

A summary of the curriculum standards for fourth graders follows. While not comprehensive, the information is a strong representation of what parents can expect their fourth graders to know and be able to do by the end of the school year.

A complete set of standards adopted by the CVUSD Board of Education can be found on the District website at www.conejousd.org and on the State website www.cde.ca.gov/cj/.

ENGLISH LANGUAGE ARTS AND CONTENT AREA LITERACY

A fourth grader will:

- Read *fourth-grade* level text with purpose and understanding.
- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine the theme of a story, drama, or poem and the main ideas and supporting details of informational text.
- Summarize literary and informational texts.
- Compare and contrast the text of a story or drama with a visual and/or oral presentation of the text; compare and contrast firsthand and secondhand accounts of the same informational topic.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Write opinion pieces supporting a point of view with reasons; write informative/explanatory text to examine a topic and convey ideas and information; and write narratives to develop real or imagined experiences or events.
- Produce clear, coherent writing (including multi-paragraph texts).
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Conduct short research projects that build knowledge through investigation of different aspects of a subject.
- Engage effectively in a range of collaborative discussions with diverse partners on *grade 4* topics and texts, building on others' ideas and expressing their own clearly.
- Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
- Demonstrate a *fourth grade* command of the conventions of standard English grammar and usage when writing or speaking and of capitalization, punctuation, and spelling when writing.

MATHEMATICS

Through the use of the Mathematical Practices* fourth graders will:

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.
- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic. Understand place value.
- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts and measurements of angles.
- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

***Mathematical Practices:** 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.

TECHNOLOGY

- Grade four students will with some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- Fourth graders will add audio recordings and visual displays to presentation when appropriate.
- All students follow the National Educational Technology Standards for students www.iste.org/standards/standards-for-students which include: Creativity and Innovation; Communication and Collaboration; Research and Information; Critical Thinking, Problem Solving, and Decision Making; Digital Citizenship; and Technology Operations and Concepts.

SCIENCE

Fourth grade students will participate in a program of study that involves life, earth, and physical sciences. Many opportunities will exist for hands-on experiments and activities in collaborative learning groups. Students will study ecosystems, earth materials, and magnets and electricity. They will experience active investigations, vocabulary instruction, and continue to read and write about science.

HISTORY-SOCIAL SCIENCE

THEME: OUR CALIFORNIA Students in grade four learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government. Students will continue to read and write about history-social science topics.

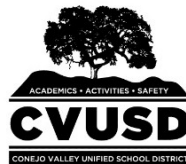
HEALTH AND PHYSICAL EDUCATION

Students will participate in a comprehensive, sequential physical education program that promotes physical, mental, emotional, and social well-being. Specific activities will promote skill development in the following areas: large and small motor development, balance, eye-hand coordination, eye-foot coordination, general coordination, and creative movement. The health curriculum and instructional strategies are based on up-to-date scientific information and are designed to help students to become health-literate and to develop the knowledge, skills, and behaviors needed for a lifelong commitment to healthy living.

VISUAL AND PERFORMING ARTS

Students will experience activities in a program that emphasizes visual arts, music, dance and theatre from various cultures and time periods. They will learn to appreciate history, aesthetics and the creation of the arts through integration with other subject areas, guest artists, live performances, music and art specialists and attendance at special off campus activities that foster enthusiasm for the arts. They will learn audience appreciation skills and will have an opportunity to regularly practice them.

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CONEJO VALLEY UNIFIED SCHOOL DISTRICT Curriculum Standards Grade 4

Learning is a continuous process that involves the home as well as the school. Children benefit greatly when they know that their parents are interested in and supportive of education. We invite you to join us as partners in this venture. If you have questions after reviewing the information in this summary, please contact us.

Each child grows and develops individually. There are, however, general characteristics and needs which apply to most children of a certain age. Knowing these characteristics will provide you with a better understanding of your child.

YOUR FOURTH GRADE CHILD NEEDS:

- security and understanding of parents and teachers
- a well-organized day
- plenty of rest and nutritious food at regular intervals
- close, brief friendships with the same gender
- encouragement to try new activities and finish what he/she starts
- opportunities to excel
- encouragement in interests such as arts, crafts, collections
- help in developing habits of cleanliness and tidiness
- regular responsibilities at home
- organized physical activities and games

PARENTS CAN HELP BY:

- listening and talking to your child
- having a sense of humor and infinite patience
- guiding your child through periods of silliness, stubbornness, and demanding behavior
- setting an example by reading and writing
- attending parent conferences, Back to School Night, Open House, and other school activities
- establishing a regular routine for completion of homework
- providing a quiet time and place for study
- offering encouragement and help in completing assignments as needed
- taking educational trips
- monitoring your child's television viewing and electronic device time
- notifying school as problems are observed or persist
- notifying school of stress in the home such as divorce or death in the family
- seeing that your child attends school regularly and on time
- giving specific praise for good work and behavior
- maintaining a positive attitude about your child's school