



International School
of Lago Patria

Istituto Paritario

C.M. NA1A5500X
C.M. NA1E18100V
C.M. NA1M26500L
C.M. NAP55M500T

 **Cambridge English**
Exam Preparation Centre

4th Grade General Curriculum

Introduction

Your child is officially a member of the “upper” grades. As fourth graders, students deepen their skills in all subjects to prepare for middle school. That being said, they still learn like elementary school students do. Most fourth graders are developmentally very much still children — they enjoy and learn from play, and they thrive in nurturing and warm environments. However, the content of most 4th grade curricula pushes students to think, analyze, and learn in more sophisticated and structured ways than they did in the “lower” grades.

In 4th grade, students learn how to deeply think about and make connections in new material and grasp more complex concepts across all subjects. They also write with clarity, flow, and structure like that of traditional essays. Fourth graders are encouraged to be more independent in how they learn and depend less on their teacher's guidance. They research, plan, and revise their work more by themselves — setting the foundation to be lifelong, self-starting learners.

The 4th grade classroom is structured like most elementary school classrooms, with desks or tables for the students and typically an area for lessons, class meetings, and discussions. There are often also areas or centers dedicated to different subjects of learning. For instance, there may be an area with all the math tools and supplies, as well as a class library dedicated to reading. Technology is a crucial part of the 4th grade classroom, as students use it for extensive writing and research.

Reading: 4th Grade



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Much of the 4th grade reading curriculum teaches students how to analyze the books they read. Rather than just understand the plot and information given in a text, students are encouraged to think about the messages and how they relate to their own lives. They also compare texts to each other and make connections both within one text and across multiple texts.

In short, 4th graders begin to learn how to think and talk about a text to find deeper meanings and messages. This is done both with texts students read independently and those read by the whole class or smaller groups of students. Teachers may often use a class read-aloud to show students strategies for thinking about and analyzing what they read, encouraging them to do this in their own reading. Students also do this as they write in more detail about the texts they read.

To build reading skills, your 4th grader:

Uses specific examples from the text to explain characters' motivations, main events, central themes, or ideas about a text.

Uses the context of a text to determine the meaning of a word.

Understands and can explain the differences between narrative prose, drama, and poetry.

Identifies and refers to the different parts of poems and plays, such as verses, settings, and characters.

Interprets and connects information from illustrations, graphs, charts, or other sources related to the text.



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Identifies, compares, and contrasts different perspectives from which texts are written (for example, first and third person).

Compares and contrasts the way different texts address the same issue, theme, or topic.

Makes connections between people, events, or important ideas in a text.

Uses previous knowledge to read unfamiliar multi-syllable words.

Reads grade-level texts with accurate comprehension, pacing, and expression.

Writing in 4th Grade

Much of the 4th grade writing curriculum focuses on developing writing that has clarity and structure, and that uses reasons, facts, and details to support and strengthen arguments. Fourth graders are taught to organize their writing, ensure that it flows well, and group together related components. As students learn to think more deeply about concepts they are taught, they are encouraged to write in deeper ways as well. They do this by going beyond simply stating the facts — they express ideas, make connections, and provide details and emotions when appropriate. Students are also expected to learn, understand, and use English grammar in a correct manner.

To build writing skills, your 4th grader:

Writes opinion pieces that express a point of view; have an introduction, a conclusion, reasons, and facts to support the opinion; and group together related ideas.





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Writes informative/explanatory pieces that present information on a topic, use facts and details, and group together related topics; provides introductions and conclusions in these pieces.

Writes narrative pieces that use specific details, descriptions, and dialogue to convey a real event; includes an introduction and conclusion in each piece.

Plans, revises, and edits her writing.

Uses technology to publish, research, and communicate with others under the proper guidance of an adult or teacher.

Types with a beginner's accuracy and ability (for example, types one page of text within one sitting).

Completes research projects by taking notes, organizing them, and presenting them; lists the texts and resources used.

Writes for both long (over weeks) and shorter (one sitting or a couple of days) periods of time.

Uses appropriate and correct English grammar in their writing.

English As A Second Language: 4th Grade

We organize the English as a Second Language curriculum for each student dependent upon their level of English when registered with our school. The framework promotes an enquiry-based approach to learning, develops thinking skills and encourages intellectual engagement.

Areas of learning include:

- Reading • Listening





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- Writing • Speaking
- Use of English

The curriculum provides a comprehensive set of progressive learning objectives for learners of English as a Second Language. The framing of learning objectives as a progressive can-do sequence should encourage the use of learning-centered, activity-based approaches by teachers in the implementation of the curriculum framework.

Speaking Levels Beginner, Intermediate and Advanced:

Beginner

- Make and respond to basic statements related to personal information.
- Ask questions to find out about a limited range of personal information and classroom routines.
- Use a limited range of basic words, phrases and sentences related to classroom objects, activities, and routines.
- Respond to basic questions on classroom and daily routines.
- Use words and phrases to describe people and objects.
- Contribute suitable words and phrases to pair, group, and whole-class exchanges.
- Take turns when speaking with others in a limited range of short, basic exchanges.
- Express basic likes and dislikes.



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Intermediate

- Provide basic information about themselves at sentence level on a limited range of general topics.
- Ask questions to find out general information on a limited range of general and curricular topics.
- Give an opinion at sentence level on a limited range of general and curricular topics.
- Use basic vocabulary for an increasing range of general and curricular topics.
- Organize talk at sentence level using basic connectors on a limited range of general and curricular topics.
- Communicate meaning clearly using phrases and simple sentences during pair, group, and whole-class exchanges.
- Keep interaction going in short, basic exchanges on a limited range of general and curricular topics.
- Relate basic stories and events on a growing range of general and curricular topics.

Advanced

- Provide basic information about themselves and others at discourse level on a range of general topics.
- Ask questions to find out general information on a range of general and curricular topics.



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- Give an opinion at discourse level on an increasing range of general and curricular topics.
- Respond, with limited flexibility, at both sentence and discourse level to unexpected comments on a range of general and curricular topics.
- Organize talk at discourse level using appropriate connectors on a range of general and curricular topics.
- Communicate meaning clearly at sentence and discourse level during pair, group, and whole-class exchanges.
- Keep interaction going in longer exchanges on a range of general and curricular topics.
- Relate some extended stories and events on a limited range of general and curricular topics.

Math in 4th Grade

In 4th grade, students master and further their multiplication, division, and general computation skills. They learn how to solve real-life word problems using the four basic operations: addition, subtraction, multiplication, and division. By the end of the year, they are expected to do all these operations with greater accuracy and speed. And while they do not have to whiz through their work, they need to be able to do it at a pace that shows they understand how to solve problems without backtracking or going through too many steps.

Fourth graders are also encouraged to explain how they solve problems in detailed and specific ways, both verbally and through writing, which helps them practice their writing and analytic skills. In 4th grade, students still use visuals,





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math tools, and manipulatives (such as base blocks, fake money, dice, and shapes), especially to learn and explain how to solve problems with fractions.

To build math skills, your 4th grader:

Uses addition, subtraction, multiplication, and division to solve word problems, including word problems that require multiple steps and computations.

Adds and subtracts multi-digit numbers.

Multiplies a number that has up to 4 digits by a 1-digit number (for example, 2345 x 6) and multiplies two 2-digit numbers by each other (for example, 13 x 16).

Solves division equations with remainders.

Solves word problems that measure distance, time, size, money, area, and perimeter.

Predicts answers to word problems and equations based on knowledgeable estimation.

Understands the concepts of and learns the multiples and factors for numbers 1-100.

Follows a pattern or set of guidelines to determine a number. For example: Start with 5. Add 3 five times and subtract 1. What number are you left with?

Compares and explains why one fraction is bigger or smaller than another using visuals and/or common denominators.

Begins to add and subtract fractions, including within word problems.

Begins to write and compare fractions as decimals.





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Reads and writes multi-digit numbers using bases of ten and expanded forms. For example: $4,538 = 4 \text{ thousands}, 5 \text{ hundreds}, 3 \text{ tens}, \text{ and } 8 \text{ ones}.$

Compares multi-digit numbers using $<$ and $>$.

Rounds multi-digit numbers to any place.

Creates and uses graphs (like line plots) to represent data and answer questions.

Begins to learn about, measure, and decipher the angles of a shape.

Explains his thinking and how he solves math equations and word problems, both verbally and through writing.

Science: 4th Grade

Fourth graders expand their science skills as they conduct experiments and use them to further their learning. The reading and writing work fourth graders do supports their science learning in a big way — they read nonfiction texts, take notes, research, and support their writing with facts. In fact, some 4th grade students might write informative or opinion pieces about a scientific topic they study.

Common topics studied in 4th grade include earth and space, plants, the cycle of life, animals, electricity and magnetism, and motion, sound, and the Solar System.

To build science skills your 4th grader:

Conducts experiments using the scientific method. There are many different ways to present "the scientific method," but here's a basic example: 1) Questions, observes, and researches; 2) Develops a hypothesis (based on observations and research); 3) Makes predictions; 4) Experiments; 5) Develops a conclusion





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Develops further questions to research and experiment based on previous experiments and conclusions.

Writes about and orally presents the findings and conclusion of an experiment.

Researches and takes notes on information on a variety of topics, using both text and digital resources.

Collects and uses data to support experiments and what she learns.

Experiments with different types of materials and different states of matter, such as solid, liquid, and gas.

Works independently, with partners, in small groups, and as a class to conduct experiments and create projects.

Geostoria: 4th Grade

Geostoria in the 4th grade encourages students to deepen their reading, writing, and analytical skills, as well as expand knowledge and appreciation of ancient history. Students compare different perspectives using both primary and secondary texts. They then write informative pieces and essays.

Fourth graders also use technology to research past and current events. In all their work, they are taught to analyze the reasons why certain things occur and form strong supported opinions and ideas, which encourages them to think more deeply about the world.

To build social studies skills, your 4th grader:

Studies and uses maps to gain a deeper understanding of geography and how geography affects a community.





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Researches, organizes, and presents his research on various topics, events, and figures.

Discusses topics focusing on explaining his opinion using specific details, facts, and reasons to support his opinion.

Writes essays that state an opinion; includes supporting facts for that opinion.

Reads primary and secondary sources about different events, people, and topics.

Uses technology to research both past and current events and topics.

Uses and creates multiple types of sources including art, film, poetry, and fiction to learn and show what he has learned about historical events and people.

Understands different concepts, such as cause and effect, and explains why certain things happen or happened.

Italian Language for Non-Italians: 4th Grade

Much like ESL, Italian As a Second Language (ISL), focuses on the level of the student upon registration with the school. The framework promotes an enquiry-based approach to learning, develops thinking skills and encourages intellectual engagement. The student takes part in communicative/verbal exchanges (conversation, class, or group discussion) with classmates and teachers respecting his turn and formulating clear and meaningful messages most suited to the situation.

Beginner – Verbal and Writing

- Make and respond to basic statements related to personal information.





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- Ask questions to find out about a limited range of personal information and classroom routines.
- Use a limited range of basic words, phrases and sentences related to classroom objects, activities, and routines.
- Respond to basic questions on classroom and daily routines.
- Use words and phrases to describe people and objects.
- Contribute suitable words and phrases to pair, group, and whole-class exchanges.
- Take turns when speaking with others in a limited range of short, basic exchanges.
- Express basic likes and dislikes.

Intermediate – Verbal and Writing

- Provide basic information about themselves at sentence level on a limited range of general topics.
- Ask questions to find out general information on a limited range of general and curricular topics.
- Give an opinion at sentence level on a limited range of general and curricular topics.
- Use basic vocabulary for an increasing range of general and curricular topics.
- Organize talk at sentence level using basic connectors on a limited range of general and curricular topics.



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- Communicate meaning clearly using phrases and simple sentences during pair, group, and whole-class exchanges.
- Keep interaction going in short, basic exchanges on a limited range of general and curricular topics.
- Relate basic stories and events on a growing range of general and curricular topics.

Advanced – Verbal and Writing

- Provide basic information about themselves and others at discourse level on a range of general topics.
- Ask questions to find out general information on a range of general and curricular topics.
- Give an opinion at discourse level on an increasing range of general and curricular topics.
- Respond, with limited flexibility, at both sentence and discourse level to unexpected comments on a range of general and curricular topics.
- Organize talk at discourse level using appropriate connectors on a range of general and curricular topics.
- Communicate meaning clearly at sentence and discourse level during pair, group, and whole-class exchanges.
- Keep interaction going in longer exchanges on a range of general and curricular topics.





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- Relate some extended stories and events on a limited range of general and curricular topics.

Listen and understands communications and news “transmitted” by medias and can grasp the core of the message, the main information, and its purpose.

Reads and comprehends texts of various types – both continuous and non-continuous – and using reading strategies that are appropriate to the scope of the task, can identify the texts overall meaning and main information.

Uses functional abilities in his/her study: identifies and extrapolates from texts information that is relevant to the “assimilation” of a given topic and is able to compare it with other data; he/she is further able to summarize this same information, also in a view of a possible presentation; lastly, he/she acquires a core set of specific terminology.

Reads texts of various genre – which are part of children's literature – both aloud and to him/herself (silently and independently), formulating his/her own opinion.

Writes texts – which are orthographically correct, clear, and coherent – linked to the various experiences and writing opportunities offered by the school; he/she also reworks texts paraphrasing, completing and/or transforming them.

Understands and uses in his/her oral and written exposition both basic and articulate vocabulary; understands and uses the most frequent, specific terms related to the discipline he/she is studying.

Reflects on own texts and those of others to grasp morphological-syntactic regularity and other features of the lexicon; acknowledges that the different linguistic choices are related to the variety of communicative situations.





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Is aware that, in communicating, different language properties and different languages are used(multilingualism).

Masters and applies, in different situations, fundamental knowledge regarding the logical-syntax organization of simple sentence, parts of speech (or lexical categories) and major connectives.

Physical Education: 4th Grade

Physical education is a vital part of a balanced school curriculum. Regular exercise improves both physical and mental health and there is growing evidence that it improves academic performance across the curriculum. Establishing good patterns of exercise in school also provides students with the foundation of an active and healthy lifestyle for life.

PE: 4th Grade

Moving well

Practice and refine basic movement skills.

Practice, refine and consolidate a broad range of movement skills.

Understanding movement

Describe own and others' movement using simple activity-specific vocabulary.

Describe own and others' movement using some activity-specific vocabulary and be able to identify more and less effective movement.

Moving creatively



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Explore a variety of movements and movement patterns that begin to demonstrate creativity.

Show creativity and innovation in a range of individual, group, expressive, competitive, and cooperative contexts.

They will improve their coordination, flexibility, speed, stamina, and strength. This course develops important social skills such as taking turns and sharing, as well as an understanding of leadership, collaboration, and fair play through a range of team and group activities.

Students will:

- develop their confidence, moving with increasing control, fluency, and variety
- improve their understanding of concepts, rules, tactics, strategies, and compositional ideas
- participate as individuals and group members in respectful and responsible ways, engaging appropriately and safely
- improve knowledge and understanding of how physical education can contribute to a healthy and active lifestyle
- develop transferable skills promoting physical, cognitive, and social development, and become independent, critical and reflective movers and thinkers.

Italian for Italian Students: 4th Grade

Listening and talking

Interacting collaborative in a conversation,



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Understand the theme and essential information of an exhibition (direct or broadcast); understand the purpose and topic of messages transmitted by the media (announcements, bulletins ...).

Ask accurate and relevant questions during or after listening.

Understand deliveries and instructions for performing school and extracurricular activities.

Tell personal experiences or invented stories by organizing the story clearly, respecting the chronological and logical order

Organize a simple oral talk on a topic faced in the classroom.

Reading

Employ silent reading and expressive reading techniques aloud.

Use appropriate strategies to analyze content when reading various types of text;

Use title, image, and caption information to get an idea of the text you want to read.

Search for information in texts of different nature and origin (including forms, schedules, charts, maps, etc.) for practical or cognitive purposes, applying techniques to support understanding (such as, for example, annotate information, build maps and diagrams, etc.).

Follow written instructions to make products, to regulate behaviors, to carry out an activity, to carry out a procedure.





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Reading literary and poetic texts grasping its meaning, the most obvious formal characteristics, the author's communicative intention and expressing a motivated opinion.

Writing

Gather ideas, organize them by points, plan the track of a story or experience.

Produce written stories that contain essential information about people, places, times, situations, actions.

Write letters or short news articles by adjusting the text to recipients and situations.

Express in writing experiences, emotions, moods in the form of a diary.

Rework text (for example: paraphrase or summarize text, transform it, complete it) and write new text, including using video writing programs.

Write simple regulatory texts or schematic projects for performing tasks (for example: game rules, recipes, etc.).

Produce creative texts based on data models (threads, short stories, poems).

Produce essentially spell-correct, morphotactic, lexical texts, respecting the syntactic functions of the main punctuator marks.

Language reflection

Recognize the structure of the nucleus of the simple sentence (the so-called minimum sentence): predicate, subject, other elements required by the verb.

Recognize parts of speech in a sentence or text, recognize the conjunctions of most frequent use (such as and, but, in fact, why, when)





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Know the basic spelling conventions

Acquisition and expansion of the receptive and productive lexicon

Understand and use the basic lexicon appropriately (words of basic and high-use vocabulary).

Understand, in the simplest and most frequent cases, the figurative use and meaning of words.

Understand and use specific words and terms related to the disciplines of study.

Use the dictionary as a reference tool.

Art: 4th Grade

- Creatively process productions to express sensations and emotions.
- Transform images and materials by looking for original figurative solutions.
- Experiment with different tools and techniques to make graphic or pictorial products
- creative productions, linguistic and stylistic elements discovered by looking at images and works of art.
- Observe and look with awareness at an image objects present in the environment by describing the formal elements and using the regals of visual perception and orientation in space.
- Recognize the technical elements of the visual language (lines, colors, shape) and the visual text in visual text.



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- In a work of art, the essential elements of the artist's form, language, technique, and style are to understand the message and function.
- Recognize and appreciate in your territory the most characteristic aspects of environmental and urban heritage and the main historical-artistic monuments.

Music 4th Grade

Objectives

- Use the voice, instruments, and sound technologies in a creative and conscious way, representing the basic building blocks of musical language with symbolic systems
- Songs belonging to different repertoires
- Know the basic elements of music code
- Know the functioning of some musical instruments and their sounds
- Know the construction principles of musical pieces: repetitions and variations
- Analyze the characters of sounds within simple passages
- Perform simple vocal and instrumental pieces taking care of expressiveness and executive accuracy

