



Third and Fourth Grade Curriculum at Breakwater



Intrapersonal & Interpersonal Skills



Intrapersonal Skills (Habits of Mind/Executive Functioning) at Breakwater

By the end of third grade, most children will:

- Gain greater independence and understand that they are the person that is primarily in charge of their own work and behavior. Parents and teachers provide support, but they are not the captain of a student's ship.
- Start to understand, even if it is still uncomfortable, that mistakes and asking for help are valuable and necessary parts of learning. They are puzzles to be worked out rather than embarrassments to be hidden and avoided.
- Understand that there is more to doing their work than being done. Quality matters more than quantity or speed, and the most important judge of quality is the student.
- Understand that we all have things that come easily for us as well as things that are hard for us. It is important to be aware of one's strengths in order to work on areas that are difficult.

By the end of fourth grade, most children will:

- Need less support to monitor their own behavior as well as get work done in school and at home.
- Become more comfortable with the idea that mistakes and asking for help are valuable and necessary parts of learning. They are puzzles to be worked out rather than embarrassments to be hidden and avoided. They will show greater perseverance when they encounter frustration.
- Consciously seek to do much of their work well, as judged by the student, rather than looking to an adult to see if they are done.
- Understand that we all have things that come easily for us as well as things that are hard for us. It is important to be aware of one's strengths in order to work on areas that are difficult. They will start to be able to verbalize and show awareness of their own strengths and struggles.

Interpersonal Skills (Social Skills) at Breakwater

By the end of third grade, most children will:

- Start understanding the idea of perspective and start trying to see events from the perspective of people other than themselves. This includes the understanding that their perspective may not be 100% accurate.
- Start to understand that they are a member of a community and that they have a responsibility to act in the interest of the whole community.
- Start to understand that fair does not have to be equal.
- Start to understand that positive and negative consequences often are a direct result of one's behavior.

By the end of fourth grade, most children will:

- Understand the idea of perspective and be able to see events from the perspective of people other than themselves, with support. This includes the understanding that their perspective may not be 100% accurate.
- Understand that they are a member of a community and that they have a responsibility to act in the interest of the whole community.
- Accept that fair does not have to be equal.
- Take responsibility for their behavior, with support.



Reading



Reading at Breakwater

By the end of third grade, most children will:

- Understand most of the story elements within a book, such as understanding of characters, setting, main problem, and resolution.
- Continue to improve their reading fluency.
- Be able to form opinions based on what is read and start to be able to support these opinions with evidence from the book, verbally and in writing.
- Enjoy reading more as their confidence, fluency, and comprehension grow.

By the end of fourth grade, most children will:

- Understand the story elements within a book, such as understanding of characters, setting, main problem, and resolution.
- Be able to form opinions based on what is read and be able to support these opinions with evidence from the book, verbally and in writing.
- Enjoy reading more as their confidence, fluency, and comprehension grow.
- Increase their vocabulary through reading and understand strategies for figuring out unknown words as they are encountered.



Writing



Writing at Breakwater

By the end of third grade, most children will:

- Continue learning how to write sentences and how to combine sentences into a basic paragraph.
- Continue learning to use punctuation, spelling, grammar, and adequate description to allow a reader to understand what's been written.
- Edit and revise with teacher support after completing first draft.
- Draft with increasing attention to correct use of punctuation, word choice, and spelling.

By the end of fourth grade, most children will:

- Be able to write a paragraph that includes a topic sentence, details, and a concluding sentence.
- Be able to identify some of what constitutes effective writing and to use that in their own drafts.
- Edit and revise with greater independence after completing first draft.

Third and fourth grade students write in a variety of formats, including:

- Personal narratives
- Responses to literature
- Fiction
- Poetry
- Letters
- Persuasive essays
- Reports

Speaking and Listening

The third and fourth grade classroom is lively with natural conversation. Children take turns leading and sharing during morning meeting, and we support the development of speaking and listening skills through a variety of activities:

- Plays and storytelling
- Word plays and poetry recitations
- Sharing book projects (Author's Chair) and research reports
- Group discussions of literature

Word Study

In the third and fourth grade, word study goals are individualized based on students' skill levels; however, the program focuses on two particular areas: honing students' spelling skills and enriching their vocabularies. During weekly spelling practice, students learn spelling patterns and apply spelling rules to new words and misspelled words in their own writing. Students learn how to use a dictionary and thesaurus as well as how to analyze word structure and use contextual clues to infer meaning.

Mathematics



Mathematics at Breakwater

By the end of third grade, most children will:

- Become competent at doing simple multiplication and division and start to understand the relationship between multiplication and division.
- Consolidate understanding of addition and subtraction, the relationship between the two, and the ability to use addition and subtraction algorithms with whole numbers.
- Use knowledge of place value to manipulate the work being done in order to make it easier.
- Not only solve algorithms on paper but also, with teacher guidance, work on strategies such as questioning and creating visuals in order to create meaning from numbers and be able to apply mathematics in real world situations.

By the end of fourth grade, most children will:

- Become very competent at doing simple multiplication and division, start to learn more complex algorithms such as long division, and further understand the relationship between multiplication and division.
- Show near mastery in the understanding of addition and subtraction, the relationship between the two, and the ability to use addition and subtraction with whole numbers.
- Use knowledge of place value to manipulate the work being done in order to make it easier.
- Not only solve algorithms on paper but also, with greater independence, work on strategies such as questioning and creating visuals in order to create meaning from numbers and be able to apply mathematics in real world situations.



Science



Science at Breakwater

By the end of third and fourth grade, most children will:

- Engage in activities in the core ideas of science including: states of matter, laws of motion, evolution and diversity of life, ecosystems and interconnections
- Build an understanding of our place in the cosmos
- Observe, predict, communicate, define, describe, and record findings.
- Design experiments and investigations.
- Use tools and equipment safely and correctly to gather information
- Gather, analyze, represent and reflect on data.

Although subjects of study often arise from student interests and reinforce thematic content in other disciplines, we typically cover the following topics in our third and fourth grade science curriculum:

- **General science:** scientific method, classifying life forms; finding, sorting and identifying characteristics of living organisms; using a dichotomous key to identify living organisms
- **Physical science:** chemistry, states of matter, solutions, mixtures
- **Physics:** simple machines
- **Earth science:** rocks, minerals, and fossils; map and compass
- **Life science:** physical fitness, health and nutrition, food preparation and production; cells, microorganisms, fungi, and bacteria



Foreign Language: Spanish



Spanish at Breakwater

Third and fourth grade students study and practice the following Spanish topics:

- Common Spanish greetings
- Physical descriptions
- Roles people play in the family and workplace
- Days of the week, months, seasons
- Numbers one to one hundred
- Telling time
- Articles of clothing
- Action verbs
- Adjectives of size, color, and temperature

By the end of third grade, most children will:

- Begin to develop listening comprehension and continue to improve speaking skills.
- Develop reading skills, and a positive attitude toward learning a language and discovering other cultures.
- Continue to increase recall of vocabulary studied, and begin to memorize useful Spanish phrases.
- Have heard and spoken Spanish in order to be able to use proper intonation and accent.
- Explore the culture of one or more Spanish speaking countries

By the end of fourth grade, most children will:

- Develop understanding of and proficiency with common Spanish greetings.
- Apply this knowledge by regularly greeting teacher and classmates, and begin to have conversations in Spanish.
- Demonstrate understanding of Spanish sentence structure by writing multiple sentences.
- Continue to increase vocabulary, and use of Spanish phrases.
- Explore the culture of one or more Spanish speaking countries.



Visual Arts



Visual Arts at Breakwater

In our third and fourth grade visual arts program, students will:

- Select appropriate materials based on the project requirements and personal preference.
- Draw a self-portrait that depicts individual eye, hair, and skin tone as well as descriptive details.
- Draw from memory, observation, and imagination.
- Demonstrate an understanding of the concept of abstract art.
- Model with clay.
- Continue to study printmaking and create editions.
- Mix secondary colors, neutrals, and skin tones.
- Paint details onto dry paint.

By the end of third grade, most children will:

- Explore a variety of art materials through teacher-directed activities and individual experimentation.
- Develop a personal sense of aesthetics and a language for speaking about art by examining art history, contemporary art, and the art of their peers.
- Select appropriate materials based on the project requirements and personal preference.
- Draw from memory, imagination, and observation as a way to develop their understanding of the visual world

By the end of fourth grade, most children will:

- Continue to explore a variety of art materials through teacher-directed activities and individual experimentation, to increase facility and small motor skills
- Gain confidence in articulating their developing sense of personal aesthetics
- Combine observation skills and small motor skills to create a self-portrait which depicts individual eye, hair, and skin tone as well as descriptive details
- Be introduced to concepts of abstract art
- Mix secondary colors, tints, and tones



Music



Music/Performing Arts at Breakwater

Students in our third and fourth grade performing arts program will:

- Apply previously learned principles to create, revise, and refine performances.
- Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.
- Demonstrate awareness of career options in the arts.
- Read simple musical compositions.
- Compose music using traditional and nontraditional methods.
- Begin to develop skill in playing a musical instrument and/or singing and performing simple compositions.
- Recognize selected major periods of performing arts and identify major artists and their work.
- Explain how cultural values are conveyed through the arts.
- Provide rationale for personal feelings about a work of art.
- Investigate how the elements, principles, and structures of the arts can be manipulated by communication media to persuade and to influence.

By the end of third grade, most children will:

- Begin to understand the many roles of music and performing arts in the world and throughout history, and in their own lives.
- Start to develop a vocabulary for communicating musically and dramatically by gaining experience in composition, theory, group projects, choreography, and performing solo or with a group.
- Read and create simple musical compositions
- Begin to develop skill in playing a musical instrument and/ or singing and performing simple compositions.
- Develop awareness that there are other points of view than one's own to consider when planning a performance with a group.

By the end of fourth grade, most children will:

- Begin to understand the interconnection between music and performing arts, people, and events in shaping history.
- Begin to develop an understanding of how styles and genres of musical and performing arts evolve, grow, change over time, and influence one another.
- Continue to explore personal tastes and preferences and to develop an openness to exploring personally less-well known forms of music and performing arts.
- Continue to read and create simple musical compositions, and to develop skill in playing a musical instrument and/ or singing and performing simple compositions.
- Collaborate with classmates on performances.



PE/Outdoor Adventure



Outdoor Adventure/Physical Education at Breakwater

Students participating in Breakwater's Outdoor Adventure/Physical Education Program will be able to:

- Demonstrate an understanding of movement concepts and the use of motor skills.
- Combine movement skills in applied settings.
- Demonstrate responsible personal and social behavior.
- Follow, with few reminders, activity-specific rules, procedures, and etiquette.
- Demonstrate the ability to use effective interpersonal skills.
- Demonstrate self-control and the ability to cope with both success and failure.
- Use decision-making skills to set goals, take risks, and solve problems.
- Recognize behaviors that are safe, risky, or harmful to self and others.
- Practice activities to increase skill competence.
- Demonstrate an understanding of and respect for differences.
- Accept teammates regardless of ability, and treat opponents with respect and courtesy.

By the end of third grade, most children will:

- Use their competence with basic physical skills in a variety of more complex games.
- Begin to understand the idea of risk-taking in order to step outside their "comfort zone," by achieving success when
- challenging themselves, physically and emotionally.
- Frequently be able to participate in games without conflict, and start to show an ability to independently solve conflicts when they arise.
- Understand the purpose of rules and show greater willingness to apply the rules in a manner that is fair to everyone.

By the end of fourth grade, most children will:

- Continue to learn more complex games and show a greater ability to operate as part of a team instead of as an individual playing a team game.
- Show greater enjoyment and resilience in response to physical challenge that brings them out of their comfort zone.
- Start to independently organize games in a way that minimizes conflict, be able to solve most problems as they arise, and modify their games in response to past conflicts or problems.