



**Westfall Academy**

2017-2018

## Curriculum Overview

# Fourth Grade



Westfall Academy follows the New York Common Core State Standards for English Language Arts, Mathematics and Social Studies in grades K-7th.  
For more information on CCSS you can visit the website: [engageny.org](http://engageny.org)

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# Computer Curriculum Overview

## Kindergarten- Seventh Grade

### Goals

- Keyboarding on the computer
- Enhancing and augmenting Classroom Math Skills, ELA skills, Problem solving and strategy skills, Science and Geography through online games.
- All games played are educational in nature.
- Basic word processing skills using apps like Office

### Keyboarding (All grades except K & 1)

- Familiarization of the computer and its various components and associated terminologies.
- Learn to login with user name and password.
- Students learn the keyboard layout of letters, punctuation marks and other special characters.
- Practice keyboarding with ten fingers and interactive typing website that shows hands and fingers. Characters to type are highlighted and prompted on the screen.
- Repeated practice of lessons to build up accuracy and words per minute
- Typing online games to further enhance keyboarding.

### Enhancing & Augmenting Math, Science, Geography and ELA Skills

On line play of games that require appropriate grade level mathematical thinking and solving, puzzles and strategy games, science and geography. For the younger grades games involve basic letters of the alphabet and number familiarization and recognition skills & some basic science learning.

### Word Processing & Presentation (like Power Point) (Grades 3,4,5,6,7)

Learn to use Word & Power Point or similar application to enter, editing, formatting, inserting, correcting spelling & grammar, inserting tables, pictures and charts, cut, paste, search & replace, drawing, clip art. Compile short writing pieces. PowerPoint will be taught as time and resources permit.

<b>Basic Computer Concepts and Operations</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5-7</b>
Students will learn and be able to:						
Identify the main parts of the computer (keyboard, monitor, mouse, drives and shutdown	X	X	X	X	X	X
Login and logout of computers properly	X	X	X	X	X	X
Use mouse correctly	X	X	X	X	X	X
Place the cursor at a specific location on the screen	X	X	X	X	X	X
Double-click to open folders	X	X	X	X	X	X
Open and close computer programs	X	X	X	X	X	X
Print files under teacher direction	X	X	X	X	X	X
Print files independently	X	X	X	X	X	X
Toggle between 2 programs				X	X	X
Show and hide toolbars					X	X
Print specific pages					X	X
Save files to documents folder during whole group lessons					X	X
Access files from documents folder					X	X
Manipulate graphics (sizing, moving, text wrap, etc.)					X	X
Change page orientation					X	X
Create folders to organize files					X	X
Delete files and folders from documents folder						X
<b>Technology Productivity Tools / Keyboarding</b>					X	X
<b>Students will be able to:</b>	X	X	X	X	X	X
Use correct posture	X	X	X	X	X	X
Begin to locate and use letters, numbers, etc.	X	X	X	X	X	X
Identify and locate special keys such as, enter, spacebar, caps lock, shift keys	X	X	X	X	X	X
Introduce home row and correct finger placement				X	X	X
Use proper fingering techniques				X	X	X
Use proper typing technique with efficiency and accuracy without looking at the keyboard					X	X
<b>Social, Ethical, and Human Issues</b>					X	X
<b>Students will learn and be able to:</b>					X	X
Discuss and comply with Network Use & Internet Policy	X	X	X	X	X	X
Demonstrate appropriate computer etiquette, Respect the privacy of all users	X	X	X	X	X	X
Use appropriate judgment upon entering Internet sites				X	X	X
Citing material taken from another source, under issues of plagiarism as they apply to information technology				X	X	X
Obey copyright laws regarding student generated material					X	X
Determine what is accurate information found on the internet					X	X
Exhibit ethical behavior relating to privacy, ethics, passwords and personal information					X	X
<b>Word Processing</b>						
Students will learn and be able to:						
Type first name, ABC's, #'s and/or simple words	X	X	X	X	X	X
Use the delete and backspace appropriately		X	X	X	X	X
Perform basic formatting tasks including font, style, color, bold, italic, underline, alignment			X	X	X	X
Use simple text editing skills			X	X	X	X
Insert clip art			X	X	X	X

Type short writing pieces			X	X	X	X
Type with one space between word between words and be consistent with spacing after a sentence (1 or 2 spaces is acceptable)			X	X	X	X
Use the return and tab keys			X	X	X	X
Use spell check and thesaurus			X	X	X	X
Rename and move files				X	X	X
Select and deselect text				X	X	X
Cut, copy, paste, within a document				X	X	X
Use page setup options				X	X	X
Use borders/drawing tool/ graphics				X	X	X
Insert graphics from outside source				X	X	X
Use formatting functions and numbering, indents, page breaks, margins and columns						X
Copy and paste information from the internet into a Microsoft Word document for note taking purposes						X
Use the Thesaurus tool to broaden their scope of word use						X
Cite Internet sources						X
<b>Presentation Software</b>						
Students will learn and be able to:						
Open and exit presentation application	X	X	X	X	X	X
Create a new slide or presentation and open a saved slide or presentation				X	X	X
Choose a layout				X	X	X
Change order of slides				X	X	X
Cut, copy, paste within a presentation				X	X	X
Insert or delete slides				X	X	X
Arrange objects on the slide				X	X	X
Save a presentation				X	X	X
Add slide transitions to the slide show				X	X	X
Present presentation to an audience						
Use text special effects such as Word Art				X	X	X
Edit color schemes and layout arrangement						
Research, create, publish and present projects related to content areas using a variety of tools						
<b>Internet skills</b>				X	X	
Students will learn and be able to:						
Use a web browser				X	X	X
Use teacher-centered web based activities on topics of study (i.e. scavenger hunts/Web Quests)				X	X	X
<b>Effective Research Strategies</b>						
<b>Students will learn and be able to:</b>				X	X	X
Use teacher chosen web sites/ reference software to extract and gather information for research				X	X	X
Use research to gather information for presentations				X	X	X
Use effective search strategies to find appropriate sites				X	X	X

# Physical Education Curriculum Overview

## Kindergarten through Seventh Grade

### Fundamental Body Movements

What is a **fundamental body movement**? Running? Jumping? Throwing a ball? These are all fundamental body movements. They are fairly simple skills that serve as the foundation for more complex physical activities.

Think of a young child participating in a ballet class. She must be able to bend, reach, leap, and slide. Commanding these fundamental body movements allows her to participate in a number of physical activities throughout her lifetime. Studies show that the younger a child commands fundamental movements, the more likely that child will be to maintain an active lifestyle as an adult. That's why fundamental body movements are an important part of physical education.

There are three types of fundamental body movements typically taught during preschool and elementary school:

- Locomotor skills
- Non-locomotor skills
- Manipulative skills

**Locomotor skills** are those body movements that incorporate traveling from one point to another, such as walking or skipping. **Manipulative skills** are those that involve both the body and an object, like throwing a frisbee or dribbling a basketball.

Let's take an in-depth look at non-locomotor skills.

### Non-Locomotor Characteristics

**Non-locomotor skills** are fundamental body movements that do not incorporate traveling. They are stability skills that include movements of limbs or body parts, and sometimes even the whole body. They are occasionally referred to as axial movements, as in 'revolving around an axis'. Here, the axis is the center portion of the student's body, or generally the student's torso. The student's 'axis' experiences little to no movement. There are many different non-locomotor movements, including:

- Bending
- Stretching
- Flexing
- Extending
- Lifting
- Raising
- Twisting
- Turning
- Rotating
- Swinging
- Swaying
- Dodging
- Shaking
- Wiggling

- Pulling
- Pushing

Note that non-locomotor skills often accompany locomotor skills. For example, students swing their arms while jogging and bend their knees in order to jump. Let's take a closer look at a few non-locomotor skills, including their definitions.

## Types of Manipulative Skills

In the gross-motor area, these skills include:

- Pushing and pulling (the object might be a wheeled toy)
- Lifting
- Striking (such as swinging a baseball bat or [golf club](#) to hit a ball)
- Throwing
- Kicking or rolling (a ball)
- Volleying (a ball back and forth to another person, either with the hands or a racquet)
- Bouncing
- Catching
- Dribbling (moving a ball with the feet, as in soccer)

Activities like pencil tracing, stacking coins, and playing checkers, by contrast, require fine motor skills.

## Types of Locomotor Skills

Roughly in order of how children learn them, the locomotor skills are:

**Walking:** Use smooth, straight steps with arms swinging gently in opposition of feet. Practice different kinds of walks: low with bent legs, high on tippy toes, fast like a robot, or slow like moving through honey.

- Balance a stick while walking
- Balance a book while walking
- Balancing egg on a spoon

**Running:** Sometimes both feet are in the air while traveling

- Relay race
- Dodge the ball
- Base ball
- Robot Tag ( page 174)

**Hopping:** Moving up and down on one foot

- **Skipping rope**
  - **Ropes**
  - **Partners**
  - **One student does the skip roping and another students enters the ring**
- **Potato sack**

- **Have students line up.**
- **Each student has a sack**
- **They start at one end and hop to the other end.**

**Jumping:** With feet close together, push off with both feet and land on both feet. Can you make the landing quiet? How high can you jump? How many times in a row? This is a good time to try jumping rope. Going up and down, with both feet in the air at once; can also mean jumping off a height or jumping forward

- Long jump
- High jump
- Jumping over barriers
- Jumping Giant/ sleeping giants
- Jump Frog jump

**Galloping:** One foot is the leader, and the other foot follows behind. Don't forget to do both sides! Traveling with one foot always in the lead

- obstacle course - crab walk run leap gallop
- Obstacle course: gallop, scooter through cones

**Sliding:** Galloping sideways

**Leaping:** Jumping forward or back with one leg outstretched; taking off on one foot and landing on the other

**Skipping:** March with knees high; each time one knee is in the air, hop on the other foot — step/hop, step/hop, step/hop. Alternating steps and hops



# English Language Arts Curriculum Overview

## Fourth Grade

The Goals in ELA for fourth graders are the following using various prescribed literature books:

- Becoming a Close Reader and Writing to Learn – Poetry, Biography and Writer’s Identity
- Considering Perspectives and Supporting Opinions
- Researching to Build Knowledge and Teaching Others
- Gathering Evidence and Speaking to Others

### **Title: Poetry, Biography and Writer’s Identity**

**Description:** Students launch the year by exploring the identity of writers through reading, discussing, and writing about poems and poets. They begin by reading and analyzing the novel *Love That Dog* by Sharon Creech. Then they write an original poem inspired by their poet’s work, and read informational text in order to write a biographical essay about their poet’s life.

### **Title: Animal Defense Mechanisms**

**Description:** Students build proficiency in writing an informative piece, examining the defense mechanisms of one specific animal about which they build expertise. They build background knowledge on general animal defenses through close readings of several informational texts and use a science journal to make observations.

### **Title: Perspectives on the American Revolution**

**Description:** Students begin by close reading of several informational texts about the war. They then read the historical fiction play, *Divided Loyalties*, to deepen their understanding of the Patriot and Loyalist perspectives.

### **Title: Susan B. Anthony, the Suffrage Movement and the Importance of Voting**

**Description:** They first focus on the women’s suffrage movement and the leadership of New Yorker, Susan B. Anthony, reading firsthand and secondhand accounts of her arrest and trial. Then students read *The Hope Chest* (historical fiction set in the weeks before the passage of the 19th Amendment) examining the theme of leaders and their impact on others.

# Math Curriculum Overview

## Fourth Grade

Good evening Parents,

I am Sister Bonnie (your child's math teacher). I want to thank you for entrusting your child to me this school year. I am strict, but fair teacher. I know you expect me to teach your child well, and prepare each child to be successful in future math classes as well as life. To prepare students for their future, I need all students to come to school prepared. Being prepared means to; 1) have all homework completed 2) come to class with binders 3) be ready to learn.

I often push students to do their best, which has shown to be successful with my students. I understand the frustration with 3<sup>rd</sup> graders to learn the new procedures, expectations, and the demands of the rigorous day. With school in session for over a month, I see students settle into their daily routines and tend to be more on top of the expectations, from all teachers.

I ask that you please, contact me directly, with any questions, comments or concerns regarding your child and math. If your child is struggling with a concept, send me a note explaining what the problem may be. If a child was unable to complete an assignment, please send me a note explaining why he/she couldn't do it. With that said, going on vacations is not an excuse. If you know your child will be out for an extended time, please notify me as soon as possible so I can get a packet together. This will help your child not to fall behind.

Attached to this sheet are the topics, with a brief summary, that will be covered this year. Any help you can give at home will benefit your child. I have also provided a grading scale; I will be following based on each trimester. Again, please contact me with any concerns or problems you may see at home. Together we will make this a great school year!!!

Regards,

Sr. Bonnie  
bonniemalley77@gmail.com

Graded	Percent of final grade
Homework/Participation	15%
Quizzes (exit tickets)	25%
Projects and IXL Assignments	25%
Tests (mid/end modules)	35%



## **Module 1: *Place Value, Rounding, and Algorithms for Addition and Subtraction***

In this module, students extend their work with whole numbers. They begin with large numbers using familiar units (hundreds and thousands) and develop their understanding of millions by building knowledge of the pattern of times ten in the base ten system on the place value chart (4.NBT.1). They recognize that each sequence of three digits is read as hundreds, tens, and ones followed by the naming of the corresponding base thousand unit (thousand, million, billion).

## **Module 2: *Unit Conversions and Problem Solving with Metric Measurement***

Module 2 uses length, mass and capacity in the metric system to convert between units using place value knowledge. Students recognize patterns of converting units on the place value chart, just as 1000 grams is equal 1 kilogram, 1000 ones is equal to 1 thousand. Conversions are recorded in two-column tables and number lines, and are applied in single- and multi-step word problems solved by the addition and subtraction algorithm or a special strategy. Mixed unit practice prepares students for multi-digit operations and manipulating fractional units in future modules.

## **Module 3: Multi-Digit Multiplication and Division**

In this module students use place value understanding and visual representations to solve multiplication and division problems with multi-digit numbers. As a key area of focus for Grade 4, this module moves slowly but comprehensively to develop students' ability to reason about the methods and models chosen to solve problems with multi-digit factors and dividends.

## **Module 4: Angle Measure and Plane Figures**

This module introduces points, lines, line segments, rays, and angles, as well as the relationships between them. Students construct, recognize, and define these geometric objects before using their new knowledge and understanding to classify figures and solve problems. With angle measure playing a key role in their work throughout the module, students learn how to create and measure angles, as well as create and solve equations to find unknown angle measures. In these problems, where the unknown angle is represented by a letter, students explore both measuring the unknown angle with a protractor and reasoning through the solving of an equation. Through decomposition and composition activities as well as an exploration of symmetry, students recognize specific attributes present in two-dimensional figures. They further develop their understanding of these attributes as they classify two-dimensional figures based on them.

## **Module 5: Fraction Equivalence, Ordering, and Operations**

In this module, students build on their Grade 3 work with unit fractions as they explore fraction equivalence and extend this understanding to mixed numbers. This leads to the comparison of fractions and mixed numbers and the representation of both in a variety of models. Benchmark fractions play an important part in students' ability to generalize and reason about relative fraction and mixed number sizes. Students then have the opportunity to apply what they know to be true for whole number operations to the new concepts of fraction and mixed number operations.

## **Module 6: Decimal Fractions**

This module gives students their first opportunity to explore decimal numbers via their relationship to decimal fractions, expressing a given quantity in both fraction and decimal forms. Utilizing the understanding of fractions developed throughout Module 5, students apply the same reasoning to decimal numbers, building a solid foundation for Grade 5 work with decimal operations.

## **Module 7: Exploring Measurement with Multiplication**

In this final module of the year students build their competencies in measurement as they relate multiplication to the conversion of measurement units. Throughout the module, students will explore multiple strategies for solving measurement problems involving unit conversion.

# **Science Curriculum Overview (September-January) Fourth Grade**

**"A good scientist (or student) knows the right answers.  
A great scientist (or student) knows the right questions." -Author unknown**

## **Classroom Expectations**

- Show respect! "Golden Rule", I believe to treat others how you would want to be treated. I expect students to show respect to each other, to our school, and to me at all times, as I will do the same to them.
- Complete all assignments on-time, and prepare for tests.
- Put forth their best effort on all tasks and participate.
- Come to the classroom prepared and ready to learn ALWAYS

All students have signed a pledge in the first week of school to follow the classroom rule and in case they break them, then they face the consequences.

## **Negative consequence for breaking the pledge:**

- Name written on the white board- This is your first warning
- 1st strike- This is your second warning
- 2nd Strike- Isolated lunch time
- 3rd Strike- Sent to the office
- 4th Strike- Parents are notified

## **Positive consequence for not breaking the pledge:**

- Students will get a star on their classroom discipline chart. At the end of the week students with most stars will either get a piece of candy or a raffle ticket that they can put in a box for a prize or a toy on the last day of school

## **Homework Policy**

- Given 2- 3 times a week.
- Homework counts towards 10% of the final grade.
- Based on what we learned in class.
- Students always note it down in their agenda.
- Always due at the beginning of the class.
- Most of the time a message is sent to parents on “REMIND.”
- Any missed homework, students completes and hands in the next day
- Late homework for reasons other than an excused absence cannot be accepted. If they are turned in late, I mark the assignment ‘Late’ so that parents are aware that only half credits was awarded.
- If continues to miss more than 1 time a week; consequence- isolated lunch time.
- If continues to miss more than 2 times a week; consequence-parents will be notified

## **Method of Communication: Remind/ Email**

- Remind is an app which I will be using as a means of communication with parents
- You will get reminders about the homework, upcoming tests/quizzes/projects/field trips and also good news about your child
- Pictures that tell you what they are learning in school
- If you haven't signed up yet, please grab the code on your way out
- You can also communicate any time through email: arshianaheed@westfallacademy.org

## **Assessments/Grading Policy**

- Quizzes/tests (55%)
- Homework (10%)
- Take home Project (25%)
- Class work /Participation (10%)

## **Science Fair**

- It is in school graded science fair where students are grouped and assigned a question/problem and they follow scientific method steps to solve it.
- The key focus of science fair is of course to learn something new and have fun, but they are also required to follow the scientific method steps while performing the experiment.
- The more involved students are in the process, the more likely they are able to retain the information.
- The parents are invited for the presentations and a letter will be sent home at least one week prior to the science fair.

## **HOME WORK POLICY**

- Given 2- 3 times a week
- Based on what we learned in class
- Students always note it down in their agenda
- Always due at the beginning of the class
- Most of the time a message is sent to parents on “REMIND”
- Any missed homework, students completes on working lunch table
- If continues to miss more than 2 times a week; consequence-loses gym/computer
- If continues to miss more than 3 times a week; consequence-parents will be notified

## **REMIND**

Remind is an app which I will be using as a means of communication with parents. You will get reminders about the homework, upcoming tests/quizzes/ projects/field trips and also good news about your child. Also you will receive through this app pictures that tell you what they are learning in school. If you haven't signed up yet, please grab the code on your way out. Contact me anytime on “Remind” or email me at [arshianaheed@westfallacademy.org](mailto:arshianaheed@westfallacademy.org). I am so lucky to be able to work with the most important people for our future!

# **Social Studies Curriculum (February-June)**

## **Fourth Grade**

### **Geography**

- Introduction to Geography
- Introduction to the geography different regions (New England, The Middle Atlantic, The Upper Plains, Southeast, Southwest, The Rocky mountains, The Far West)

### **History**

- Industrialization
- Immigration

### **Civics**

- Government and Citizens

# Quran Curriculum Overview

## Fourth Grade

### I. **Hafth** (Memorization ) With general meaning of the Surah (Chapter) and specific vocabulary from the Surah (Chapter)

- Fathah + the meaning of the surah
- Bayannah
- Ghashiyah
- Tariq
- Fajr
- Naba

### II. **Reading**

- Reading in the Quran made Easy Book
- Reading in the Quran
- A new vocabulary from the Qur'an for the test

### III. **Tajweed**

- Lesson of heavy sound letters and light sounds letters
- Lesson of Al- Madd Al- Tabea'ee
- Lesson of Qlqala
- Lesson of Noon Sakana and Tanween

# Islamic Studies Curriculum

## Fourth Grade

### III. Dua'a

- After Completing Wudu
- After the Athan
- When Entering the House
- When Leaving the House
- When a Favor is Done Unto Us
- When Faced by a Hardship or a Test
- Daily Duaa

### IV. Hadith (Islamic Education Book)

- Hadith #1 Knowledge is the Way to Jannah
- Hadith #2 Swearing by Allah Only
- Hadith #4 The Pillars of Islam
- Hadith #5 Enjoining What is Right and Forbidding What is Wrong
- Hadith #7 Let He Who Believes in Allah and the Last Day
- Hadith #8 The Reward of Planting
- Hadith #10 The Reward of Shaking Hands

### V. A'qidah Lessons about knowing Allah(SWT)

- Knowing Allah and Worshipping Him
- The Results of Tawheed on the Life of Muslims
- Asma'u Lahil Husna
- Allah is our Protector
- Believing in Al-Qada wal Qadar

### VI. Abadaat

- At-Taharah (Cleanliness and Purity)
- The Prophet's Prayer
- Types of Salah
- Sawm Ramadan
- Hajj

### VII. Adaab

- Our Role Model: Prophet Mohammad(saw)
- Being Kind to your Parents
- Cheating on Tests or Trade
- A Change of Heart
- The Girl Who Did Not Want to Fast

### VIII. As-Seerah al-Nabawia



- Makkah
- The Journey to A-Taif
- Al-Isra' wal Miraj
- Al-Ansar
- The Hijrah to Madinah
- The Sahabah
- The Life in Madinah

#### **IX. Stories from the Quran**

- Prophet Ibrahim(as)
- Prophets Ismaeel(as) and Ishaq(as)
- Prophet Saleh (as)