Whitefish Bay
SCHOOL DISTRICT
An Exceptional Place to Learn

Curriculum Overview: Grade 4





SCHOOL DISTRICT OF WHITEFISH BAY
1200 E. FAIRMOUNT AVE
WHITEFISH BAY, WISCONSIN
www.wfbschools.com

School Year 2026-2027

Whitefish Bay
SCHOOL DISTRICT

Parents/Guardians of Whitefish Bay Elementary School Students,

Education in Whitefish Bay Schools is a partnership that includes the school, the family and the community. As partners in the education of your children, we want you to be informed about what your child will be learning during this school year. The purpose of this Curriculum Overview is to provide families with a basic overview of the core instructional program at each grade level.

Curriculum at the elementary level is designed to provide students with a strong foundation in general knowledge and skills that will make it possible for them to think creatively and critically as they progress through the K-12 system. To these ends, the district curriculum is carefully established by committees composed of the professional staff and community representatives. All curricula undergo comprehensive review and are formally updated every six to seven years through the district curriculum renewal and design process. Student performance data on a variety of classroom, local, state and national assessments are analyzed on an annual basis to ensure students are progressing toward the district's academic standards.

Our state-adopted academic standards challenge students to learn a broad range of content knowledge and skills while developing their ability to process that knowledge and use those skills. The balance between content and process sets the foundation for future learning for college, career, and life readiness.

The methods and instructional strategies in our classrooms bring the curriculum to life. Teachers develop trusting relationships with students, and among the students in the classrooms, to maintain a nurturing climate where learning can flourish. Reading and mathematics instruction are offered in flexible, large, and small group settings. Inquiry learning activities develop conceptual understanding of mathematics, science, and social studies. Students in first through fifth grade will participate in an exposure to world language program (Spanish). Strong programs for art, music, physical education, library-media, and guidance, along with the integration of global digital literacy skills, are other important components that contribute to the vitality of the elementary level program.

While teachers strive to meet the needs of all students in the classroom, some students benefit from additional assistance or challenge. Academic support programs are available in reading and math. Similarly, talent development identification and programming exists for students whose need for academic challenge far exceeds that of the regular classroom.

If you would like more information about the district curriculum, log on to www.wfbschools.com, select the district link and then select Teaching and Learning. After you have reviewed these resources, if you wish to obtain additional information, please contact your child's teacher, your child's principal, or by contacting the teaching and learning office at 963-3927.

As you support your child's academic and intellectual growth this year, encourage him or her to enjoy learning, take risks, confront misunderstandings, put forth diligent effort to develop new skills, and ask an abundance of questions. A tenacious curiosity and an ability to see challenge as an opportunity for growth will provide rewards for a lifetime.

Sincerely,

Mike O'Connor
Director of Teaching and Learning Services, School District of Whitefish Bay

Grade 4 Mathematics

Mission Statement:
When today's students become adults, they will face new demands for mathematical proficiency. All young Americans must learn to think mathematically, and they must think mathematically to learn (Adding It Up, National Research Council, 2001).

In *Illustrative Math*, teachers create the conditions for collaborative learning opportunities and academic language development for all students. Teachers engage students in instructional routines that invite students into every lesson which involves problem-solving contexts that are supportive of all learners. Students have the opportunity to build math vocabulary and mathematical language routines throughout all lesson activities to support their overall growth as a mathematician. Additionally, students work to develop a deep understanding of mathematical concepts, grow fluency, and solve math problems that are a part of their everyday life. Mathematics content and models connect and build across the grade levels to provide a progression of teaching and learning that aligns with the Common Core State Standards for Mathematics.

In fourth grade, instructional time will focus on three critical areas within a Common Core Curriculum; (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 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.

In addition to the critical areas listed above, in fourth grade students will know and understand at a grade appropriate level:

- how to make sense of problems and persevere in solving them.
- how to model with mathematics and attend to precision.
- uses appropriate tools strategically.
- uses place value understanding to read, write and compare using whole numbers, fractions, and decimals (to hundredths).
- fluently adds and subtracts multi-digit whole numbers using the standard algorithm.
- appropriate methods and tools for computation and estimation in all four operations.
- finds all factor pairs for a whole number in the range of 1-100.
- generates a number pattern that follows a given rule.
- solves problems involving measurement and conversion of measurement from a larger unit to a smaller unit.
- uses the four operations to solve problems involving distances, intervals of time, liquid volumes, masses of objects, and money.
- applies the area and perimeter formulas for rectangles in real world and mathematical problems.
- draws points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines.
- the design, exploration and use of geometrical and number patterns.
- measures angles in whole-number degrees.
- addition and subtraction to proficiency; developing multiplication and division skills.
- explore mathematical data by collecting, organizing, and interpreting information.

Grade 4 Social Studies

Mission Statement:

The Whitefish Bay Social Studies K-12 Learning Pathway (found in the C3 Framework) will foster knowledge, skills and the seven thriving dispositions; as a result young people become informed and engaged citizens with an understanding of societal structures, and the changing social, political and global economic environment.

What are the social sciences? Examine "artifacts" gathered from around their homes to determine which social scientist—a geographer, a historian, an economist or a political scientist—would be most interested in studying the artifact.

Exploring regions of the United States- Actively develop key mapping skills as they analyze colorful maps of the United States. The maps reveal information about the five regions of the United States as well as population density, rainfall, elevation, and political boundaries.

The peopling of the United States- Create a colorful classroom quilt filled with symbols and images representing the settlement experiences and contributions of five American racial and ethnic groups

A train tour of the northeast- Take a simulated tour of nine key sites in the Northeast region. Students learn about democracy at Plymouth, mass production in Hershey, Pennsylvania, and urbanization while "climbing" the stairs of the Empire State Building.

Population density and life in the northeast- Experience the population density of New York City by using students and desks to represent the land area and population in the city. Afterward, students explore and discuss the advantages and disadvantages of urban and rural settings.

A boat and bus tour of the southeast- Take a simulated tour of nine key locations in the Southeast region. Students learn about English settlement at Jamestown, American musical traditions in Memphis, and civil rights in Montgomery.

The effects of geography on life in the southeast- Answer "Geography Investigation" questions on such topics as climate, elevation, natural resources, and bodies of water in the Southeast before hypothesizing and learning about these key geographical influences.

A crop duster tour of the midwest - Take a simulated tour of nine key locations in the Midwest region. Students learn about ranching in Dodge City, Kansas, the assembly line in Detroit, and American consumerism at the Mall of America.

Agricultural changes in the nation's breadbasket Use investigative skills to compare and contrast farm life in the 1800s with farm life today.

A big rig tour of the southwest- Take a simulated tour of nine key locations in the Southwest region. Students learn about engineering at the Hoover Dam, U.S.—Mexico border relations in El Paso, and westward movement in Guthrie, Oklahoma.

A case study in water use- The Colorado River Role - various water users in the Colorado River basin in 4 different time periods to understand how the river's water is used and shared—& why it must be conserved.

A van and airplane tour of the west- Take a simulated tour of nine key locations in the West region. Students learn about mining life in Leadville, Colorado, declining salmon populations along the Columbia River, and tourism in Hawaii

Connecting to our state's story- Learn how historians use artifacts, primary and secondary documents to interpret and write history.

Settlement in WI Describe the roles & lives of early Indians, Explorers & Missionaries in WI..

State History, Immigration & Important People Research and articulate how individuals have made important impacts on the state of Wisconsin.

Economy in Wisconsin Participate in a job fair simulation to learn about Wisconsin's economy, industries, natural resources and related supply and demand concepts.

Wisconsin Government Understand the role of each branch of government through mini-government activity.

Grade 4 Science

Senses and Survival

In this module, students are provided with firsthand and media experiences with three kinds of general biological systems in animals and plants - sensory systems, skeletal and muscle systems, and transport systems.

Students will know that…

- Soils are composed of different kinds and amounts of earth materials and humus.
- Erosion is the transport (movement) of weathered rock material (sediment) by moving water or wind.
- Deposition is the settling of sediment when the speed of moving water or wind declines.
- The rate and volume of erosion relate directly to the energy of moving water or wind.
- The energy of moving water depends on the mass of water in motion and its velocity.
- The surface of Earth is constantly changing, either rapidly or over time.
- Most earthquakes and volcanoes occur in patterns near the edge of continents.
- The Ring of Fire is an area of the world where a majority of activity volcanoes are located and earthquake activity occurs.
- That sedimentary rocks contain evidence or organisms that lived long ago and clues to changes in the landscape and past environments over time.

Students will be able to…

- Describe soil using its properties.
- Explain how living things affect the characteristics of soil.
- Explain how weather leads to the breakdown of materials on Earth's surface.
- Analyze a scale model to gather data and make decisions about natural systems.
- Use a topographical map to understand the shape and elevation of the land in a specific area.
- Describe the effects of a catastrophic event on Earth's surface.
- Use a world map with latitude and longitude lines to access tectonic data.
- Describe how weathering, erosion, deposition, downcutting, and uplifting can affect landforms in a geographical area or region.
- Analyze evidence from patterns in rock formations and fossils in rock layers to explain how a landscape has changed over time

Grade 4 English Language Arts (ELA)

Mission Statement:
The Whitefish Bay School District strives to empower students to become effective communicators, critical thinkers, and empathetic citizens through a command of reading, writing, speaking, and listening skills and exposure to diverse perspectives.

A comprehensive literacy program includes:

Read Aloud	Independent Reading	Shared Reading
Reading Small Groups	Literature Discussions	Writing Process
Independent Writing	Phonics and Word Study	Writing Small Groups

The main instructional strategy that is utilized in our comprehensive literacy program follows the gradual release of responsibility framework. Specifically, within each ELA block, which includes Reading, Writing, and Phonics and Word Study components, students will participate in lessons that include: teacher instruction (modeling, teaching), guided/collaborative practice, independent practice, small group or conferring, and debriefing or closure.

Our District will be utilizing the Benchmark Advanced curricular resource to support tier one classroom instruction. Each unit will last about three weeks long and will involve knowledge building opportunities in reading and writing. Each unit has opportunities for students to engage in constructive conversations around the unit topic. The goal is to have discourse with peers using topic specific vocabulary and evidence from the unit's texts. At the Fourth Grade level, your child will study the following integrated literacy units:

Observing Nature	Characters Actions and Reactions	Government in Action	Understanding Different Points of View
Technology for Tomorrow	Confronting Challenges	The Transcontinental Railroad	Earth Changes

Grade 4 World Language

Mission Statement:

Language and communication are at the heart of the human experience. The Whitefish Bay World Language Program will prepare students for meaningful interactions with people around the world. Our program will help our students understand the link between language and culture. We envision a future in which ALL students will develop and maintain proficiency in English and at least one other language.

The fourth grade World Language student will continue Spanish instruction to learn how to:

- Use greetings and goodbye's.
- Count from 1 to 50, and practice math problems
- The alphabet, vowel differences
- Identify and use vocabulary for:
  - Emotions
  - Weather, days of the week
  - Season
  - Sports
  - Clothing
  - Body parts and Dia de los Muertos
  - Family
  - Food/drink
  - likes/dislikes
  - Subject pronouns (tu vs. Ud.)
  - Nouns have gender and number and articles

- Demonstrate understanding of simple commands, use Spanish to ask permission. (poder)
- Use vocabulary that is connected to the grade-level core curriculum (the Universe, collect and graph temperature data, land forms and bodies of water, American symbols)
- Understand various aspects of culture, such as: food, music, holidays, dances, and currency.

World Language Time Allotments:

1st -5th grade: Face-to-Face	Average of 30 minutes per week
4th grade Mango German language lab	Average of 30 minutes per week

Health and Human Growth & Development

Mission Statement:

Mission Statement: Through the sequential K-12 health education curriculum, students will develop knowledge of various age-appropriate contemporary health issues, become health-literate people who are critical thinkers, creative problem solvers, effective communicators, and ultimately responsible and productive citizens.

In fourth grade, students will understand health promotion through instructional concepts such as:

- my needs and feelings.
- examining and comparing emotions during puberty.
- living and growing.
- health and fitness.
- food and health.
- guarding against disease.
- medicines, drugs, and your health.
- staying safe.
- life cycles.

The Mission of the K-12 Human Growth & Development (HGD) Education Program:

The curriculum will complement the home by providing students with the knowledge, skills, and support necessary to understand their social, mental/emotional, and physical development in order to make responsible decisions about health and age-appropriate sexual behavior throughout their lifetimes.

** HGD is an elective program. Parents may opt-out their students from participating in identified lessons.*

In fourth grade, students will understand healthy decision-making, and social, mental/emotional, and physical development through instructional concepts such as:

- examining and comparing emotions during puberty.
- discussing respect for self and others.
- examining own understanding and acceptance of a multicultural and diverse society (various races and persons with disabilities).
- reviewing importance of acceptance of one's personal growth patterns.
- applying a decision-making model to situations.
- defining puberty and examining the interaction of physical, mental/emotional, and social development.
- *comparing similarities of male and female growth.
- *identifying body parts and systems affected by puberty.
- *explaining the changes in females; explaining the changes in males.
- defining types of abuse, identifying ways to respond to potential danger which may prevent abuse, and explaining the difference between abuse and discipline.
- discussing different approaches to use in reporting abuse.
- identifying supportive help in the home, school and community.
- recognizing and examining rights that are protected by law.

Elementary ENCORE Overview

General Music- Performing Arts

Mission Statement:
The mission of the Whitefish Bay School District music program is to promote music development through the active study and making of music by all.

The kindergarten through fifth grade music program offers a broad spectrum of opportunities designed to promote development on each child's musical potential. It is our goal to provide each student with the skills necessary to both create and enjoy music while understanding it as a universal means of expression. Lessons are designed to convey the joy of music that will encourage each child to seek musical opportunities later in life.

Beginning at the earliest level, students sing, chant, move, and dance to music composed by others while they are encouraged to alter, modify, expand, and improvise upon that music, later creating and composing music on their own. Throughout the elementary school years the children build skills of listening and responding, reading and writing music. The student's own voice is nurtured and good choral habits are stressed throughout the grades. Classroom instruments, both rhythmic and tonal, are used along with recorders at the third grade level and electric keyboards in the upper elementary classes.

The music literature in the classroom is chosen to reflect the backgrounds of our students as well as to expose them to the wide diversity of music created by the peoples of the world.

All children receive General Music instruction as per the time allotments shown below. In addition, fourth and fifth grade students may choose to be involved in the string program. Fifth grade students may choose to be involved in the band program.

General Music Time Allotments:

Junior Kindergarten	30 minute class once a week
Senior Kindergarten - 5th grade	30 minute classes twice per week
5th grade Band and Orchestra	30 minute lesson once per week
5th grade Band and Orchestra Assemble	Scheduled as needed second semester

Visual Arts

Mission Statement:
The visual arts program promotes opportunities for students to question, make decisions, think, look, understand themselves, change and grow at their own developmental levels. Through the freedom of expression students will develop 21st century skills such as critical thinking, visual literacy and problem solving.

In the elementary art program, students will develop creativity and problem-solving skills, build and expand their understanding of art, and successfully manipulate a variety of media.

The elementary art curriculum allows students to begin to:

- demonstrate understanding of artistic principles through effective use of media, tools, vocabulary and processes.
- manipulate various media, materials and/or images to be expressive.
- develop and relate his or her knowledge of art to themselves and others.
- understand, discuss and respond to works of art.

Students experience a wide variety of materials and media in the elementary art program. They are shown proper techniques for creative use of materials. Projects are assigned with specific goals and criteria in mind, but allow for personal creativity and problem solving. When possible, art experiences link to school-wide as well as classroom learning themes and activities.

Learning experiences center around:

The Elements of Art	**The Principles of Design**
Color	Balance
Value	Emphasis
Line	Harmony
Texture	Variety
Shape	Movement
Form	Rhythm
Space	Proportion
	Unity

Art Time Allotments:

Junior Kindergarten	30 minute class once per week
Senior Kindergarten - 5th grade	60 minute class once per week

Physical Education

Mission Statement:

The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthy physical activity. We believe through a comprehensive, standards-based K-12 physical education program, including the seven thriving dispositions, our students will develop into individuals who value physical activity, maintain physically active lifestyles, and become knowledgeable and proficient in a variety of activities.

Elementary physical education offers a wide variety of physical activities to our students. Our theme of "children learning to move and moving to learn" guides us to teach not only physical skills, but also movement concepts and principles needed for their development.

Optimal fitness for students ages 4 to 11 is the priority. Building healthy lifestyles through physical activity is discussed and practiced in every class. Good sportsmanship, teamwork, respect, and establishing positive attitudes and self-confidence are also common threads in each lesson. Students will learn responsible social and personal behavior in the gym while fitness and physical skills are practiced, and aerobic and sport-specific games are played.

We hope that children will wholeheartedly enjoy physical activity so it will become an integral part of their daily lives and carry over into adulthood.

Physical Education Time Allotments:

Junior Kindergarten	30 minute class once per week
Senior Kindergarten - 5th grade	30 minute classes three times per week

Technology for Global Education

Mission Statement:

The District's mission for instructional technology is for students to be self-directed learners who can access, evaluate, and apply the most effective tools and resources to communicate and compete globally. In order to meet this mission, students need meaningful integration of technology.

Our students want to be creative and collaborate, utilize technology for learning, connect with their peers in other countries, understand the messages that the media conveys, and solve real-world problems. It is about providing our students with knowledge, skills and confidence to succeed in college, careers, and jobs that have not even been created yet. This is accomplished by allowing students to use real-world tools to apply what they learn and construct new knowledge. As we grow our integration of technology and skills, through the purposeful integration of technology with the grade- banded **WFB Global, Media, and Digital Competencies**, our hope is to transform our learning with the support of technology.

Computer Science is included in the district's K-12 curriculum using the Wisconsin Standards for Computer Science. Formal instruction begins in senior kindergarten and builds through fifth grade at the elementary level.

Key areas of focus for intermediate students:

- evaluate and utilize the features and functions of a variety of digital tools to create, share, and communicate work effectively.
- use technology to communicate with classrooms and/or experts outside the district to experience multiple viewpoints and perspectives.
- explore and select digital tools to customize personalized learning needs.
- understand the acceptable use of physical and online technology resources as laid out by the district's acceptable use policies and guidelines.