

OVERVIEW

Main Lesson Block/Content

- Tennessee history
- Norse mythology
- Tennessee geography
- Mapmaking
- Reading
- Grammar
- Zoology
- Fractions
- Prime Numbers
- Word problems
- Averages
- Factoring
- Poetry

Music

- Rounds and canons
- Reading music and working with rhythm
- C-flute
- Strings

Practical and Fine Arts

- Form drawing
- Beeswax modeling
- Watercolor painting
- Drama
- Cross-stitch
- Woodworking

Movement/Spacial Dynamics™

- Strengthening whole body movement awareness
- Folk Dancing
- Eurythmy

Foreign Language

- Spanish: simple grammar, reading and writing, dictations
- Mandarin
- Exposure to Norse runes

LANGUAGE ARTS SCOPE AND SEQUENCE

Speaking Skills

- Good diction, choral recitation, proper meter, enunciation of alliterative verse, appropriate volume and rate will be practiced and refined through poems, rhymes, tongue twisters, and dramatic activity.
- Students will perform at least one play in front of an audience.
- Students will present at least one in front of the class oral report

Listening Skills

- Students will exhibit sustained attention to the primary speaker, for a minimum of 20 minutes.
- Students will follow verbal directions with increased acuity, without needing continuous recitation of directions.
- Students will increase retention of rhythms, short plays, poems, and oral instruction.

Spelling Skills

- Students will be given spelling lists that pertain to the curriculum, including common sight words, and will be expected to present and maintain a sense of accuracy throughout the year.
- Students will be expected to indicate understanding of vocabulary words through written and oral exercises.
- Students will be introduced to the dictionary as a spelling tool through oral instruction of its use.
- Students will learn to alphabetize words (I)

Writing Skills/ Grammar

- Given written and oral presentations students will begin to identify and outline main ideas and supporting details.
- Given oral and written presentations in all curriculum areas, students will compose essays, reports, poetry, and prose. (I)
- Students will build proficiency in punctuation, capitalization
- Students will review parts of speech: noun, verb, adjective adverb, and will be introduced to prepositions, articles and conjunctions.
- Students will be introduced to verb tenses, and sentence structure.
- Students will be able to identify interrogative declarative, imperative and exclamatory
- Students will practice self-correction and peer editing of drafts.

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Reading Skills

Students will read aloud, independently in silence, and follow along with reading groups.

- Reading comprehension will be shown through oral, artistic, and written reports.
- Both fiction and non-fiction books will be introduced to enhance Main Lesson curriculum.

MATH SCOPE AND SEQUENCE

Concepts

Students will review and deepen the concepts introduced before and be able to express the concepts orally and in writing for the following:

- Four basic processes with respect to whole numbers
- Place Value
- Vertical Multiplication, addition, and subtraction (borrowing and carrying)
- Division with remainders
- Simple measurement conversion problems (e.g. feet to inches, dollars to pennies)

Given teacher presentations and demonstrations, the following concepts will be introduced and students will demonstrate their understanding of these concepts through oral response, board work, and written exercises.

- Comparing whole numbers and fractions, finding common denominators, mixed fractions, using the four processes with fractions, simplifying fractions
- Division with remainders as fractions
- Number patterns, prime numbers, factors, and finding averages
- Greater than, less than, and equality of values: concepts and symbols
- Drawing and designing intricate weaving form drawing patterns
- Area and perimeter introduced pictorially in the context of geography and room measurement
- Introduction to circle, ellipse, tangents and angles (optional)

Computation Skills

Student progress will be evaluated on an individual basis through class participation, board work and written exercises. They will practice through mental math, word problems, puzzles, brain gym, and worksheets.

- Mastery of the Four Processes: Addition, Subtraction (math facts to 24), Multiplication, and Division for tables 1-12 (in random order). Work should continue horizontally for addition and subtraction with numbers up to 1000 (ex, $125 + 126$, $974 - 875$) and vertically. Practice with two-digit and three-digit multipliers, and with three-step and four-step long division problems
- Answer more complex mental arithmetic questions involving a mix of operations, both in 'narrative' form and as 'number gym' (e.g. I doubled a number and added 8 and got 32, what was the number?)
- Find factors of a given number
- Identify prime numbers less than 100

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- Understand place value and read and write numbers into the millions
- Include fractions in the number dictations
- Estimation and rounding to 100's place
- Telling time and elapsed time
- Review, deepen, and practice measurement: linear, liquid, and weight (including simple conversions) in the U.S. system (metric optional)
- Introduce initial concepts of perimeter and area pictorially, (ex. Measurement of the classroom by counting tiles or carpet squares). Begin using as vocabulary (ex. Stand around the perimeter of the room)
- Lowest Common Denominator (LCD) and Greatest Common Factor (GCF)
- Do long multiplication and division with numbers up to 100 as multiplicand or dividend (multipliers and divisors up to 12) Be able to "prove" or check using reverse process
- Fractions:
 - Addition of fractions with common denominator
 - Subtraction of fractions with common denominator
 - Multiplication of fractions
 - Division of fractions
 - Understanding and finding reciprocals and equivalent fractions
 - Expanding and reducing fractions
 - Converting an improper fraction into a mixed number
 - Converting mixed numbers into fractions
 - Simplifying fraction problems in multiplication and division (i.e., cross canceling)
 - Four processes with mixed numbers (optional)

MUSIC SCOPE AND SEQUENCE

Overview: The focus this year is on fixing the length of notes. This is done in conjunction with the fractions learned in main lesson. Sight reading simple melodies with singing and on recorder are worked on to aid in note reading. The fourth grade class has two music classes and two strings classes per week.

Objectives:

- Folksongs, traveling songs, and strongly rhythmic modal songs
- Sight reading for singing and recorder
- Rounds are fully introduced
- Recorders accompany singing
- Notes of scale and pitch names cemented. Reading music from the board and then moving to sheet music.
- Two-three part recorder music introduced
- Recorders learn G-scale and F-scale
- Orff instruments used for improvisation and simple accompaniments
- Simple meter is introduced along with simple conducting
- Biographies of composers are brought in imaginative way
- Study of intervals introduced
- Note value brought with fractions block through imagery. Put in music book
- Music math and music bingo
- Strings info from Jocelyn

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STRINGS SCOPE AND SEQUENCE

Objectives:

- Continuation of Proper Form,
- Bowing Patterns , articulations
- Bow Distribution, playing dynamics, playing in sync with the group.
- Ear Training: matching and identifying pitch & rhythm
- Begin note reading skills and note writing book, short compositions (open string notes composition & pieces based on the D Major scale)
- Dividing the Whole (Fractions) : Learning a variety of rhythms and note values (Keys of D Major, G Major, d minor, C Major)
- Scales - 1 and 2 Octaves
- Playing in Rounds
- Three- Part Pieces (independent violin, viola and cello parts)
- Review

Repertoire:

- Folk Songs
- Seasonal songs
- Chinese New Year
- Pentatonic music
- May include music about Sailing (Norse Myths), Tennessee and the 4th grade play

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HANDWORK SCOPE AND SEQUENCE

Hand sewing. Designing and embroidering the handwork bag. Cross-stitching is the major crafts work. The design indicates function of object. The handwork bags are going to be used through 8th grade. This is the first year the students are allowed to take home their projects to work on.

Before the handwork bag, the students draw the color wheel and learn about neighboring colors. They have to mirror their cross-stitch design on a square of Aida cloth, starting either from the corners to the middle or they start in the middle and work to the corners. The design is first put down on graph paper. This square will be made into a pin cushion.

Other projects: a zippered pouch, glasses case, a small bag, book marks or a cross-stitch picture in a frame.

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WOODWORKING

Woodworking begins for Linden Waldorf students in the fourth grade when they discover new skills in working with knives, files, rasps, saws, clamps, mallets and froes.

Complex thinking and visualization skills are developed by slowly carving a three-dimensional shape. The children learn the nature of wood, the proper use of hand tools, dexterity and hand/eye coordination.

They begin by splitting a piece of wood with a mallet and froe and carve that piece of wood into an egg. They also carve boats and fish throughout the remainder of the year, working with the convex shape.

SPANISH SCOPE AND SEQUENCE

Overview: In fourth and fifth grades the children can now begin to have short homework assignments as well as periodic grammar quizzes, vocabulary tests and dictation. Vocabulary and stories about animals, trees and plants are introduced. Now the children are working regularly with grammar, reading and writing, cultivating creative and artistic Spanish skills as well.

Topics and Content

- Courtesy, phrases, greetings, goodbye
- Numbers: 1-1000
- Human body
- Colors
- Clothing
- Musical Instruments
- Animals
- Plants
- Food (meals of the day)
- School (beginning with classroom objects)
- The home and its parts
- The farm
- The garden
- The family
- The seasons
- Months, weeks, days
- The clock, time
- Personal information
- Likes and preferences

- Nature and the environment
- Means of transportation
- State geography

Celebrations

- Christmas
- Epiphany
- Halloween (Noche de Brujas)
- Thanksgiving
- Columbus Day

Descriptions

- Physical: people, places, objects
- Climate, the weather

Personal Relations

- Actions

Grammar Topic

1 = Introduction

2 = Practice and Application

3 = Review and Mastery

Article (2)

Gender (1)

Number (1)

Nouns:

- Gender of nouns (1)
- Number (singular and plural) (1)
- Agreement in gender and number with articles (1)

Adjectives:

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- Adjectives of quality (1)
- Numbers (1)
- Agreement in gender and number with article and noun (1)

Pronouns:

- Personal (1)

Verbs:

- Regular, present tense (1)
- Irregular, present : ser, tener , and gustar construction (1)
- Estar (1)
- Querer, poder, ir (1)

Conjunctions:

- y , con (1)

Preposiciones

- a , para , en (1)
- Interrogatives: Qué, cómo dónde , adónde , cuánto , quién , quiénes , cuál , cuáles, por qué. (1)

Methods

Little Emphasis (1)

Emphasis (2)

Great Emphasis (3)

Poetry and recitations (3)

Songs (2)

Speech exercises (1)

Rhythmical gestures (2)

Commands and orders (3)

Games with dialogues (2)

Games movements (2)

Hand painted illustrations (3)

Artistic printed illustrations (3)

Descriptions (3)

Picture dictations (3)

Recapitulation of stories (oral) (3)

Children's stories (oral) (2)

Legends (3)

Prose (reading) (2)

Prose (writing) (2)

Grammatical rules (writing) (2)

Readers (1)

Conversations and dialogues (3)

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