

**Fourth Grade**

<p><b>Language Arts:</b></p> <ul style="list-style-type: none"> <li>• to build important reading, writing, speaking, and listening skills</li> <li>• to engage in reading as a way to extract information and begin making literary analysis</li> <li>• to read more challenging literature, articles, and other sources of information and continue to grow their vocabulary</li> <li>• to clearly explain in detail what they have read by referring to details or information from the text</li> <li>• to organize their ideas and develop topics with reason, facts, details, and other information</li> </ul>	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• to use technology to research, gather information, communicate ideas, and collaborate with peers</li> <li>• what it means to take on responsibilities in both their offline and online communities as a way to learn how to be good digital citizens</li> <li>• to consider that they may encounter online, messages from other kids that can make them feel angry, hurt, sad, or fearful</li> <li>• to explore ways to handle cyberbullying and how to respond in the face of upsetting language online</li> </ul>
<p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• to focus on addition, subtraction, multiplication, and division to solve word problems, including problems involving measurement of volume, mass, and time</li> <li>• to build their understanding of fractions and start to understand the relationship between fractions and decimals</li> </ul>	<p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• about the State of California, including geography, ecology, and history with special consideration of its rich, multi-ethnic heritage developed by waves of successive immigrants</li> </ul>
<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• to demonstrate grade appropriate proficiency in developing and using models, planning and carrying out investigations, analyzing and interpreting data, engage in argument and communication information</li> </ul>	<p><b>Physical Education:</b></p> <ul style="list-style-type: none"> <li>• to focus on areas of strength</li> <li>• standard physical education, teaching sports and other non-traditional approaches to physical education such as gymnastics, dance, yoga and martial arts</li> </ul>
<p><b>The Arts:</b>  <b>Music:</b></p> <ul style="list-style-type: none"> <li>▪ to develop an increasingly sophisticated knowledge of melody, meter, harmony, and orchestration through ensemble experience and performance</li> <li>▪ to improvise and compose, as well as sight sing and sight-read</li> <li>▪ to read simple melodies in both the treble and bass clefs at sight</li> <li>▪ to apply their acquired music skills by being part of music assemblies and field trips to concerts to widen students' vision of what is possible in the world</li> </ul>	<p><b>The Arts:</b>  <b>Theater:</b></p> <ul style="list-style-type: none"> <li>▪ to use their voice to convey mood, character, and emotion in recounting personal experiences and stories</li> <li>▪ that scenes grow out of the literature and out of students' personal stories</li> <li>▪ to apply their acquired theater skills by attending field trips, theatrical productions and assemblies</li> </ul>
<p><b>The Arts:</b>  <b>Dance:</b></p> <ul style="list-style-type: none"> <li>▪ to intricate forms of multicultural dances</li> <li>▪ to develop "dance" stories growing out of the literature programs in which students create group choreographic scenes</li> <li>▪ to apply musical concepts of double and triple meter to movement and dance forms, such as the waltz, and fox trot</li> <li>▪ to discuss the body in relation to health, nutrition, rest, and protection from physical injury</li> </ul>	<p><b>The Arts:</b>  <b>Visual Arts:</b></p> <ul style="list-style-type: none"> <li>▪ to use a variety of techniques and media to illustrate their observations of the environment in which they live</li> <li>▪ to expand their visual arts vocabulary through design and image techniques, through field trips to museums and galleries, and through related topics in the traditional and multicultural programs</li> <li>▪ that a person's own cultural point of view may influence responses to a work of art</li> <li>▪ to create cross-curricular connections</li> </ul>