

Grade 4 Curriculum Overview

Math	Social Studies/ Science	Language Arts	Hebrew Language Arts	Judaic Studies: <i>Tefillah</i> , <i>Parasha</i> , <i>Humash</i>	Judaic Studies: <i>Hagim</i> , Israel
<p>Singapore Math - Primary Mathematics - is used in Grades K-5</p> <ul style="list-style-type: none"> ● Whole Numbers <ul style="list-style-type: none"> ○ Ten Thousands, Hundred Thousands, and Millions ○ Approximation ○ Factors ○ Multiples ○ Order of Operations ○ Negative Numbers ● Four Operations of Whole Numbers <ul style="list-style-type: none"> ○ Addition and Subtraction ○ Multiplication and Division ○ Multiplication by a 2-digit number ● Fractions <ul style="list-style-type: none"> ○ Equivalent Fractions ○ Adding and Subtracting Fractions ○ Mixed Numbers ○ Improper Fractions ○ Fractions and Division ○ Fractions of a Set ● Geometry <ul style="list-style-type: none"> ○ Right Angles ○ Measuring Angles ○ Perpendicular Lines ○ Parallel Lines ○ Quadrilaterals ○ Triangles ○ Circles ○ Solid Figures ○ Nets ● Area and Perimeter <ul style="list-style-type: none"> ○ Area of Rectangles ○ Perimeter of Rectangles ○ Composite Figures ● Decimals <ul style="list-style-type: none"> ○ Tenths ○ Hundredths 	<p>Social Studies</p> <p>New Jersey and Local History</p> <p>Why does geography matter? What makes a complex society? What motivates people to explore and colonize other lands? What does it mean to be free?</p> <p>New Jersey Geography/Map Skills</p> <ul style="list-style-type: none"> ● Geographical Features ● Physical, Political, Contour, Climate Maps ● Structural Features of Maps and Interpreting Information ● Scale, Longitude, Latitude; Finding Places Based on Latitude and Longitude <p>Lenni Lenape</p> <ul style="list-style-type: none"> ● Migration to North American ● Physical Features and Climate Affect Settlement and Population Growth ● Daily Life (Homes, Food, Childhood, Tools...) ● Culture, Government, Celebrations, Festivals ● European Effect on Lenni Lenape (Bridge to Colonial Unit) <p>Colonial America: Focus on New Jersey</p> <ul style="list-style-type: none"> ● Explorers ● Early Settlements ● Life in the Colonies ● Key Events and People in History Leading to the Revolutionary War <p>Fighting for Freedom</p> <ul style="list-style-type: none"> ● Revolutionary War ● Constitution/Bill of Rights ● Rights in Early America <p>Science</p>	<p>Reading Literature</p> <ul style="list-style-type: none"> ● Non-Fiction <ul style="list-style-type: none"> ○ Text Features ○ Identifying Main Idea and Supporting Details ○ Inferencing ● Fiction <ul style="list-style-type: none"> ○ Inferencing ○ Character Traits - Beyond the Text ○ Using Context Clues, Dictionary, and Thesaurus to Understand New Vocabulary ● Folktales <ul style="list-style-type: none"> ○ Genre Features ○ Themes, Morals, Lessons ○ Creation Stories ● Non-Fiction for Research <ul style="list-style-type: none"> ○ Reading for Information ○ Note-Taking ○ Citations ○ Main Idea and Supporting Details ● Poetry <ul style="list-style-type: none"> ○ Poetic Language and Devices ○ Organization, Structure, and Patterns ○ Types of Poetry ○ Analyzing for Meaning ● Biography <ul style="list-style-type: none"> ○ Reading for Information ○ Fact vs. Opinion ○ Summarizing ○ Famous Artist Unit (See Writing) <p>Writing</p> <ul style="list-style-type: none"> ● Narrative: Personal Narrative - Life of a Child in the Tribe ● Informational: Native American 	<p>Reading</p> <p>*Using the Haverim B'Ivrit Curriculum</p> <ul style="list-style-type: none"> ● Reading Short Fiction Stories, Advertisements, Non-Fiction Passages, Poems, and Comics for Meaning ● Reading in All Genres with Accuracy and Fluency <p>Vocabulary</p> <ul style="list-style-type: none"> ● <i>Haverim B'Ivrit</i> 5 & 6 ● <i>Mifgash Boker</i> Vocabulary ● Adjectives as Vocabulary <p>Grammar</p> <ul style="list-style-type: none"> ● Present and Past Tense; Exposure to Future Tense ● <i>Kodem</i> and <i>Aharkakh</i> ● <i>Im</i> and <i>Bli</i> ● <i>Omrim sheh...</i> ● <i>Haval sheh.../Mazal sheh...</i> ● Exceptions to Masc./Fem. and Singular/Plural rules (<i>Shulhan/Shulhanot</i>) ● <i>Piel</i> Verbs ● Numbers 1-20 in Masc. and Fem. ● Structure of <i>Meh/Mee, Meh/Ma</i> (from whom) ● <i>Be'Ad</i> and <i>Neged</i> ● <i>Yesh Ba.../Ayn Ba...</i> ● Past Tense - Masc./Fem., Singular/Plural, with All Pronouns <p>Writing</p> <ul style="list-style-type: none"> ● Writing Short Stories ● Writing in the Past and Present Tense ● Writing Advertisements and Persuasive Pieces ● Writing Short Poems 	<p>Tefillah</p> <ul style="list-style-type: none"> ● Creating a <i>Makom Kadosh</i> ● Importance of Accurate Reading in the <i>Siddur</i> ● Review the Concepts of <i>Shevah</i>, <i>Hodaya</i>, and <i>Bakasha</i> ● Add <i>Elu D'varim</i> and <i>Hatzi Kadish</i> ● Identifying Words of <i>Hodaya</i> ● Add <i>Hallel</i> and <i>Al Ha'Nisim</i> in <i>Birkat HaMazon</i> ● In-Depth Study of <i>Aleinu - Shevah</i> ● <i>Al Ha'Nisim</i> at <i>Hanukkah</i> ● Full <i>Minhah</i> <p>Parasha</p> <ul style="list-style-type: none"> ● Understand the Distinction between <i>P'shat</i> and <i>Drash</i> ● Introduce Students to the Concept of Preparing and Sharing a <i>D'var Torah</i> ● Each Parasha is taught with a focus on a theme or on mitzvot learned, for example: <i>Vayeira - Tzedek u Mishpat; Vayigash - Making Peace with Your Brothers; Trumah - The Joint Contributions to Establishing the Mishkan</i> <p>Humash</p> <p><i>Humash</i> learning is balanced between making meaning of the text linguistically and creating spiritual connections for our students.</p> <ul style="list-style-type: none"> ● Review Concept of Big Ideas and Essential Questions ● <i>Parashat Vayeira: Hakhnasat Orhim</i> <ul style="list-style-type: none"> ○ The Words of the Torah Are Not Always Clear ○ The Significance of the Words 	<p>Hagim</p> <ul style="list-style-type: none"> ● Hagei Tishrei <ul style="list-style-type: none"> ○ <i>Hodesh Ha'Raḥamim V' Ha'Sliḥot</i> ○ <i>Shofar - Zikhron T'ruah</i> ○ Yom Kippur - <i>Initem Et Nafshotekhem; Yonah</i> ○ <i>V'Samaḥta B'Hagekhaḥ</i> ○ <i>Arba'at HaMinim</i> ○ <i>Shalosh Regalim</i> ● Hanukkah <ul style="list-style-type: none"> ○ The Story of <i>Hanukkah</i> ○ <i>Hasidim</i> and <i>Mityavnim</i> ○ <i>Brachot, Mitzvot, and Minhagim</i> ● Tu B'Shvat <ul style="list-style-type: none"> ○ Parts of the Tree ○ Man Being Sustained by the Fruits of the Land ○ Our Responsibility to Cultivate the Land ● Purim <ul style="list-style-type: none"> ○ <i>Mishenikhnas Adar...</i> ○ <i>Mitzvot</i> and <i>Minhagim</i> for <i>Purim</i> ○ <i>Megillah</i> Reading ○ <i>Shushan Purim</i> and Walled Cities (<i>Yerushalayim</i>) ● Pesach <ul style="list-style-type: none"> ○ <i>Nisan</i>, the First Month ○ <i>Hag</i> vs. <i>Hol HaMoed</i> ○ <i>Seder Mitzrayim</i> vs. <i>Seder Dorot</i> ○ <i>The Haggadah</i> ○ <i>Shalosh Regalim</i> ● Yom HaShoah <ul style="list-style-type: none"> ○ Commemoration of the Day ○ Respecting and Understanding "the Other"; Developing Tolerance ● Yom HaZikaron

<ul style="list-style-type: none"> ○ Thousandths ○ Rounding ○ Addition and Subtraction ○ Multiplication and Division ● Congruent and Symmetric Figures <ul style="list-style-type: none"> ○ Congruent Figures ○ Tiling Patterns ○ Line Symmetry ○ Rotational Symmetry ● Coordinate Graphs and Changes in Quantity ● Data Analysis and Probability ● Measures and Volume 	<ul style="list-style-type: none"> ● Three Sisters Garden Data Collection ● Geomorphology: Glaciers ● Simple and Compound Machines ● Simple Machine Challenge: Engineer a Lacrosse Stick ● Measuring Force and Calculating Work ● Energy Transfer ● Potential and Kinetic Energy: Engineer Slingshots ● Solar Energy: Engineer Greenhouse Tunnels ● Wind Energy: Engineer Wind Turbines ● Wetlands ● Aviary Adaptations 	<p>Life</p> <ul style="list-style-type: none"> ● Informational: Famous Artists Unit <ul style="list-style-type: none"> ○ Reading Short Biographies of Various Artists from Various Style Periods ○ Exposure to Many Books of Art and Painting ○ Choose Artist for Study ○ Research Artist; Learn Note-taking Skills ○ Three-Paragraph Essay ○ Create Related Poem and Painting ● Opinion: Persuasive Writing Piece Tied to Social Studies or Reading ● Fiction: Folktales; Colonial Diary ● Poetry ● Writing Process: Brainstorming, Revision, Editing, Conferencing ● Sentence Structure <p>Word Study</p> <p>Rebecca Sitton Spelling Is Used for Spelling</p> <ul style="list-style-type: none"> ● Parts of Speech: Nouns and Verbs ● Parts of Speech: Adjectives and Adverbs ● Writing Conventions ● Figurative Language ● Word Choice ● Contractions ● Quotation Usage ● Prefixes/Suffixes ● Review of Previous Learned Spelling Rules ● New Spelling Patterns ● Vocabulary in Relation to Reading Material 	<ul style="list-style-type: none"> ● Utilizing New Grammar and Vocabulary in Writing <p>Conversation</p> <ul style="list-style-type: none"> ● Conversation Developing around Vocabulary and Grammatical Structures Taught ● Role-Playing 	<p>“Vayeira HaShem”</p> <ul style="list-style-type: none"> ○ The Interactions between God and Avraham: Similarities and Differences <ul style="list-style-type: none"> ● <i>Parashat Vayeira: Tzedek U’Mishpat</i> <ul style="list-style-type: none"> ○ Working towards <i>Tzedek</i> and <i>Mishpat</i> in the World ○ The Interactions between God and Avraham: Similarities and Differences ● <i>Parashat Vayeira: Akedat Yitzhak</i> <ul style="list-style-type: none"> ○ “Testing” Avraham ○ Obeying God Can Be Difficult ● <i>Parashat Toldot</i> <ul style="list-style-type: none"> ○ The Role of the <i>Avot</i> and <i>Imahot</i> ○ A Gift from God Is Something Everyone Wants ○ The Significance of a Blessing (Blessings from God vs. Blessings from Human Beings) ● Introduction to Rashi 	<ul style="list-style-type: none"> ○ Siren ○ Conversation about the IDF ○ Transition from Sadness to Joy ● Yom Ha’Atzmaut <ul style="list-style-type: none"> ○ *See Israel Unit ○ Commemoration of the Day ● Yom Yerushalayim <ul style="list-style-type: none"> ○ *See Israel Unit ○ Commemoration of the Day ● Lag B’Omer/Shavuot <ul style="list-style-type: none"> ○ <i>Aliyah LaRegel</i> ○ Lessons Learned from the Story of Ruth ○ Accepting the <i>Ger</i> ○ <i>Tikkun Leil Shavuot</i> ○ <i>Mitzvot U’Minhagim</i> <p>Israel</p> <p>The Israel Curriculum in Grades 1-5 is divided into four units to be studied throughout the year: <i>Yisrael Sheli, Tu B’Shvat, Yom Ha’Atzmaut, and Yom Yerushalayim</i>. The units look at Israel through the lens of geography, history, and culture. The “Enduring Understandings” for all grades are as follows: Israel is an Independent State; Israel is a home for Every Jew.</p> <p>Yisrael Sheli</p> <ul style="list-style-type: none"> ● How to Develop Greater Independence ● Characteristics of an Independent State with a Focus on Government and <i>K’nesset</i> ● Borders and Neighbors ● Characteristics of a Democratic Country ● Review of the Map; Geographical Division of the Country <p>Tu B’Shvat</p> <ul style="list-style-type: none"> ● Helping the Desert Bloom ● Water and Water Conservation ● The JNF and Its Role in Israel’s History ● Fruits of Israel <p>Yom Ha’Atzmaut</p> <ul style="list-style-type: none"> ● Herzl Realizing the Dream ● The <i>Halutzim</i> and <i>Aliyot</i> ● Israel and the Middle East ● The British Mandate and the Declaration of the State <p>Yom Yerushalayim</p> <ul style="list-style-type: none"> ● Sources in the <i>Tanakh</i>
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| | | | | | <ul style="list-style-type: none">• <i>Aliyah LaRegel</i>• The Four Quarters of the Old City• The Montefiore Windmill• Important Sites, Ancient and Modern |
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