

Fourth Grade Content Standards:

Visual Arts

1.0 Artistic Perception – Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Develop Visual Arts Vocabulary

1.1 Perceive and describe contrast and emphasis in works of art and in the environment.

2.0 Creative Expression – Creating, Performing, and Participating in the Visual Arts

Skills, Process, Materials, and Tools

2.1 Use shading (value) to transform a two-dimensional shape into three-dimensional form (e.g., circle to sphere).

Communication and Expression Through Original Works of Art

2.8 Use complementary colors in an original composition to show contrast and emphasis.

4.0 Aesthetic Valuing - Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Derive Meaning

4.1 Describe how using the language of the visual arts helps works of art.

4.2 Identify and describe how a person's own cultural context influences individual responses to works of art.

4.3 Discuss how the subject and selection of media relate to the meaning or purpose of a work of art.

Make Informed Judgments

4.5 Describe how the individual experiences of an artist may influence the development of specific works of art.

5.0 Connections, Relationships, Applications

Visual Literacy

5.3 Construct diagrams, maps, graphs, timelines, and illustrations to communicate ideas or tell a story about a historical event.

Language Arts

Reading

2.0 Reading Comprehension

Structural Features of Informational Materials

2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).

2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.

2.4 Evaluate new information and hypotheses by testing them against known information and ideas.

2.5 Compare and contrast information on the same topic after reading several passages or articles.

2.6 Distinguish between cause and effect and between fact and opinion in expository text.

1.0 Writing Strategies

Organization and Focus

1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.

1.2 Create multiple-paragraph compositions:

- a. Provide an introductory paragraph.
- b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
- c. Include supporting paragraphs with simple facts, details, and explanations.
- d. Conclude with a paragraph that summarizes the points.
- e. Use correct indentation.

1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question).

Penmanship

1.4 Write fluidly and legibly in cursive or joined italic.

Research and Technology

1.5 Quote or paraphrase information sources, citing them appropriately.

1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).

1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.

1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.

1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).

Evaluation and Revision

1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.

2.0 Writing Applications (Genres and Their Characteristics)

2.3 Write information reports:

- a. Frame a central question about an issue or situation.
- b. Include facts and details for focus.
- c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).

2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.

Listening and Speaking

1.0 Listening and Speaking Strategies

Comprehension

1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.

1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.

Organization and Delivery of Oral Communication

1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.

1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, posing and answering a question).

1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.

1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.

1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.

History/Social Science

4.5 Students understand the structures, functions, and powers of the the U.S. Constitution.

1. Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).
2. Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.
3. Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.
4. Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.
5. Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).