

## Grade 4 Standard Matrix



### ENGLISH-LANGUAGE ARTS

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b>1.0</b> <b>Writing:</b> Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).	X	X	X		X	X			
<b>2.0</b> <b>Writing:</b> Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.	X	X	X		X	X			
<b>2.3</b> <b>Writing:</b> 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).				X					X
<b>1.7</b> <b>Written &amp; Oral English Language Conventions:</b> Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	X	X	X		X	X			
<b>1.0</b> <b>Listening &amp; Speaking:</b> Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.	X	X	X		X	X			
<b>1.10</b> <b>Listening &amp; Speaking:</b> Evaluate the role of the media in focusing attention on events and in forming opinions on issues.									X
<b>2.0</b> <b>Listening &amp; Speaking:</b> Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.	X	X	X		X	X			

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## MATHEMATICS

3.1

**Number Sense:** Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers.

X

1.1

**Measurement & Geometry:** Measure the area of rectangular shapes by using appropriate units, such as square centimeter (cm<sup>2</sup>), square meter (m<sup>2</sup>), square kilometer (km<sup>2</sup>), square inch (in<sup>2</sup>), square yard (yd<sup>2</sup>), or square mile (mi<sup>2</sup>).

X

X

1.1

**Statistics, Data Analysis, & Probability:** Formulate survey questions; systematically collect and represent data on a number line; and coordinate graphs, tables, and charts.

X

X

X

X

X

X

1.2

**Statistics, Data Analysis, & Probability:** Identify the mode(s) for sets of categorical data and the mode(s), median, and any apparent outliers for numerical data sets.

X

X

X

X

X

X

## SCIENCE

1.f

**Physical Science:** Students know that magnets have two poles (north and south) and that like poles repel each other while unlike poles attract each other.

X

2.a

**Life Science:** Students know plants are the primary source of matter and energy entering most food chains.

X

X

2.b

**Life Science:** Students know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem.

X

X

2.c

**Life Science:** Students know decomposers, including many fungi, insects, and microorganisms, recycle matter from dead plants and animals.

X

X

## Grade 4



HISTORY/SOCIAL SCIENCE		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
4.1.4	<b>Social Science:</b> Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.	X	X	X				X		
4.1.5	<b>Social Science:</b> Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.	X		X		X				X
4.2.1	<b>Social Science:</b> Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.				X					
4.2.6	<b>Social Science:</b> Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.	X							X	
4.3.3	<b>Social Science:</b> Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).								X	
4.4.3	<b>Social Science:</b> Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).				X					
4.4.7	<b>Social Science:</b> Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.	X	X	X				X		

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### PHYSICAL EDUCATION

1.20

**Physical Education:** Perform a series of basic square dance steps.

X

3

**Physical Education:** Assess and maintain a level of physical fitness to improve health and performance.

X

X

3.3

**Physical Education:** Participate 3-4 days per week, for increasing amounts of time, in continuous, moderate to vigorous physical activities at the appropriate intensity to increase aerobic capacity.

X

3.6

**Physical Education:** Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip adductors, hip abductors, and calves.

X

4.8

**Physical Education:** Calculate personal heart rate per minute from heart beat data collected in 10-second and 15-second intervals.

X

4.17

**Physical Education:** Explain the relationship between regular, sustained physical activity and the body's ability to consume calories and burn fat for energy.

X

5

**Physical Education:** Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.

X

### HEALTH FRAMEWORK

1

**Health Framework Expectation:** Students will demonstrate ways in which they can enhance and maintain their health and well-being.

X

X

X

X

X

X

5

**Health Framework Expectation:** Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.

X