

## 21st Century Learning in SAU 15

Twenty-first-century learning enables our students to be academically competitive in the global community. Education must challenge students with rigorous, personalized academic experiences, foster innovation and creativity, and embrace emerging technologies. In a 21st century learning environment, students actively engage in a cohesively integrated curriculum, access information and apply it to authentic problems in our society.

SAU 15 has identified ten essential elements for learning in the 21st century:

- media literacy
- problem solving
- digital citizenship
- creative & innovative thinking
- collaboration
- global awareness
- reflection
- adapting to change
- communication
- core academic mastery

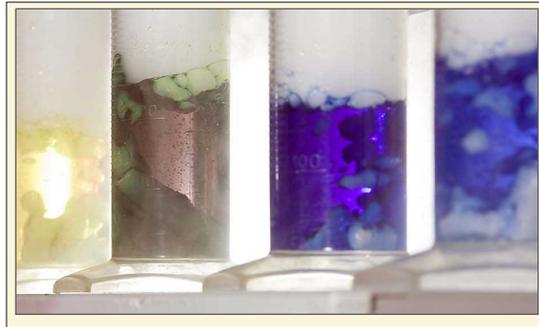
Students who master these skills have the ability to adapt to varied roles and responsibilities, work effectively in a climate of ambiguity and changing priorities hence preparing them for the complex challenges of our ever-changing world.

## Science

*Earth Science:* Students understand and explain how wind, water, and ice can change the Earth's surface.

*Life Science:* Students explore the difference between inherited and learned characteristics.

*Physical Science:* Students experiment, observe and predict the effects of energy such as electricity.



## Social Studies

*Civics:* Students identify the individual functions of the three branches of government as they relate to New Hampshire's state government.

*Economics:* Students study concepts such as supply & demand and needs & wants as applied to New Hampshire, the US, and the world.

*Geography:* Students explore the landforms of New Hampshire and the United States regions.

*US/NH History:* Students discover how the evolution and impact of different economies and inventions have changed the world.

*World History:* Students will explain how events and global issues affect interactions between countries.

# SAU 15

AUBURN, CANDIA & HOOKSETT, NH

## GRADE 4 CURRICULUM



SAU 15 CURRICULUM

We have high expectations for our students and teachers. Our comprehensive curriculum is challenging and relevant to all students, providing a strong foundation for success in a global community. Included in this brochure is a sampling of the skills and understandings we focus on in each content area.



# Mathematics

Our core instructional standards for Mathematics stress not only procedural skill but also conceptual understanding. To ensure they are learning the critical information, students will apply their understanding to a range of new problems and situations. In grade 4, instructional time will focus on three critical areas:

- (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends;
- (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers;
- (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

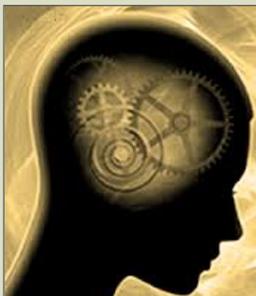


## Standards for Mathematical Practice

The Standards for Mathematical Practice describe habits of mind that educators at all levels seek to develop in their students. These practices rest on “processes and proficiencies” with longstanding importance in mathematics education.

Mathematically proficient students:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.



# English Language Arts

English Language Arts is comprised of four areas: reading, writing, language, and speaking & listening.

**Reading:** A key requirement for reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. In grade 4, students will:

- use prefixes, suffixes and roots in decoding and understanding words;
- refer to specific details and examples in a text when explaining what the text says;
- use specific details from the text to describe, in depth, characters, settings, or events;
- listen attentively and be able to identify the reasons and evidence a speaker provides to support particular points.

**Writing:** While all text types are important, particular emphasis is on students’ ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness. In grade 4, students will:

- make connections between the text and a visual or oral presentation of the text;
- produce well organized writing in opinion/argument pieces, informational text, narratives, and research projects;

**Speaking and Listening:** The English language arts classroom includes oral language in a purposeful, systematic way to help students master the printed word. In grade 4, students will:

- engage in a range of discussions on diverse topics and texts; build on others’ ideas, articulate their own ideas, and confirm they have been understood;
- speak clearly and at an understandable pace, present reports in an organized manner using appropriate facts and details.

**Language:** Students must be able to communicate effectively in a wide range of print and digital texts, each of which may require different grammatical and usage choices to be effective. In grade 4, students will:

- use a variety of rich, descriptive, and specific vocabulary words when writing and speaking;
- explain the meaning of similes, metaphors, idioms, adages, and proverbs.