



Third-Fourth

Language Arts

Reading

Students read to learn and read to conduct research for projects and writing assignments. They can read independently for 20 minutes to practice their fluency and comprehension and to expand their vocabulary. Students also participate in seminars and take part in discussions that delve deeper into the story elements. Reading is an important component of research-based PBL practices and students develop a stronger sense of independence by researching, through their own reading and writing practice. Students take part in the peer reading program where they share their written work. The reading program places students in their “Just Right” groups, which enable them to interact with their peers in a small group setting. We focus on both fiction and nonfiction reading and utilize the local library regularly as part of our literacy block.

- Read and comprehend grade-level text at appropriate rate and expression, responding to all punctuation
- Independently read for 20 minutes
- Identify story elements, including main characters, theme, plot, setting, and conflict/resolution
- Make inferences and draw own conclusions
- Read and understand informational text and identify non-text features
- Know and apply grade-level phonics and word analysis in decoding words

Comprehension

- Use prior knowledge to connect with the text
- Make and adjust predictions; use text to supportive thinking
- Infer and support ideas with evidence
- Visualize a story
- Ask questions

- Use text features
- Summarize text using a sequence of main events
- Identify the main idea and supporting details of a story
- Recognize literary elements (genre, character, plot, setting, problem/resolution)
- Compare and contrast within and between texts
- Determine and analyze the author's purpose with textual evidence
- Recognize and explain cause-and-effect relationships

Fluency

- Read appropriate-level texts
- Practice common sight words and high-frequency words
- Use punctuation to enhance phrasing and prosody
- Adjust and apply different reading rates to match the text
- Read the text as the author would say it, conveying the meaning or feeling

Expanding Vocabulary

- Use prior knowledge and context to predict and confirm the meaning of text
- Tune in to interesting words and use new vocabulary in speaking and writing
- Use pictures, illustrations, and diagrams
- Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations)
- Use dictionaries and thesauruses as tools

Speaking and Listening

- Engage effectively in a range of collaborative grade-appropriate discussions
- Report on a topic orally in coherent sentences at an understandable pace
- Utilize digital media to create meaningful presentations and articulate ideas
- Demonstrate command of conventions of standard English grammar when speaking and in writing
- Listen carefully to what a speaker says and then ask questions to clarify
- Listen respectfully to the viewpoint of others and take turns sharing ideas
- Present a topic, tell a story, and recount an event in an organized and logical manner, using appropriate facts and relevant, descriptive details to support main ideas or themes
- Engage effectively in a range of collaborative discussions, building on others' ideas

Writing

Writing becomes a focal point as students in third and fourth grade are learning more advanced writing skills. Students practice writing daily with work during PBL, seminar, and literacy times. In PBL, students typically work on nonfiction writing using the TREE paragraph format. They create many documents that are brought to completion and often presented to peers and others outside of the classroom. In literacy, students will journal daily to create fluency in their writing and allow for reflection. Students also write creatively both individually and collaboratively with a partner. Students enjoy this creative process as they develop their storytelling with vivid characters, settings, and a clear plot. Students use technology as a tool to publish their writing, often typing Google Documents on their Chromebooks and sharing these with teachers for feedback. Students also work to develop their grammar, sentence structure, and punctuation through editing and interactive online programs.

Third Grade

- Write opinion pieces on topics or texts with supportive evidence
- Write informative/explanatory texts to examine a topic and convey information clearly
- Write narratives that include a conflict and resolution
- Demonstrate strategies for note-taking and highlighting
- Demonstrate effective writing skills using planning, revising, and editing
- Use digital tools to produce and publish writing
- Write independently for twenty minutes
- Use transition words to enhance writing
- Write a 5-10 sentence (TREE) paragraph with informative/explanatory text
- Write multiple types of poetry that communicate experiences, emotions and/or sensory information

Language

- Write complete sentences using the eight parts of speech
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs and their functions in sentences
- Form and use simple verb tenses
- Use correct subject-verb agreement in written work
- Capitalize appropriate words in titles
- Use commas and quotation marks in dialogue
- Use possessives correctly in writing

Spelling

- Use spelling patterns and generalizations in written work
- Consult reference materials, including dictionaries, as needed to check and correct spelling

Vocabulary

- Choose words and phrases for effect
- Use sentence-level context as a clue to the meaning of a word or phrase
- Use a known root word as a clue to the meaning of an unknown word with the same root
- Use glossaries or dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases

Fourth Grade

- Write opinion pieces on topics or texts supporting a point of view with at least three well-chosen and well-structured supporting sentences
- Write informative/explanatory texts to examine a topic and convey information clearly
- Write narratives to develop real or imagined experiences or events using an effective technique, clear details, and a well-structured sequence of events
- Demonstrate strategies for note-taking and summarizing
- Demonstrate effective writing skills using planning, revising, and editing
- Use technology to produce and publish writing, using keyboarding skills by typing at least one page in a single sitting
- Write independently for thirty minutes
- Use transition words and stronger vocabulary to enhance writing
- Write a 5-10 sentence (TREE) paragraph with informative/explanatory text

Language

- Demonstrate knowledge of standard English grammar by using and identifying the 8 parts of speech
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons in writing
- Use correct capitalization
- Use commas and quotation marks to mark direct speech and quotations from a text
- Choose punctuation for effect

Spelling

- Spell grade-appropriate words correctly, consulting references as needed

Vocabulary

- Choose words and phrases to convey ideas precisely

- Use context as a clue to the meaning of a word or phrase
- Consult reference materials, both in print and digital, to find the pronunciation and to determine the meaning of keywords and phrases
- Explain the meaning of simple similes and metaphors in context
- Demonstrate an understanding of words by relating them to their opposites and to words with similar but not identical meanings

Math

Third Grade

In third grade math, we continue with the Investigations curriculum. The focus is on numbers and operations, particularly addition and subtraction, to start off the year. Students solve problems with two-digit and three-digit numbers, developing computation strategies and algorithms that are built on adding up and subtracting multiples of 10 and finding combinations that add to 100. The mathematical emphasis in third grade is on the base-ten-number system, whole number operations, computational fluency, money, time, multiplication and division, data analysis, geometry and measurement, and multiplication and fractions. Each unit in Investigations is taught through hands-on activities, class discussions, and demonstrations. In these units, students will have a focus topic, learn math vocabulary, play games to enhance skills, and participate in related activities to practice concepts. They will also complete required assessments. in class, as well as completing the required assessments.

At the end of third grade, students are expected to demonstrate competence and fluency in addition combinations up to $10 + 10$, add multiples of 10 (up to 100), read, write and sequence numbers up to 1,000, identify the value of each digit in a 3-digit number (which involves carrying and borrowing and an understanding of multiplication and division involving equal groups), skip counting, and using the necessary tools such as a 100 chart or a number line to solve equations. Students must be fluent with multiplication combinations with products up to 50 by the end of third grade. They learn how to measure temperature in both Celsius and Fahrenheit and end the year exploring concepts, such as area, perimeter, and volume. Each student has their own workbook that they work in daily and some work is pulled and showcased in their student portfolio to demonstrate their understanding of various math concepts and skills.

Numbers and Operations

- Add and subtract 3 digit numbers with and without regroupings
- Demonstrate fluency with subtraction problems related to addition combinations

- Identify the value of each digit in a four-digit number: units, tens, 100's, 1000's
- Multiply and divide problems up to 50
- Demonstrate fluency with multiplication combinations with products up to 50
- Divide a single whole or quantity into equal parts and name those parts as fractions up to a sixteenth
- Identify fractions that are equivalent to $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, one, and mixed numbers

Geometry

- Identify a triangle and a 90-degree angle

Measurement

- Identify and measure the perimeter of polygons using the U.S. Standard and metric units
- Add and subtract with minutes and hours

Data Analysis and Probability

- Summarize a set of data and interpret information using line plots and bar graphs

Fourth Grade

Fourth grade math utilizes the Investigations curriculum, daily warm-ups, online resources, and projects to learn and practice increasingly difficult mathematical skills and understandings. The Investigations curriculum focuses on understanding larger concepts. In fourth grade math, students spend time memorizing multiplication combinations, as these allow students to become more efficient in their work with division, fractions, and larger numbers. Online math tools become a resource for students to enhance their learning as they've used programs in the past, like Khan Academy, or begin working with coding using code.org. Often class is structured with a daily warm-up that allows students to practice what they have learned or wrestle with new ideas. This is followed by instruction and then independent student work. Students have opportunities to advance at their own pace through mathematical topics, and there are opportunities for individualized learning.

Number and Operations

- Demonstrate fluency with multiplication combinations to 12×12
- Solve 2-3 digit numbers divided by 1-digit numbers, including remainders
- Solve 2-digit numbers multiplied by 1-2 digit numbers
- Read, write and interpret decimals in tenths and hundredths
- Read, write and interpret fractions and identify fractional parts of a group

Measurement

- Know standard measurement units of the metric system and prefix meanings (gram, meter, liter)
- Tell time to the minute on an analog clock face

Geometry

- Identify polygons and the subset quadrilaterals
- Find area and identify 30, 60, 45, and 90-degree angles within them

Data Analysis and Probability

- In a situation of constant change, write a rule to determine the value of one quantity given the value of the other
- Organize, represent, and compare data about 2 groups using line plots and bar graphs

Music

The goal for Three-Four music is to enable students to continue building mastery in music and to emphasize a deeper understanding of musical concepts. The focus will be on the areas of music literacy, including singing, playing instruments, listening, moving, and creating/composing music. Students also develop skills and understanding through the study of rhythm, musical form, melodic notation, and performing. Students investigate the roles of music in various cultures and reflect on their personal motivations for making music, as well as expand their knowledge of orchestral instruments. Students gain an understanding of musical styles and listen to, analyze, and describe music.

Performing Skills

- Perform a learned piece with an ensemble through singing and/or playing their performance instrument, demonstrating basic chords, rhythm, harmony, melody and timbre
- Continue to perform basic improvisations in front of peers

Tools and Knowledge

- Continue to be introduced to and read basic note values, rhythms and symbols of music
- Continue to be introduced to and demonstrate understanding of music vocabularies such as tempo, dynamics and pitch
- Continue exploration and understanding of harmony, melody, and timbre
- Continue to explore the Grand Staff and its structural components and potential for organizing musical ideas
- Continue to compose short musical phrases using basic note values, rhythms, structure and concepts of music

- Continue to explore the structure of improvisation and basic elements such as scales and chord tones

Historical and Cultural Context

- Continue to be introduced to a variety of music genres and cultural expressions of music, including jazz, blues, rock, pop, country and classical
- Continue to be introduced to a variety of instruments such as voice, percussion, string, woodwind and brass
- Continue to explore the various careers and roles in the music industry including performing, composing, conducting, mixing, engineering, marketing, producing and managing

Appraising Skills

- Continue to learn how to reflect and communicate about their own musical working processes using learned knowledge and tools
- Continue to analyze and critically assess their own musical process using learned knowledge and tools

Listening Skills

- Continue to learn how to critically listen for music elements such as timbre, melody, structure and rhythm
- Continue to identify how music enhances and/or demonstrates mood through the act of listening to music
- Continue to identify high and low pitch through the act of listening
- Begin to listen to and then repeat sounds and melody using either voice or instrument

Performing Arts

In Performing Arts, third and fourth grade students build on their acting skills through various theater games and activities. They practice how to be a good audience member as we watch our peers in their group and individual performances. Movement is another focus in Performing Arts with activities to encourage different forms of expression through movement. Students study a Broadway musical and choose their favorite musical number to choreograph and perform for the class. Students also work on storytelling and pantomime with a final performance of an original scene telling a story through pantomime.

Create

- Students will create roles, imagined worlds, and improvised stories in a drama/theater work
- Students will imagine and articulate ideas for costumes, props, and sets for both the environment and characters in a drama/theater work

- Students will collaborate to determine how characters move and speak to support the story and given circumstances of a play

Performing

- Students will utilize mindfulness tools to find focus, calm, and impulse control
- Participate in a variety of physical, vocal, and cognitive exercises that can be in a group setting
- Practice drama and theater work and share reflections individually and in small groups
- Develop a dance phrase that expresses and communicates an idea or feeling, and discuss the effect of the movement choices

Responding

- Students will identify artistic choices in a work of theater and dance through participation and observation
- Students will explain how personal preferences and emotions affect an observer's responses to theater and dance
- Students will consider multiple ways to develop a character using physical characteristics, props, or costume choices
- Students will examine how connections are made between one's self and a character's emotions in a work of theater

Connecting

- Students will use personal experiences and knowledge to make connections to community and culture in a work of theater
- Students will identify connections to the community, social issues, and other content areas in a work of theater or dance
- Students will explore how stories are adapted from literature
- Students will demonstrate and describe movements in dances from different genres and cultures

Physical Education

The third and fourth grade Physical Education curriculum focuses both on developing motor skills and social-emotional growth. The students learn about integrity and how to deal with competition while also practicing physical skills involved in each game. Students do activities from tag to soccer allowing them to experience fun non-competitive games as well as more defined sports.

Movement

- Applies motor skills in physical education activities

Competency

- Provides best efforts in physical education activities

Personal and Social behavior

- Demonstrates sports social skills (responsible behavior, respect and encouragement of others, cooperation, and fair play)

Science

The primary tool for exploring science in the third and fourth grades is Project-Based Learning. Teachers design PBL units that incorporate both standards and practices from the Next Generation Science Standards (NGSS). Students begin these units with meaningful inquiry questions that allow them to apply science to help them think about and solve real-world problems. The science standards are interwoven into these units with clear learning outcomes that help students to both better understand the world around them and think like a scientist. Although there are many opportunities for students to learn science around different topics, two areas that are often covered are geology and animals. These two science units can vary in how they are taught and what questions they address; however, these standards will be addressed. During the third and fourth grade years, students participate in activities that allow them to address all practices, but we address the following with more specific detail. Examples of recent science topics in the third and fourth grade include recycling (matter and energy), taxonomy (scientific names and classification of living things), and physical sciences (circuitry).

Developing and Using Models

Students will:

- Develop models that represent concrete events or design solutions
- Distinguish between a model and the actual object process, and/or events the model represents
- Compare models to identify common features and differences
- Develop and/or use a model to represent amounts, relationships, relative scales, and/or patterns in the natural and designed worlds
- Develop a simple model based on evidence to represent a proposed object

Analyzing and Interpreting Data

Students will:

- Introduce quantitative approaches to collecting data and conducting multiple trials of qualitative observations
- Represent data in tables and/or various graphical displays (bar graphs, pictographs, and/or pie charts) to reveal patterns that indicate relationships
- Analyze and interpret data to make sense of phenomena, using logical reasoning, mathematics, and or/computation
- Compare and contrast data collected by different groups in order to discuss similarities and differences in their findings
- Analyze data to refine a problem or the design of a proposed object, tool, or process
- Use data to evaluate and refine design solutions

Constructing Explanations and Designing Solutions

Students will:

- Construct an explanation of observed relationships (e.g. the distribution of plants in the backyard)
- Use evidence (e.g. measurements, observations, patterns) to construct or support an explanation or design a solution to a problem
- Identify the evidence that supports particular points in an explanation
- Apply scientific ideas to solve design problems
- Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution

Social Studies

Social Studies are explored during PBL allowing students to go in-depth on these important topics. During the two years in third and fourth grade, the students will focus on the city of Boise and the state of Idaho with projects that integrate science, social studies, visual arts, and performing arts. There is an abundance of history to address in our own state and city as well as learning about state and local government and local social issues. Students are often given opportunities to get out into the community, visiting local museums and working with organizations and specialists in the field. The students also expand their knowledge of geography as they look at and create maps that help them to better see their place in their community and the world.

Chronological Reasoning and Causation

- Explain how events are related chronologically to one another
- Identify causes and effects using examples from their life or from a current event or history
- Identify the relationship between multiple causes and multiple effects
- Distinguish between long-term and immediate causes and effects of a current event or an event in history
- Recognize dynamics of historical continuity and change over periods of time
- Use periods of time such as decades and centuries to put events into chronological order
- Recognize and identify patterns of continuity and change in Idaho and the world

Comparison and Contextualization

- Identify a world region by describing a characteristic that places within it have in common
- Identify multiple perspectives by comparing and contrasting people's points of view in differing world communities
- Describe a historical event in a world community
- Identify a region in Idaho by describing a characteristic that places within it have in common, and then compare other regions
- Identify multiple perspectives of a historical event
- Describe and compare Idaho historical events
- Recognize the relationship between geography, economics, and history in social studies
- Describe a historical development in Idaho and the world with specific details including time and place

Geographic Reasoning

- Ask geographic questions about where places are located and why they are located there using geographic representations, such as maps and models. Use location terms and geographic representations (maps and models) to describe where places are in relation to each other, to describe connections among places, and to evaluate the benefits of particular places for activities
- Distinguish human activities and human-made features from “environments” (natural events or physical features--land, air, and water -- that are not directly made by humans)
- Identify how environments affect human activities and how human activities affect physical environments
- Describe how human activities affect the environment of a world community; describe how the environment of a specific world community affects the human activities in that community. Recognize relationships among patterns and processes
- Describe how human activities alter places and regions

Gathering, Using, and Interpreting Evidence

- Develop questions about Idaho and the world community, its history, geography, economics, and government
- Recognize, use and analyze different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs)
- Identify and explain creation and/or authorship, purpose, and format for evidence
- Identify arguments of others
- Identify inferences
- Recognize arguments and identify evidence
- Create an understanding of the past by using primary and secondary sources

The Role of the Individual in Social and Political Participation

- Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoint
- Participate in activities that focus on a classroom, school, community, state, national, or world community issue or problem
- Identify different types of political systems used at various times in Idaho history and, where appropriate, the United States and world history
- Identify opportunities for and the role of the individual in social and political participation in the school, community, or world community
- Show respect in issues involving difference and conflict; participate in negotiating and compromising in the resolution of differences and conflict
- Identify situations in which social actions are required and suggest solutions

- Identify people in positions of power and how they can influence people's rights and freedom
- Identify rights and responsibilities as a citizen within student's own community and state and compare these to those in world communities

Spanish

Spanish instruction in the early elementary classes is designed to be fun and to encourage risk-taking in a new language. In third through sixth grade, students continue to expand their Spanish vocabulary and interpersonal communication skills. Student voice and choice inform instruction and children begin to play and create with the language during weekly lessons in more complex ways. By the fifth grade, students are reading their first chapter book in Spanish. By the end of the upper elementary grades, students' listening and reading skills provide the groundwork for greater proficiency in speaking and writing.

- Arts integrated school-wide Día de los Muertos Cultural Celebration
- Había una vez Spanish Curriculum
- ¡No me digas! Spanish Curriculum
- Rockalingua
- Spanish Cuentos

Students will focus on...

Communication

- Students will be introduced to the acquisition of the Spanish language through songs, media, and reading aloud
- Students will know Spanish language sounds. (ñ, rolled r, etc.)
- Students will become familiar with the sounds of the Spanish letters
- Students will be exposed to emergent literacy steps in Spanish
- Students will be able to independently produce short phrases in Spanish

Cultures

- Students will understand what the word culture means as a way to describe a person's life experience
- Students will explore different cultural aspects through visual art projects, music, and dance relating to Spanish-speaking cultures

Connections

- Through an integrated approach, students will begin to make connections between the classroom experiences they have in English and exposure to those same themes and topics in Spanish

- Students will find connections to their inquiry and project-based learning themes in Spanish and through cultural comparisons

Comparisons

- Students will be able to find similarities and differences between Spanish and English sounds and words
- Students will be able to find similarities and differences between Latino/Hispanic, Spanish, and American cultures

Communities

- Students will understand how Spanish plays a part in the world community
- Students will understand there are diverse ways of speaking and living throughout the world

Visual Arts

Students in the visual art classes will gain a combination of technical skills and art appreciation strategies throughout their tenure at Foothills. They will be introduced to a variety of media and techniques, including drawing, painting, printmaking, ceramics, sculpture, textiles, and collage. While creating they will develop a vocabulary that they can use to describe the processes and tools of art-making. Students will be introduced to the elements and principles of design and use them in their own work. They will practice using their own ideas and concepts to create meaningful pieces of art. They will view artworks from a variety of sources to gain an appreciation for the role of art in culture and community. Students will take field trips to view art, including visits to the Boise Art Museum each year.

Below is a list of skills and concepts third and fourth grade students can expect to learn over the course of two years.

Creating

Students will

- Brainstorm multiple approaches to a creative art problem
- Create personally satisfying artwork using a variety of artistic processes and materials
- Set goals and create artwork that is meaningful and has purpose to the maker
- 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

- Individually or collaboratively create art that represents places that are part of everyday life
- Document, describe, and represent constructed environments
- Revise artwork in progress on the basis of insights gained through peer discussion

Presenting

Students will:

- Identify exhibit space and prepare works of art including artist statements for presentation
- Identify and explain how and where different cultures record and illustrate stories and the history of life through art

Responding

Students will:

- Speculate about processes an artist uses to create a work of art
- Compare responses to a work of art before and after working in similar media
- Determine messages communicated by an image
- Analyze how the elements of art can help convey messages
- Interpret art by referring to contextual information and analyzing the relevant subject matter, art elements, and use of media
- Evaluate an artwork based on given criteria

Connecting

Students will:

- Develop a work of art based on observations of surroundings
- Create works of art that reflect community cultural traditions
- Recognize that responses to art change depending on the knowledge of the time and place in which it was made
- Through observation, infer information about time, place, and culture in which a work of art was created