



Middle Circle Curriculum

Abbreviated for Parents

K – 6th CLASSROOM CURRICULUM

Explanation of Terms

The **Curriculum** is our written guide for what we teach at SRV and how it can or should be taught. Teachers should use it as a guideline from which to plan each year what they will do with individual groups and children.

The **Standards** are the primary goals we have for our students to have learned by the end of each 1 or 2 year program related to this Domain. They read the same for all of the elementary students in the school.

The **Benchmarks** are the specific Benchmarks for each Standard for each particular grade level. They describe what the Standards look like at each level, and constitute the specific learning that we expect most students to have mastered by the end of the 1 or 2 year program.

There are Standards and Benchmarks that correspond with each part of the Curriculum. Teachers use the Standards and Benchmarks to keep track of how well individual children are doing compared to what we expect of most children in general.

SRV's Curriculum is organized by area of development or topic. For each of these, there are Standards and Benchmarks, **Curriculum Content** (*what we teach*), and suggested **Teaching Plans** (suggestions for *how* the curriculum should be planned or taught).

The Curriculum Content includes **Enduring Understandings** (*the primary understandings that the children should take away from their learning related to this area or topic*), **Key Knowledge** (the important concepts and facts that the children should learn related to this area or topic), **Key Skills** (the important skills that the children should learn related to this area or topic), and **Dispositions, Perspectives & Values** (the important dispositions, behaviors, habits of mind, perspectives and values that the children should learn related to this area of topic).

The Teaching Plans sections include Suggested Assessments, Suggested Activities & Experiences, Suggested Teaching Methods, and Suggested Resources & Materials.

The attached document contains only the Standards and Benchmarks, and Key Knowledge and Skills.

Middle Circle Curriculum Physical Development

General Health	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Is generally healthy</i>	(No changing descriptors)
<i>Is generally well rested and has energy & stamina for school</i>	(No changing descriptors)
<i>Gets regular physical exercise at school</i>	(No changing descriptors)
<i>Eats a healthy snack & lunch at school</i>	(No changing descriptors)
<i>Relaxes during Quiet Time</i>	(No changing descriptors)
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • What healthy food choices are • Why it is important to get exercise • Why it is important to get enough rest 	Key Skills: <ul style="list-style-type: none"> • Paying attention to body's needs • Making healthy choices • Developing healthy habits
Motor Skills and Development	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Demonstrates age appropriate spatial awareness & organization</i>	Is aware of body in relation to others independently; knows left/right
<i>Demonstrates age appropriate large motor control & skills</i>	Navigates confined spaces safely; steps over and between impediments without tripping; sprints
<i>Demonstrates age appropriate fine motor control & skills</i>	Has neat cursive handwriting; traces; sews; uses rulers and templates
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • How to maintain body in space and in relation to others • How to be in control and safe with body • Mastering new skills takes time and patience 	Key Skills: <ul style="list-style-type: none"> • Noticing and functioning within surroundings • Coordinating limbs and muscles • Taking time and making effort to be careful
Self-care Skills	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Demonstrates age appropriate self and belongings care skills</i>	Puts on appropriate gear for weather and puts belongings away with minimal support
<i>Demonstrates age appropriate room care skills</i>	Puts materials away and does routine chores with minimal support
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • How to take care of clothing and belongings • What to do when something needs to be cleaned up or put away • Why it is important to pitch in 	Key Skills: <ul style="list-style-type: none"> • Strategizing and problem solving • Taking responsibility for own needs • Sharing responsibility for community needs
Activity, Focus and Attention Span	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Adjusts volume and channels energy appropriately during a variety of activities</i>	Uses "indoor voice"; curbs physical activity during group activities and lessons for 45 minutes with minimal support
<i>Demonstrates age appropriate attention span during a variety of activities</i>	Sits in meetings for 45 minutes; can focus for 30 minutes reading, 40 minutes on writing task
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Why it is important to control body, activity and volume • Effective strategies for maintaining control and focus 	Key Skills: <ul style="list-style-type: none"> • Controlling voice and volume • Controlling body • Controlling focus

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Emotional and Social Development

Emotional Resilience and Well-being	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Is generally content and has a positive attitude and outlook</i>	(No changing descriptors)
<i>Is self confident</i>	Sees self as able; tries new things independently; speaks up for self and others
<i>Expresses a range of feelings and handles feelings appropriately</i>	Uses words to express feelings; maintains physical calm; bounces back with minimal support
<i>Demonstrates appropriate independence and initiative</i>	Navigates environments on trips; makes choices based on interest; manages major upsets and conflicts with minimal support
<i>Self advocates appropriately</i>	Asks for help; uses assertive and respectful voice and expresses needs independently
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • How to be positive • How to be independent • How to ask for help • How to handle feelings and bounce back from disappointment 	Key Skills: <ul style="list-style-type: none"> • Focusing on the positive • Being confident and independent • Standing up for self • Taking risks
Social Skills	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Connects appropriately with a range of peers</i>	Knows most schoolmates' names; is comfortable in cross-age groups independently; works and plays easily with peers
<i>Is empathetic and respects others' feelings and ideas</i>	Is able to project in the abstract how others might feel; has internalized the value of not hurting; makes sincere apologies; tries to make reparations with minimal support
<i>Recognizes and responds appropriately to social cues</i>	Names, recognizes and responds appropriately to peer norms re: body boundaries, facial expressions, humor, etc.; responds appropriately
<i>Adjusts behavior to suit different groups and situations</i>	Is polite in familiar situations and settings; plays appropriately with different gender groups and ages; notices and responds to different norms for groups beyond classroom with minimal support
<i>Demonstrates age appropriate understanding of and ability to navigate peer pressure</i>	Recognizes peer pressure in social situations with support; stands up for self and makes independent decisions with support
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • How to read and respond to different people's social cues and norms • How to play and work with different people • What peer pressure is and how to make independent choices 	Key Skills: <ul style="list-style-type: none"> • Recognizing and responding to peers' social cues and norms • Working and playing constructively with peers and empathetic • Being respectful • Giving and taking in relationships • Making strong choices
Group Participation	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Contributes to development of supportive climate in groups</i>	Helps peers in need and is supportive and complimentary with minimal support
<i>Leads and follows among peers</i>	Initiates and leads play activities; organizes group work; is inclusive and fair with minimal support; is willing and able to play different roles; is able to go along with others' leadership
<i>Participates in group work and decision making</i>	Chooses to be part of team with minimal support; takes part in group work and decision making independently

<i>Demonstrates age appropriate understanding of rights, privileges, choice, and responsibility</i>	Understands difference between rights and privileges and why privileges can be revoked; understands importance of responsibility for self and the group
<i>Knows when to take care of self vs. trying to take care of the group</i>	Recognizes when to lead, follow or disassociate self from groups with support
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • How to be supportive of peers • How to give and take in work and play in cross-age groups • How to work as a team in cross-age groups • That privileges are earned and why responsibility is important • When it's appropriate to lead, follow or go along with others 	Key Skills: <ul style="list-style-type: none"> • Being helpful and supportive • Leading and following along • Sharing work and responsibilities • Problem solving • Going along with group decisions and expectations • Acting independently when the group is inappropriate or unproductive
Self-Discipline and Conflict Resolution Skills	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Respects community values</i>	Refers to class Mission Statement or group credo; is helpful and encouraging
<i>Meets expectations and accepts limits</i>	Respects boundaries; meets expectations; anticipates teacher directives
<i>Responds to feedback</i>	Hears and internalizes feedback and acknowledges and responds to suggestions with minimal support
<i>Accepts responsibility for actions</i>	Acknowledges poor choices; sees need for consequences; seeks to rectify problems
<i>Resolves conflicts age appropriately</i>	Does not hurt others; uses words to work out problems; learns from difficulties; negotiates solutions
<i>Reflects on and learns from choices and mistakes</i>	Reflects on effects of choices independently; recognizes own patterns and repeated mistakes with minimal support
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • What rules, expectations and boundaries are for and why it is important to adhere to them • That own actions are choices that have consequences for self and others • How to receive feedback, reflect on and acknowledge choices • How to strategize to avoid repeated mistakes 	Key Skills: <ul style="list-style-type: none"> • Caring about others • Stopping and thinking • Working out problems independently • Hearing & responding to feedback • Making strong choices • Reflecting on and learning from experiences

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Learning Disposition and Development

Self Knowledge and Personal Interests	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Pursues personal interests at school</i>	(No changing descriptors)
<i>Reflects on and has age appropriate understanding of own learning strengths and style</i>	Names particular skills and interests; knows many strengths and weaknesses; is willing to work on challenges with support; tries compensating strategies with support
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Something he/she is really good at • Things he/she needs to work on • Some strategies to support own learning choices 	Key Skills: <ul style="list-style-type: none"> • Following own interests and ideas • Understanding own strengths and challenges
Learning Attitudes and Dispositions	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Is motivated and self directed</i>	Is interested in learning and willing to persist at it; self starts most activities; proceeds with tasks with minimal support
<i>Engages and invests in own and assigned projects and activities</i>	Has multiple ideas; discards unreasonable ideas with support; develops plans and tries and errs with minimal support; learns from mistakes and revises plans with minimal support; sees plans through with minimal support
<i>Takes risks</i>	Challenges self privately or with teacher support; risks guesses in group activities and independent work
<i>Asks for and accepts help and suggestions</i>	Is aware of own strengths and needs; anticipates when might need help; seeks and appreciates feedback
<i>Shows persistence in response to difficulty</i>	Sticks with difficult activities with minimal support; seeks and tries new strategies; pushes through frustration
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • That he/she is responsible for own learning choices • That he/she has responsibility for group's learning culture • How to pursue, proceed with and modify ideas and plans • How to ask for help, accept and use feedback • How to persevere when something is difficult 	Key Skills: <ul style="list-style-type: none"> • Making plans • Strategizing and problem solving • Risk taking • Persevering • Getting help •
Learning Behaviors and Abilities	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Works well independently</i>	Sustains independent work; stays on task and completes independent work with minimal support
<i>Works well collaboratively</i>	Works well and cooperates with partners and in groups; plays different roles in groups with minimal support
<i>Listens actively and responds age appropriately 1-to-1 and in groups</i>	Maintains active listening and engagement; responds on topic
<i>Follows directions</i>	Follows oral and written multi-step directions with minimal support
<i>Makes smooth transitions</i>	Stops preferred activities quickly; makes transitions independently
<i>Demonstrates flexibility</i>	Adapts easily to changes in routine; adjusts to different expectations with independently
<i>Handles distractions</i>	Is not easily distracted; redirects self

Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Effective strategies for focusing on individual and group work • Effective strategies for paying attention and following directions • Effective strategies for listening, engaging and avoiding distractions • Effective strategies for making smooth transitions 	Key Skills: <ul style="list-style-type: none"> • Focusing • Listening • Following directions • Going with the flow
Thinking Skills	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Demonstrates age appropriate critical thinking and problem solving skills</i>	Makes inferences and deductions; applies learned and new strategies to solve problems with minimal support
<i>Analyzes, synthesizes and evaluates information age appropriately</i>	Analyzes, sorts and classifies complex information and simple abstract ideas; connects information; evaluates basic information for truth and bias
<i>Makes age appropriate inferences, hypotheses, conclusions and decisions</i>	Devises and carries out basic experiments; hypothesizes; draws conclusions and makes decisions based on experience and projection of results with minimal support; analyzes “what went wrong”
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • How to hypothesize and devise and conduct basic experiments from posed and own problems • How to draw conclusions based on real observations and information • How to apply learned strategies and conclusions to related situations 	Key Skills: <ul style="list-style-type: none"> • Listening and observing • Making inferences & predictions • Experimenting • Drawing conclusions • Analytical thinking
Study Skills	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Maintains materials and saved work age appropriately neatly and well organized</i>	Handles school communication independently; keeps track of and organizes materials with support; puts work away independently
<i>Manages work spaces for classroom work</i>	Considers own work space needs and distractions in space selection with support; finds and maintains effective work spaces at home and school minimal support
<i>Manages time for classroom work</i>	Completes tasks in allotted time with minimal support
<i>Manages time for home work</i>	Plans use of time, prioritizes, and completes homework assignments in allotted time with support
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • How to keep school work and belongings organized • How to find out what is being asked, what is needed and what is the time frame for doing it • Effective strategies for selecting and maintaining a favorable work space • Effective strategies for getting work done in allotted time 	Key Skills: <ul style="list-style-type: none"> • Organization skills • Time management skills
Information Literacy	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Pursues appropriate information for task or assignment</i>	Names multiple ideas of interest or appropriate for topic or assignment; narrows inquiry, lists known information, and formulates basic questions with minimal support
<i>Uses a variety of age appropriate media and resources to locate information</i>	Looks in books, periodicals, reference books and web sites designed for children, and asks adults for relevant information
<i>Understands, integrates, and synthesizes new information</i>	Understands advanced information from books and materials read with support; restates understood new information in own words with minimal support; integrates understood new information with previous knowledge with support

<i>Evaluates age appropriate information for appropriateness, perspective and bias</i>	Recognizes answers to formulated questions; evaluates age-appropriate information for relevance and truth; notices perspective (e.g. author point of view, obvious bias) with support
<i>Takes notes</i>	Records information heard and read with support; distinguishes main ideas and paraphrases with support; takes simple notes regarding research projects with support
<i>Uses a variety of age appropriate tools to organize information</i>	Creates basic idea webs, story maps and Venn diagrams on paper or computer; creates basic outlines to order information with support
<i>Uses a variety of age appropriate tools to present information</i>	Writes simple narrative reports; draws or selects illustrations; makes basic charts, graphs and models; orally presents detailed information coherently and in logical sequence with support
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • How to narrow inquiry, list known information and formulate questions • How to find information in appropriate text and media sources • How to determine if information is relevant or likely to be true or biased • How to distinguish and record main ideas in own writing • How to organize ideas and information in simple outlines • How to convey information coherently orally, in writing, drawing and graphs 	Key Skills: <ul style="list-style-type: none"> • Developing ideas • Formulating questions • Finding answers to questions • Making sense of new information • Assimilating new information • Organizing information • Presenting information

Middle Circle Curriculum Language Arts Development

Receptive and Expressive Language	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Listens and contributes appropriately to conversations and discussions</i>	Listens to peers and adults; is attentive and engaged and participates with minimal support
<i>Asks and responds appropriately to questions</i>	Asks and responds to literal and some abstract questions; gives opinions; predicts possible outcomes
<i>Speaks clearly and confidently</i>	Participates in group and mixed age discussions, plays, and oral presentations
<i>Speaks with age appropriate vocabulary, grammar and voice</i>	Speaks fluently with expressive vocabulary and correct grammar
<i>Shares and tells stories with main ideas and logical sequence</i>	Shares and tells stories with sustained main ideas and logical sequence
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> Advanced grammar (oral) Awareness of audience 	Key Skills: <ul style="list-style-type: none"> Public speaking Participating appropriately in discussions, debates and oral presentations Using appropriate grammar and logical sequence Active listening and responding appropriately
Reading Interest and Engagement	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Maintains appropriate focus and engagement during reading activities</i>	Focuses on books and reading activities; reads in book group or alone for 30 minutes
<i>Enjoys stories and responds appropriately to text</i>	Enjoys reading and read alouds; engages actively with text; responds to literal, opinion and connection questions in writing and discussion
<i>Sees self as a reader</i>	Has confidence at comfort level; is willing to take risks (e.g. new genres, harder books); makes book recommendations to others
<i>Chooses appropriate text for self</i>	Knows appropriate level and seeks suitable books with minimal support; puts aside inappropriate books with minimal support
<i>Reads from or listens to a variety of genres</i>	Shows preferences for particular genres and subjects; branches out voluntarily with minimal support; reads assigned fiction, non-fiction, poetry and songs
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> Learning to become a strong reader requires focus and effort 	Key Skills: <ul style="list-style-type: none"> Enjoying and engaging with text Choosing just right texts Sorting text into genres (fiction, non-fiction, poetry, songs)
Decoding	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Understands and interprets organization of text and pictures in print and media</i>	Locates contents and index in books; locates and uses multiple toolbars on computer screen and windows of unfamiliar software and web pages
<i>Derives meaning from a variety of pictures, symbols and graphs</i>	Recognizes and interprets all print and some cursive handwriting, some fonts, many symbols and icons; reads clocks
<i>Uses age appropriate decoding strategies when reading aloud and silently</i>	Breaks down and sounds out multi-syllable words with complex letter combinations; uses knowledge of word families and context clues to help decode
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> Common diphthong rules and word families Basic consonant blends Common root words, prefixes and suffixes 	Key Skills: <ul style="list-style-type: none"> Breaking long words down into syllables to help decode Using basic word patterns and rules to help decode Using context clues and making sense to help decode

Sight Reading and Fluency	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Demonstrates age appropriate sight word vocabulary</i>	Recognizes most words in Level 3-4 books
<i>Reads with age appropriate fluency and expression when reading aloud and silently</i>	Reads Level 3-4 books fluently; reads aloud relatively smoothly with reflection of sentence punctuation, some expression of mood and voice
Curriculum Content:	
Key Knowledge:	Key Skills:
<ul style="list-style-type: none"> • Intermediate sight words • Basic punctuation (" " , :) 	<ul style="list-style-type: none"> • Memorizing and recognizing intermediate sight words • Reading text by paragraph • Reading dialogue
Reading Comprehension	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Reads for meaning and self corrects when it does not make sense</i>	Notices errors; when stuck, self corrects or seeks help
<i>Demonstrates age appropriate understanding of meaning of words heard or read aloud and silently</i>	Understands most vocabulary in Level 3-4 books read, Level 5-6 books heard; infers intermediate word meaning from context
<i>Demonstrates age appropriate comprehension of passages heard or read aloud and silently</i>	Follows complex plots with support; catches details, makes predictions and inferences in Level 3-4 books read, Level 5-6 books heard
<i>Demonstrates age appropriate understanding of story elements and literary techniques</i>	Discusses many styles of writing and basic themes; discerns rhyme and meter schemes, onomatopoeia, alliteration
<i>Reads age appropriate text for information and extracts facts and understanding</i>	Understands and absorbs new information of interest or relevant to topic of research from Level 3-4 books and reference materials
Curriculum Content:	
Key Knowledge:	Key Skills:
<ul style="list-style-type: none"> • Level 5-6 spoken vocabulary • Basic literary styles and genres 	<ul style="list-style-type: none"> • Reading for meaning and information • Listening • Retelling main ideas • Making predictions and inferences
Writing Interest and Engagement	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Is able to maintain focus and engagement during writing activities</i>	Focuses on writing activities; is engaged alone for 30 minutes
<i>Sees self as a writer</i>	Has confidence; challenges self with support; takes pride in best work
Curriculum Content:	
Key Knowledge:	Key Skills:
<ul style="list-style-type: none"> • People write throughout their lives and for many different reasons • Writing well is an ongoing process that takes time and effort 	<ul style="list-style-type: none"> • Focusing on writing work • Caring about writing work
Creative and Expository Writing	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Draws for pleasure and to communicate and express self</i>	(No changing descriptors)
<i>Writes for pleasure and to communicate and express self</i>	(No changing descriptors)
<i>Writing is age appropriately clear and complex</i>	Writes with audience in mind; is careful about plot and sequence; characters and details are logical with minimal support
<i>Writing is age appropriately thoughtful and original</i>	Uses expressive language and vocabulary in writing; has original ideas
<i>Incorporates age appropriate story elements and literary techniques in writing</i>	Writes stories with developed plot, sequence, characters, description and detail; attempts to convey mood (e.g. humor, horror)
<i>Writes in age appropriate genres</i>	Writes long stories, detailed descriptions of own experiences, poetry in various styles, journals, letters, simple essays and reports, in dialogue journals, to explain thinking and to record information and work

Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Stories have clear beginnings, middles and ends • Details make writing more rich • Word choice improves writing • Level 5-6 spoken vocabulary • Level 3-4 written vocabulary and spelling 	Key Skills: <ul style="list-style-type: none"> • Having and executing ideas • Telling complex stories • Writing basic non-fiction • Making drawing and writing interesting to others • Writing for a specific audience • Revising to make writing more clear and/or improve vocabulary choice • Writing multiple drafts to improve writing
Encoding and Spelling	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Uses a variety of symbols to represent sounds, words and ideas</i>	Recognizes and uses cursive writing and a variety of fonts; understands and uses icons in writing and on computer
<i>Demonstrates age appropriate spelling mastery</i>	Approximates spelling with consonant blends and vowel combinations; knows basic spelling rules and patterns; knows correct spelling of Level 4 sight words
<i>Uses appropriate tools for finding correct spelling of words needed</i>	Uses temporary spelling when appropriate; notices when a familiar word looks wrong or new word is unknown; uses dictionaries and spell-check with support
<i>Masters new spelling words using a variety of skills and techniques</i>	Learns new words from word families, patterns, rules and memorization
Curriculum Content:	Teaching Plan:
Key Knowledge: <ul style="list-style-type: none"> • Patterns, rules and word families of long vowel sounds, basic consonant blends • Standard spelling of Level 4 sight words 	Key Skills: <ul style="list-style-type: none"> • Sounding out words for temporary spelling • Recognizing when a familiar word is incorrect • Using reference tools to correct spelling • Memorizing spelling of new words • Remembering spelling of learned words
Handwriting and Typing	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Written work is age appropriately neat and organized on the page during writing activities</i>	Writes within lines or relatively straight on unlined paper; plans use of space on page in drawing and writing; uses margins with support; carefully executes published books, posters and projects
<i>Demonstrates age appropriate handwriting skills</i>	Prints with appropriate upper and lower case letters and no reversals; knows cursive; writes neatly when appropriate
<i>Demonstrates age appropriate keyboarding skills</i>	"Hunts and pecks" quickly; accurately touch-types during instructional time
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Cursive upper- and lower-case letter formation • When it is important to write neatly • Advanced keyboard lay-out 	Key Skills: <ul style="list-style-type: none"> • Using efficient and comfortable grip in writing • Forming cursive letters easily and clearly • Organizing text and images in space • Beginning touch-typing
Grammar, punctuation and paragraphing	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Writes with age appropriate grammar and sentence structure</i>	Writes in complete sentences; understands roles of and need for subjects and predicates; correctly uses pronouns, adjectives and adverbs with minimal support
<i>Writes with age appropriate punctuation and capitalization</i>	Uses correct end of sentence punctuation; capitalizes sentences, proper nouns and titles; uses contractions; uses quotation marks to distinguish dialogue; uses commas and parentheses with support
<i>Writes with age appropriate paragraphing</i>	Organizes writing into logical paragraphs with support
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Basic sentence grammar and parts of speech • Advanced capitalization rules • Basic paragraphing rules • Use of apostrophes, commas and quotation marks 	Key Skills: <ul style="list-style-type: none"> • Writing in complete sentences • Organizing writing in paragraphs • Punctuating dialogue

Editing and publishing

All-School Standards:	Benchmarks for Fourth Grade:
<i>Perseveres in writing process</i>	Thinks through ideas; plans writing with idea webs or story boards with minimal support; sustains effort over days or weeks; accepts most feedback from adults and peers
<i>Revises writing (adds, changes or deletes words) for content and expression</i>	Writes rough drafts with support; rereads writing and revises details and ideas independently; makes final copies by hand or on computer
<i>Edits writing for mechanics</i>	Corrects learned spelling, punctuation, grammar and paragraphing with minimal support
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • First drafts should focus on getting words down on paper • Second drafts should focus on improving writing • Basic writing mechanics 	Key Skills: <ul style="list-style-type: none"> • Planning writing • Persevering in writing process • Rereading and critiquing own writing • Accepting feedback on writing • Revising writing

Middle Circle Curriculum Mathematics Development

Interest and Engagement	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Sees self as a mathematician</i>	(No changing descriptors)
<i>Maintains focus and engagement during math activities</i>	(No changing descriptors)
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Math is more than finding the answers to arithmetic problems • It is important to engage in math thinking to construct understanding • Everyone can do math 	Key Skills: <ul style="list-style-type: none"> • Focusing on mathematics work • Caring about mathematics work • Seeing self as capable
Reasoning and Problem Solving	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Demonstrates age appropriate understanding of role of mathematics in the world</i>	Understands that mathematics is a complex and elegant system of manipulating and comparing quantities
<i>Demonstrates age appropriate skills in mathematical reasoning and problem solving</i>	Analyzes problems and situations to distinguish relevant information, question being asked and operation to use; determines strategies to use; uses estimation to assess reasonableness of result
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Math problem-solving can be done in concrete and representational terms • Math is systematic, with complex rules, patterns and relationships • Math is about thinking processes as much as answers 	Key Skills: <ul style="list-style-type: none"> • Identifying the question or problem • Determining approach and strategy • Trying more than one strategy • Explaining reasoning • Assessing reasonableness of answer • Applying learned strategies to new situations
Number Sense	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Demonstrates age appropriate number sense and understanding of numeration</i>	Has solid understanding of base-ten numeration system and place value up to 100,000; understands decimals as extension of base-ten system; counts, reads, writes, orders and compares numbers up to 100,000; rounds numbers to nearest 10 or 100; models and solves problems with amounts of money
<i>Demonstrates age appropriate understanding of and facility with number patterns</i>	Sees and extends number patterns including patterns in addition facts, multiplication tables, multiples and factors; describes number patterns by rule with support
<i>Demonstrates age appropriate understanding of and skills in estimation</i>	Applies estimation and rounding off strategies in computation with whole numbers and money
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Place value from 10ths to 100,000's • U.S. money as decimal system 	Key Skills: <ul style="list-style-type: none"> • Reading, estimating and comparing numbers to 100,000's • Working with complex number patterns • Rounding numbers
Operations and Computation	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Demonstrates age appropriate understanding of and skills in addition and subtraction</i>	Is fluent in efficient algorithms to compute addition and subtraction with multi-digit numbers with regrouping; applies understandings, strategies and skills in a variety of problems and situations

<i>Demonstrates age appropriate understanding of and skills in multiplication and division</i>	Understands concepts of multiplication and division; has developed strategies to model and solve multiplication and division problems; is fluent in efficient algorithms to compute multiplication with up to 3-digit numbers with regrouping and division with 1-digit divisors and remainders; checks answers using inverse operation; applies understandings, strategies and skills in a variety of problems and situations
<i>Demonstrates age appropriate knowledge and fluency with number facts</i>	Quickly recalls and applies sums and differences to 20, multiplication facts to 10's
<i>Demonstrates age appropriate understanding of and skills in computation with fractions & decimals</i>	Understands that fractions may represent parts of sets or of whole numbers, that decimals are an extension of base-ten system, and that decimals may be expressed as fractions (1/100 th 's); compares, orders and finds equivalents with 1/2's, 1/3's, 1/4's 1/5's, 1/8's 1/10's and 1/100's, .1 and .01; adds and subtracts simple fractions with like denominators, decimals with .1 and .01 and amounts of money
Curriculum Content:	Teaching Plan:
Key Knowledge: <ul style="list-style-type: none"> • Purposes and applications of multiplication and division • Concepts and inverse relationships of multiplication and division • Concept of regrouping to 5 digits • Relative values of common fractions and mixed numbers • Concept of decimals as fractions and extension of base ten system 	Key Skills: <ul style="list-style-type: none"> • Adding and subtracting 5-digit numbers • Multiplying 3-digit numbers and dividing numbers with 1-digit divisors with standard algorithms • Recalling addition facts to 20 and multiplication facts to 10's • Adding and subtracting common fractions with like denominators
Algebra	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Demonstrates age appropriate understanding of number and operation properties</i>	Understands commutative property of multiplication and associative property of addition and multiplication
<i>Demonstrates age appropriate understanding of and facility with algebraic functions</i>	Understands equations as number sentences that must be true; understands that a symbol such as X may represent an unknown quantity; solves simple problems with functional relationships; is familiar with finding points on an X-Y axis
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • A symbol such as X may be used to stand for an unknown quantity • Commutative property of multiplication 	Key Skills: <ul style="list-style-type: none"> • Solving simple problems with functional relationships (e.g., find the total cost of multiple items given the cost per unit) • Graphing points on X-Y axis
Geometry and Measurement	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Demonstrates age appropriate understanding of spatial relationships</i>	Builds complex 3-D structures; makes mazes with objects and on paper; describes 3-D objects as having height, width and depth
<i>Demonstrates age appropriate understanding of and facility with concrete and symbolic patterns</i>	Is familiar with complex geometric patterns such as tessellations and Sword Dance math
<i>Demonstrates age appropriate understanding of and skills in geometry</i>	Identifies, composes and decomposes complex 2-D and 3-D shapes (polygons and polyhedrons); understands and recognizes symmetry and congruence; performs transformations (flips, rotations, extensions); is familiar with basic geometric terminology (angle, point, line, plane, parallel, perpendicular and intersecting); has basic understanding of area and perimeter of regular polygons and volume of rectangular prisms
<i>Demonstrates age appropriate understanding of and skills in measurement</i>	Chooses appropriate tools and units and measures length (to ¼ inch, foot, yard, centimeter), weight (to ounce, pound and gram), capacity (to cup, pint, quart, gallon and liter) and time (to the minute); is familiar with measuring area of environmental surfaces such as floors; uses measurements in simple problem solving

Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Terms and concepts related to attributes of 2-D shapes • Names and attributes of complex 3-D shapes 	Key Skills: <ul style="list-style-type: none"> • Describing 3 dimensions of objects • Identifying, drawing and constructing 3-D objects • Working with complex physical and geometric patterns • Measuring length, weight and capacity with U.S. and metric units
Data Collection and Analysis	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Demonstrates age appropriate understanding of and skills in sorting and classifying</i>	Uses Venn diagrams to sort and classify objects in 2 sets
<i>Demonstrates age appropriate understanding of and skills in data collection and analysis</i>	Organizes, represents and interprets basic numerical and categorical data
<i>Demonstrates age appropriate understanding of statistics</i>	Conducts simple probability experiments
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Use of simple Venn diagrams 	Key Skills: <ul style="list-style-type: none"> • Using and reading simple Venn diagrams • Recording, displaying and interpreting data in charts and graphs • Conducting simple probability experiments

Middle Circle Curriculum Social Studies Development

Individuality and Community	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Demonstrates age appropriate understanding of factors that contribute to identity</i>	Understands that one's individuality is also defined by one's gender, race, class and culture
<i>Demonstrates age appropriate understanding of how groups affect perspective and behavior</i>	Understands one's background and experiences influence one's ideas and beliefs
<i>Demonstrates age appropriate understanding of self in relation to community</i>	Understands that people have different roles in different groups; understands community interdependence with support
<i>Demonstrates age appropriate understanding of potential tensions between individual and community</i>	Understands that individuals pursuing wants can cause conflict in groups; understands need for some shared expectations for order in groups
<i>Demonstrates age appropriate understanding of potential tension between personal wants and global concerns</i>	Understands that people's choices about consumption affect environmental resources
<i>Demonstrates age appropriate understanding of and responsibility for addressing community and environmental needs through service</i>	Understands that needs can be met through a variety of strategies; advocates for action on issues of personal interest; confidently engages in group service experiences; reflects thoughtfully on experiences
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • People's experiences help define who they are • People may behave differently in different groups • People only pursuing what they want can cause conflict with others • Several different strategies for helping others and the environment 	Key Skills: <ul style="list-style-type: none"> • Observing and reflecting • Giving of self to groups • Identifying strategies for individual and group service activities
Culture	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Demonstrates age appropriate understanding of the concept of culture</i>	Understands culture as including the ways people live together and some of what they believe; recognizes basic similarities and differences among and within cultures
<i>Demonstrates age appropriate understanding of how culture, including one's own, is expressed or manifested</i>	Understands basic elements of culture; is familiar with complex systems, e.g. religion
<i>Demonstrates age appropriate understanding of how culture can influence people's actions and perceptions</i>	Understands that people of different cultures may have same and different ideas and beliefs that lead them to do some things the same way or differently
<i>Demonstrates age appropriate understanding of how language and culture may/may not lead to global understanding</i>	Understands that people around the world live the same and differently, speak different languages, and that they need to communicate and understand each other to get along
<i>Demonstrates age appropriate intercultural competencies within school community and broader community</i>	Understands the concept of cultural stereotypes and can identify a few; attempts to understand and empathize with people from diverse backgrounds-at school and within community partnerships; seeks to get to know people from diverse backgrounds without making pre-judgments based on race, culture or language; reflects on the personal and cultural aspects of intercultural experiences
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • People may have similar or different ideas and beliefs that influence how they do things • People may be similar and different within their cultures 	Key Skills: <ul style="list-style-type: none"> • Observing and reflecting • Identifying rewards and challenges of personal intercultural experiences • Recognizing pre-judgments

People, Places and Environments	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Demonstrates age appropriate map skills</i>	Understands and uses population, climate and environmental resource maps; understands directionality and scale; makes maps of campus
<i>Demonstrates age appropriate understanding of global and U.S. geography</i>	Understands difference between states and nations; knows features of major eco-systems, where they are on the planet and why; understands importance of eco-balance and some factors that affect it
<i>Demonstrates age appropriate understanding of relationship between human civilization and the environment</i>	Is developing understanding of the influence of the environment and the availability of resources on human settlement and culture; understands the need to conserve resources and protect eco-balance
<i>Demonstrates age appropriate understanding of how science and technology can change people's lives</i>	Understands basic ways that science and technology can make people's lives better and easier (e.g. medicines) or worse (e.g. pollution); understands that information networking is accelerating, expanding and growing more complex
<i>Demonstrates age appropriate understanding of how science and technology can change the environment</i>	Understands that extracting resources can be done responsibly or not (e.g. mining, logging); is beginning to understand some implications of depleting non-renewable resources
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Countries and states, directionality and scale • Location, features and reasons for major climatic zones and eco-systems • Importance of eco-balance and some positive and negative human influences 	Key Skills: <ul style="list-style-type: none"> • Reading and making maps with measurable directionality and scale
Time, Continuity and Change	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Demonstrates age appropriate understanding of local and U.S. history</i>	Understands how and why various groups came to and settled in U.S.; knows about another time and place when humans resettled and factors that influenced their movement
<i>Demonstrates age appropriate understanding that people may view or describe the world and events differently</i>	Understands that "truth" in history may vary over time and among people according to what they know, understand and/or believe
<i>Demonstrates age appropriate understanding of passage of time, change and cause and effect</i>	Has some sense of historical sequence (dinosaurs, humans, U.S. history); understands that living things have evolved to adapt and survive
<i>Uses a variety of age appropriate tools for finding and conveying historical information</i>	Learns from and helps create oral histories; reads basic biographies and references; reads and makes basic timelines
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Most people came to the U.S. or migrate to other places to improve their lives • When people migrate, it impacts others and the environment • Different people may know or believe different stories and histories • Life has evolved over time in order to adapt and survive 	Key Skills: <ul style="list-style-type: none"> • Listening, reading, responding to and reflecting on histories • Using basic secondary sources • Reading and making basic time-lines
Civics and Governance	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Practices age appropriate civic discussion and democratic processes</i>	Requests peer or classroom meetings when perceives need; understands how to access student government
<i>Demonstrates age appropriate understanding that formal and informal actors influence public policy</i>	Understands that decision makers can be influenced by different interests, that a variety of actors vie for influence

<i>Demonstrates age appropriate understanding of actions citizens can take to influence policy</i>	Knows that one can take part in or work within the decision making system, or express one's opinions from the outside
<i>Demonstrates age appropriate understanding of purpose and kinds of governments</i>	Understands that governments also maintain international security; knows that in addition to executives some governments have other groups that write the laws
<i>Demonstrates age appropriate understanding of ideals and representative principles of U.S. government</i>	Knows that the system is built on idea that citizens are free, equal and have same rights, that citizens participate
<i>Demonstrates age appropriate understanding of structure and functions of branches of U.S. government</i>	Knows that congress makes the laws and the president enforces them; knows there are other government officials at state and local levels
<i>Demonstrates age appropriate understanding that governments may/may not meet the needs of citizens</i>	Knows that some citizens do not have equality, the same opportunities or are treated unfairly; knows that governments are not perfect
<i>Demonstrates age appropriate understanding that governments may/may not conflict with each other</i>	Knows that governments can get in wars with each other
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • In the U.S. the people elect most government officials, including various levels of legislatures and executives • In the U.S. people can use a variety of strategies to influence the government • In the U.S. the government is supposed to be fair and people are supposed to be free and equal • Governments are not always fair, and people are not always treated equally • Governments are responsible for international security, and can sometimes conflict with each other 	Key Skills: <ul style="list-style-type: none"> • Seeking, participating in and contributing to group discussions and problem solving • Participating in elections of and accessing the student government
Economics	
All-School Standards:	Benchmarks for Fourth Grade:
<i>Demonstrates age appropriate understanding of the role of money in everyday life</i>	Understands that money is a shared unit of value to exchange for labor and products
<i>Demonstrates age appropriate understanding of purpose and kinds of economic systems</i>	Understands it is possible to distribute wealth based on earnings or to share equally within groups
<i>Demonstrates age appropriate understanding of how scarcity and choice govern U.S. economic decisions</i>	NA
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Same as above 	Key Skills: NA