenda, familias, amigos, flor de cempasúchitl, incienso <p>B. Grammar</p> <ul style="list-style-type: none"> ▪ ¿Quiénes son?, ¿Cómo son? , ¿Qué hacen?, ¿De dónde es? Es de _____. ▪ Adjectives- bonito(a), interesante, inteligente, simpático ▪ Verbs- ayudar, enseñar, llevar, encender <p>C. Culture</p> <ul style="list-style-type: none"> ▪ Halloween/Día de los muertos, the altar, papel picado <p>Resources</p> <p>The language of folk art:</p> <p>PowerPoint presentation</p> <p>Fiestas</p> <p>Mi abuela ya no está</p>	<p>The Desert Atacama/Sonoran</p> <p>A. Vocabulary</p> <ul style="list-style-type: none"> ▪ América del Sur, Costa Pacífica, continente, Chile, hace calor, el más caliente, desierto, baja/sube la temperatura <p>B. Grammar</p> <ul style="list-style-type: none"> ▪ Va a, ¿Dónde está?, ¿How many?, ¿De dónde es? Es de _____. ▪ Adjectives- interesante, grande, pequeño, bonito ▪ Verbs- buscar, encontrar, pensar, visitar, jugar 	<p>The Desert Continued</p> <p>A. Culture</p> <ul style="list-style-type: none"> ▪ América del Sur celebrations ▪ The use of the saguaro cactus <p>Resources</p> <p>Internet</p> <p>PowerPoint presentation</p> <p>Oye al desierto</p> <p>Cactus Hotel</p>

Curriculum Map - Semester One Subject: MUSIC			Grade Level FOURTH GRADE
September	October	November	December
<p>A. Melodic Literacy / Singing Skills</p> <ul style="list-style-type: none"> • Song repertoire - Singing games <p>B. Rhythmic Literacy</p> <ul style="list-style-type: none"> • Review Grade Three rhythm material <p>C. Form</p> <ul style="list-style-type: none"> • Theme and Variations <p>D. Instrument Playing Skills</p> <ul style="list-style-type: none"> • Non Pitched Percussion Introduction • Barred Instrument Introduction 	<p>A. Singing Skills / Melodic Literacy</p> <ul style="list-style-type: none"> • Do Re Mi Patterns Notate <p>B. Expression and Style</p> <ul style="list-style-type: none"> • Tempo Markings • Dynamic Markings • Program Music <p>C. Form</p> <ul style="list-style-type: none"> • Theme and Variations 	<p>A. Rhythmic Literacy</p> <ul style="list-style-type: none"> • Sixteenth and Eighth note patterns <p>B. Expression and Style</p> <ul style="list-style-type: none"> • Music from diverse cultures - Native American 	<p>A. Instrument playing skills</p> <ul style="list-style-type: none"> • Barred Instruments – Crossover Bordun <p>B. Singing Skills / Melodic Literacy</p> <ul style="list-style-type: none"> • Do Re Mi So La Patterns Notate <p>C. Score Reading</p> <ul style="list-style-type: none"> • Notation Terms / Symbols: First and Second Endings • Review Treble Clef

Curriculum Map - Semester One Subject: ART			Grade Level FOURTH GRADE
September	October	November	December
<p>A. Media Techniques and Process</p> <ul style="list-style-type: none"> ▪ Use of warm up time, and techniques ▪ Using 3 kinds of sketching techniques: lines, circles and figure 8's ▪ Sitting properly to draw ▪ Use of pencils and hand positions ▪ Methods of using textures <p>B. Media and Techniques:</p> <ul style="list-style-type: none"> ▪ Use of pencils ▪ 12 shades of gray ▪ 4 methods of texture applied ▪ Enlarging drawings ▪ Drawing from photos <p>C. Making connections with other subject areas:</p> <ul style="list-style-type: none"> ▪ Animal habitats and drawing technically ▪ Plant life and drawing scientifically ▪ Focusing the viewer on the subject area ▪ Art work as part of class reports 	<p>A. Media and Techniques</p> <ul style="list-style-type: none"> ▪ Review of pastels and uses ▪ Safety with small dusty mediums ▪ Beginning at the back and working forward in layers. ▪ Use of pastels in a non rubbing method to focus the viewer and add details <p>B. Connections across subjects:</p> <ul style="list-style-type: none"> ▪ Music concert backdrops for Arizona focus: Grand Canyon ▪ How the Grad Canyon can be drawn, different views <p>C. History and Cultures:</p> <ul style="list-style-type: none"> ▪ Day of the Dead Celebration 	<p>A. Media and Techniques</p> <ul style="list-style-type: none"> ▪ How to create a simple fold book ▪ Learning to use a still life to draw the details of a still life ▪ Use of texture and drawing techniques in pencil 	<p>Media and Techniques</p> <ul style="list-style-type: none"> ▪ Continued focus on drawing and pencil techniques ▪ Creating things from odd objects in the art room for holiday gifts

Curriculum Map - Semester One Subject: PHYSICAL EDUCATION	Grade Level FOURTH GRADE		
September	October	November	December
<p>Presidential Fitness Testing</p> <p>A. Individual Physical Challenges</p> <ul style="list-style-type: none"> •Sit-ups •50 yard dash •Long Distance Run •Shuttle Run •V-Sit/Reach •Push Ups •Standing Long Jump 	<p>Introduction to Flag Football</p> <p>A. Individual/Partner Skills</p> <ul style="list-style-type: none"> •Passing •Kicking •Punting •Flag pulling •Running technique •Offense •Defense <p>B. Game Play</p> <ul style="list-style-type: none"> •Flag Tag •Capture The Flag 	<p>Introduction to Soccer</p> <p>A. Individual/Partner Skills</p> <ul style="list-style-type: none"> •Kicking-left and right foot •Punting •Goaltending •Overhead throw-in •Heading •Corner kicks •Dribbling •Footwork <p>B. Competition</p> <ul style="list-style-type: none"> •Line Soccer •Full Field Soccer 	<p>Introduction to Soccer</p> <p>B. Game (continuation of November)</p>