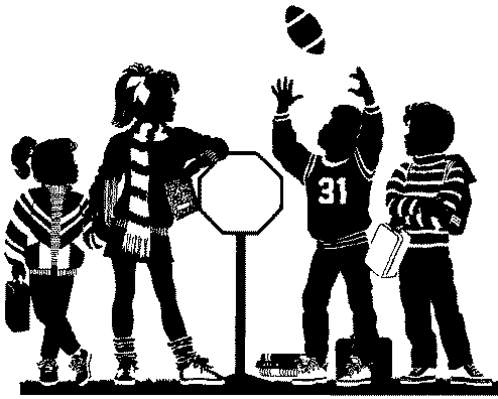


Dear Parents,

Following is a brief overview of what you may expect **fourth grade** students to experience as a core curriculum. This pamphlet lists desired student outcomes for the end of fourth grade.



### READING STANDARDS

- Read narrative and expository text aloud with fluency and accuracy, pacing, intonation, and expression
- Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases
- Distinguish and interpret words with multiple meanings
- Identify structural patterns found in informational text
- Use appropriate strategies when reading for different purposes
- Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself
- Evaluate new information and hypotheses by testing them against known information and ideas
- Compare and contrast information on the same topic after reading several passages or articles
- Distinguish between cause and effect and between fact and opinion in expository text
- Follow multiple-step instructions in a basic technical manual
- Describe the structural differences of fantasies, fables, myths, legends, and fairy tales
- Identify the main events of the plot, their causes, and the influence of each event on future actions
- Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions
- Compare and contrast tales from different cultures by tracing the exploits of one character type; develop theories to account for similar tales in diverse cultures
- Define figurative language

### WRITING STANDARDS

- Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.
- Create multiple-paragraph compositions that contain an introductory paragraph, supporting paragraph, and concluding paragraph

- Use correct paragraph indentation.
- Write fluidly and legibly in cursive
- Quote or paraphrase information sources, citing them appropriately.
- Locate information in reference texts by using organizational features
- Use various reference materials such as almanacs, newspapers and periodicals as an aid to writing.
- Demonstrate basic keyboarding skills and familiarity with computer terminology
- Edit and revise selected drafts to improve coherence and progression
- Write narratives about an event or experience
- Write responses to literature that demonstrate an understanding of the literary work
- Write information reports that draw from more than one source of information
- Write summaries that contain the main ideas of the reading selection and the most significant details.

### WRITTEN AND ORAL ENGLISH LANGUAGE STANDARDS

- Use simple and compound sentences in writing and speaking.
- Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.
- Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking
- Use parentheses and apostrophes correctly
- Use commas in direct quotations
- Use underlining, quotation marks, or italics to identify titles of documents.
- Use correct capitalization
- Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

### LISTENING AND SPEAKING STANDARDS

- Ask thoughtful questions and respond to relevant questions with appropriate elaboration
- Summarize major ideas and supporting evidence presented in spoken messages and formal presentations
- Give precise directions and instructions
- Present effective introductions and conclusions
- Use traditional structures for conveying information
- Emphasize points in ways that help the listener or viewer to follow important ideas and concepts
- Use details, examples, anecdotes, or experiences to explain or clarify information
- Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning
- Analyze and evaluate the role of the media in focusing attention on events and in forming opinions on issues.

## MATHEMATICS

By the end of grade four, students understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They describe and compare simple fractions and decimals. They understand the properties of, and the relationships between, plane geometric figures. They collect, represent, and analyze data to answer questions.

### Number Sense

Students:

- Understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions, and use the concepts of negative numbers.
- Extend their use and understanding of whole numbers to the addition and subtraction of simple decimals.
- Solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations.
- Know how to factor small whole numbers.

### Algebra and Functions

Students:

- Use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences.
- Know how to manipulate equations.

### Measurement and Geometry

Students:

- Understand perimeter and area.
- Use two-dimensional coordinate grids to represent points and graph lines and simple figures.
- Demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.

### Statistics, Data Analysis, and Probability

Students:

- Organize, represent, and interpret numerical and categorical data and clearly communicate their findings.
- Make predictions for simple probability situations.

### Mathematical Reasoning

Students:

- Make decisions about how to approach problems.
- Use strategies, skills, and concepts in finding solutions.
- Move beyond a particular problem by generalizing to other situations.

## SCIENCE STANDARDS

*Scientific Method: Investigation and Experimentation*

Asking meaningful questions and conducting careful investigations is the basis for scientific progress. Students will demonstrate an understanding of the following concepts:

### Physical Sciences

- Electricity and magnetism are related effects that have many useful applications in everyday life

### Life Science

- Adaptation in physical structure or behavior may improve an organism's chance for survival
- Living organisms depend on one another and on their environment for survival

### Earth Science

- Water on Earth moves between the oceans and land through the process of evaporation and condensation
- Energy from the sun heats the Earth unevenly, causing air movements resulting in changing weather patterns
- The solar system consists of planets and other bodies that orbit the sun in predictable paths



## HISTORY/SOCIAL STUDIES STANDARDS

- Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.
- Students describe the social, political, cultural and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.
- Students explain the economic, social, and political life of California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush and California statehood.
- Students explain how California became an agricultural and industrial power by tracing the transformation of the California economy and its political and cultural development since the 1850s.
- Students understand the structure, functions, and powers of the United States local, state and federal governments as described in the U.S. Constitution.

## VISUAL AND PERFORMING ARTS STANDARDS

- Explore identify and discuss design elements (shape, line, value, color, space, texture and form) in their environment and in fine art, with emphasis on shape, line (horizontal, curving, vertical, diagonal) and color (shade, tint)
- Use a variety of media (paint, printmaking, ceramics, pencil, found objects) and techniques to convey ideas and emotions
- Explore and discuss how the media used relates to the function of a piece
- Create works of art that communicate impressions of everyday events or moments in history
- Compare and contrast art and architecture, past and present
- Describe how art museums and galleries honor and preserve art and art history
- Describe art works in terms of the elements and principles used; talk about mood and feelings conveyed in artwork



- Perform and identify dance elements of time (speed, rhythm), space (range of movement, level, direction, facing, focus), and energy (amount of energy, how energy is released)
- Isolate body parts (shoulder circles or knee circles)
- Combine a series of movements into a movement sequence that communicates a feeling and demonstrates an understanding of the elements of dance
- Dance in formal and informal productions
- Observe and discuss works of theatre in terms of what is presented through use of voice, movement and visual effects in informal productions, theatrical productions, films and electronic media
- Participates in the collaborative process of theatre among actor, director, scriptwriter, and technical artists
- Creates original works of theatre and performs works created by others
- Perform easy rhythmic, melodic and chordal patterns on instruments
- Participate in choral and/or instrumental group performances
- Sing or play, with increasing accuracy, a varied repertoire of music, alone and with others
- Learn vocabulary and terminology related to the arts
- Investigate the relationship of art, music, theatre, and dance to history and culture

- Apply appropriate, specific criteria when evaluating their own work and the work of others
- Connect concepts about art, music, drama and dance to other subject areas and to lifelong learning

## PHYSICAL EDUCATION STANDARDS

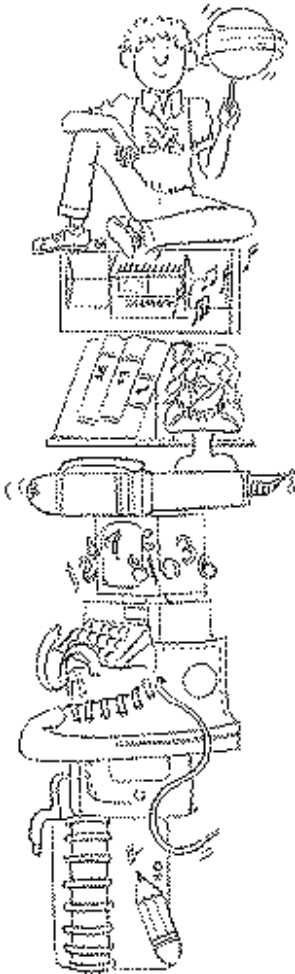
- Students develop a practice plan using the variables of whole and part practice and mass distributed practice
- Students demonstrate the correct technique for using manipulatives
- Students analyze movement performance using projection principles in order to learn or improve a movement skill
- Students design a one-day exercise program for improving muscle strength and endurance
- Students assess personal fitness in the areas of muscular strength, muscular endurance and cardiorespiratory endurance, compare scores to a health-related standard and monitor goals for improvement
- Students explain that growth occurs in definite patterns over time and that certain movement activities are more appropriate at different developmental stages
- Students adjust to success and failure through movement experiences
- Students interpret their personal response to the aesthetic dimensions of their environment through interpretive movement
- Students respect the rights of others and their property
- Students value multicultural local sport and recreational opportunities in California

## HEALTH STANDARDS

- Understand ways in which one can enhance and maintain physical and emotional health and well-being
- Understand ways to prevent disease and speed recovery from illness
- Understand ways to reduce the risk of becoming involved in potentially dangerous situations and react to situations in ways that help to protect their health
- Know how to play a positive, active role in promoting the physical and emotional health of one's family
- Know how to promote positive health practices within the school and community, including positive relationships with peers
- Understand the variety of physical, mental, emotional, and social changes that occur throughout life
- Understand and appreciate individual differences in growth and development
- Know how to identify products, services and information that may be helpful or harmful to their health

## WHAT CAN YOU DO TO HELP?

1. Provide a positive home atmosphere and attitude toward learning and encourage your child to do his/her best work.
2. Be knowledgeable about and participate actively in the many opportunities which seek parental involvement.
3. Establish a time and place where homework can be completed and reviewed.
4. Talk with your child about shared experiences.
5. Read aloud to your child and listen to your child read to you.
6. Show your child the importance and use of reading and writing in daily life.
7. Monitor your child's television viewing and watch programs with your child whenever possible.



Sept. 2000



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## FOURTH GRADE CURRICULUM BROCHURE

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