

Fourth Grade

<p>Language Arts:</p> <ul style="list-style-type: none"> • to build important reading, writing, speaking, and listening skills • to engage in reading as a way to extract information and begin making literary analysis • to read more challenging literature, articles, and other sources of information and continue to grow their vocabulary • to clearly explain in detail what they have read by referring to details or information from the text • to organize their ideas and develop topics with reason, facts, details, and other information 	<p>Technology:</p> <ul style="list-style-type: none"> • to use technology to research, gather information, communicate ideas, and collaborate with peers • 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 • to consider that they may encounter online, messages from other kids that can make them feel angry, hurt, sad, or fearful • to explore ways to handle cyberbullying and how to respond in the face of upsetting language online
<p>Math:</p> <ul style="list-style-type: none"> • to focus on addition, subtraction, multiplication, and division to solve word problems, including problems involving measurement of volume, mass, and time • to build their understanding of fractions and start to understand the relationship between fractions and decimals 	<p>Social Studies:</p> <ul style="list-style-type: none"> • 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
<p>Science:</p> <ul style="list-style-type: none"> • 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 	<p>Physical Education:</p> <ul style="list-style-type: none"> • to focus on areas of strength • standard physical education, teaching sports and other non-traditional approaches to physical education such as gymnastics, dance, yoga and martial arts
<p>The Arts: Music:</p> <ul style="list-style-type: none"> ▪ to develop an increasingly sophisticated knowledge of melody, meter, harmony, and orchestration through ensemble experience and performance ▪ to improvise and compose, as well as sight sing and sight-read ▪ to read simple melodies in both the treble and bass clefs at sight ▪ 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 	<p>The Arts: Theater:</p> <ul style="list-style-type: none"> ▪ to use their voice to convey mood, character, and emotion in recounting personal experiences and stories ▪ that scenes grow out of the literature and out of students' personal stories ▪ to apply their acquired theater skills by attending field trips, theatrical productions and assemblies
<p>The Arts: Dance:</p> <ul style="list-style-type: none"> ▪ to intricate forms of multicultural dances ▪ to develop "dance" stories growing out of the literature programs in which students create group choreographic scenes ▪ to apply musical concepts of double and triple meter to movement and dance forms, such as the waltz, and fox trot ▪ to discuss the body in relation to health, nutrition, rest, and protection from physical injury 	<p>The Arts: Visual Arts:</p> <ul style="list-style-type: none"> ▪ to use a variety of techniques and media to illustrate their observations of the environment in which they live ▪ 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 ▪ that a person's own cultural point of view may influence responses to a work of art ▪ to create cross-curricular connections