

# Curriculum Guide

## *Fourth Grade*



Self-Directed  
*Auto-Dirijido*



Innovative  
*Innovador*



Critical Thinker  
*Pensador Crítico*



Collaborative  
*Colaborativo*



Empathetic  
*Empático*



## Introduction

Standards-based teaching and learning is how we approach instruction in Campbell Union School District. In order to best meet the needs of every child, teachers collaboratively engage in cycles of inquiry focused on student learning. Using common formative assessments based on essential standards, they consider the four questions of a Professional Learning Community:

- What do we want our students to learn?
- How do we know our students have learned it?
- What do we do when students don't learn it?
- What do we do when students learn it/already know it?

## Essential Standards

We answer question #1 above by identifying standards students need to master. All standards are not equally significant, however. Some standards have a greater impact beyond the current grade level and are relevant across multiple courses and disciplines. Others seem to deepen understanding and skills only within a certain course or discipline. The most essential standards for every grade level and course have been identified by teams of CUSD teachers, administrators, and instructional coaches using the following criteria:

- **Endurance:** standards that provide students with knowledge and skills beyond a single test date
- **Leverage:** standards that provide knowledge and skills that will be valuable in multiple disciplines or content areas
- **Readiness:** standards that provide knowledge and skills for success in the next grade or level of instruction

CUSD students are exposed to the full and diverse range of standards associated with a grade level or course; however, essential standards clarify areas of acute focus, and guide teachers in decision-making about allocation of instructional time and resources. Essential standards help clarify *what* our students learn, and our [Elements of Quality First Instruction](#) guide teachers in thinking about *how* to ensure students learn:



Learning Targets



Assessments



Differentiation



Responsive Teaching for All

## Evaluation and Reporting

Just as essential standards guide areas of instructional focus, evaluation of student learning leads teachers to dynamic instructional decision-making. Data regarding student successes and

needs are gleaned through a variety of assessments including formative, summative, informal/ “ongoing classroom observation”, and performance tasks. These help to answer PLC question #2. With clear assessment data, teachers then consider next steps for each student relative to deep and rigorous understanding of the standards (PLC questions 3 and 4). Teachers anticipate and plan for successful outcomes for ALL students.

The CUSD Mastery Rubric has been created to assist teachers in identifying next steps for student learning and to guide the reporting of learning outcomes for parents. The essential standards will be listed on student report cards and evaluated using the following mastery rubric:

<b>CUSD Mastery Rubric</b>			
4 Beyond Mastery	3 Mastery	2 Developing	1 Beginning
The student demonstrates not only mastery of the standard but also can make in-depth inferences and applications that go beyond the requirement. The student has no gaps in understanding and makes minimal errors in application.	The student is able to apply the knowledge or skills assessed and can create original work. The student may have some non-critical gaps in understanding or errors in application.	The student is able to recall or reproduce skills of the standard. The student demonstrates some gaps in understanding, significant errors in application, or a need for teacher assistance to complete a task.	The student may or may not be able to recall or reproduce basic knowledge or skills and cannot independently or accurately apply them. The student has significant gaps in understanding, major errors in application, and may require continuous teacher guidance in order to complete a task.

# Fourth Grade Curriculum Guide

This guide is intended to provide clarity about course content including areas of focus in each major content area. While the broad set of knowledge and skills are listed, **essential standards are highlighted in blue**. These are the standards you'll see on the report card.

## English Language Arts

Reading - Literature	
4.RL.01	Refer to details & examples in a text when explaining what the text says explicitly & when drawing inferences from the text.
4.RL.02	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
4.RL.03	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
4.RL.04	Determine the meaning of words & phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
4.RL.05	Explain major differences between poems, drama, & prose, & refer to the structural elements of poems (e.g., verse, rhythm, meter) & drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
4.RL.06	Compare & contrast the point of view from which different stories are narrated, including the difference between first- & third-person narrations.
4.RL.07	Make connections between the text of a story or drama & a visual or oral presentation of the text, identifying where each version reflects specific descriptions & directions in the text.
4.RL.09	Compare & contrast the treatment of similar themes & topics (e.g., opposition of good & evil) & patterns of events (e.g., the quest) in stories, myths, & traditional literature from different cultures.
4.RL.10	By the end of the year, read & comprehend literature, including stories, dramas, & poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Reading - Informational Text

4.RI.01	Refer to details & examples in a text when explaining what the text says explicitly & when drawing inferences from the text.
4.RI.02	Determine the main idea of a text & explain how it is supported by key details; summarize the text.
4.RI.03	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened & why, based on specific information in the text.
4.RI.04	Determine the meaning of general academic & domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
4.RI.05	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
4.RI.06	Compare & contrast a firsthand & secondhand account of the same event or topic; describe the differences in focus & the information provided.
4.RI.07	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) & explain how the information contributes to an understanding of the text in which it appears.
4.RI.08	Explain how an author uses reasons & evidence to support particular points in a text.
4.RI.09	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
4.RI.10	By the end of year, read & comprehend informational texts, including history/social studies, science, & technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Reading - Foundational Skills

4.RF.03	Know & apply grade-level phonics & word analysis skills in decoding words.
4.RF.03a	<b>Use combined knowledge of all letter-sound correspondences, syllabication patterns, &amp; morphology (e.g., roots &amp; affixes) to read accurately unfamiliar multisyllabic words in context &amp; out of context.</b>
4.RF.04	Read with sufficient accuracy & fluency to support comprehension.
4.RF.04a	Read on-level text with purpose & understanding.
4.RF.04b	Read on-level prose & poetry orally with accuracy, appropriate rate, & expression on successive readings.
4.RF.04c	Use context to confirm or self-correct word recognition & understanding, rereading as necessary.

## Writing

4.W.01	Write opinion pieces on topics or texts, supporting a point of view with reasons & information.
4.W.01a	Introduce a topic or text clearly, state an opinion, & create an organizational structure in which related ideas are grouped to support the writer's purpose.
4.W.01b	Provide reasons that are supported by facts & details.
4.W.01c	Link opinion & reasons using words & phrases (e.g., for instance, in order to, in addition).
4.W.01d	Provide a concluding statement or section related to the opinion presented.
4.W.02	Write informative/explanatory texts to examine a topic & convey ideas & information clearly.
4.W.02a	Introduce a topic clearly & group related information in paragraphs & sections; include formatting (e.g., headings), illustrations, & multimedia when useful to aiding comprehension.
4.W.02b	Develop the topic with facts, definitions, concrete details, quotations, or other information & examples related to the topic.
4.W.02c	Link ideas within categories of information using words & phrases (e.g., another, for example, also, because).
4.W.02d	Use precise language & domain-specific vocabulary to inform about or explain the topic.
4.W.02e	Provide a concluding statement or section related to the information or explanation presented.
4.W.03	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, & clear event sequences.
4.W.03a	Orient the reader by establishing a situation & introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
4.W.03b	Use dialogue & description to develop experiences & events or show the responses of characters to situations.
4.W.03c	Use a variety of transitional words & phrases to manage the sequence of events.
4.W.03d	Use concrete words & phrases & sensory details to convey experiences & events precisely.
4.W.03e	Provide a conclusion that follows from the narrated experiences or events.
4.W.04	Produce clear & coherent writing in which the development & organization are appropriate to task, purpose, & audience.(Grade specific expectations for writing types are defined in standards 1-3 above).
4.W.05	With guidance & support from peers & adults, develop & strengthen writing as needed by planning, revising, & editing.
4.W.06	With some guidance & support from adults, use technology, including the Internet, to produce & publish writing as well as to interact & collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
4.W.07	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
4.W.08	Recall relevant information from experiences or gather relevant information from print & digital sources; take notes & categorize information, & provide a list of sources.
4.W.09	Draw evidence from literary or informational texts to support analysis, reflection, & research.
4.W.09a	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
4.W.09b	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons & evidence to support particular points in a text").
4.W.10	Write routinely over extended time frames (time for research, reflection, & revision) & shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, & audiences.

## Speaking & Listening

4.SL.01	Engage effectively in a range of collaborative discussions (one-on-one, in groups, & teacher- led) with diverse partners on grade 4 topics & texts, building on others' ideas & expressing their own clearly.
4.SL.01a	<b>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation &amp; other information known about the topic to explore ideas under discussion.</b>
4.SL.01b	<b>Follow agreed-upon rules for discussions &amp; carry out assigned roles.</b>
4.SL.01c	<b>Pose &amp; respond to specific questions to clarify or follow up on information, &amp; make comments that contribute to the discussion &amp; link to the remarks of others.</b>
4.SL.01d	<b>Review the key ideas expressed &amp; explain their own ideas &amp; understanding in light of the discussion.</b>
4.SL.02	Paraphrase portions of a text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally.
4.SL.03	Identify the reasons & evidence a speaker provides to support particular points.
4.SL.04	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts & relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
4.SL.05	Add audio recordings & visual displays to presentations when appropriate to enhance the development of main ideas or themes.
4.SL.06	Differentiate between contexts that call for formal English (e.g., presenting ideas) & situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task & situation.



Language	
4.L.01	Demonstrate command of the conventions of standard English grammar & usage when writing or speaking.
4.L.01a	Use relative pronouns (who, whose, whom, which, that) & relative adverbs (where, when, why).
4.L.01b	Form & use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
4.L.01c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
4.L.01d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
4.L.01e	Form & use prepositional phrases.
4.L.01f	Produce complete sentences, recognizing & correcting inappropriate fragments & run-ons.
4.L.01g	Correctly use frequently confused words (e.g., to, too, two; there, their).
4.L.02	Demonstrate command of the conventions of standard English capitalization, punctuation, & spelling when writing.
4.L.02a	Use correct capitalization.
4.L.02b	Use commas & quotation marks to mark direct speech & quotations from a text.
4.L.02c	Use a comma before a coordinating conjunction in a compound sentence.
4.L.02d	Spell grade-appropriate words correctly, consulting references as needed.
4.L.03	Use knowledge of language & its conventions when writing, speaking, reading, or listening.
4.L.03a	Choose words & phrases to convey ideas precisely.
4.L.03b	Choose punctuation for effect.
4.L.03c	Differentiate between contexts that call for formal English (e.g., presenting ideas) & situations where informal discourse is appropriate (e.g., small-group discussion).
4.L.04	Determine or clarify the meaning of unknown & multiple-meaning words & phrases based on grade 4 reading & content, choosing flexibly from a range of strategies.
4.L.04a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
4.L.04b	Use common, grade-appropriate Greek & Latin affixes & roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
4.L.04c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print & digital, to find the pronunciation & determine or clarify the precise meaning of key words & phrases.
4.L.05	Demonstrate understanding of figurative language, word relationships, & nuances in word meanings.
4.L.05a	Explain the meaning of simple similes & metaphors (e.g., as pretty as a picture) in context.
4.L.05b	Recognize & explain the meaning of common idioms, adages, & proverbs.
4.L.05c	Demonstrate understanding of words by relating them to their opposites (antonyms) & to words with similar but not identical meanings (synonyms).
4.L.06	Acquire & use accurately grade-appropriate general academic & domain-specific words & phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) & that are basic to a particular topic (e.g., wildlife, conservation, & endangered when discussing animal preservation).

# English Language Development

The full range of California English Language Development Standards include a comprehensive set of learning outcomes for interacting in meaningful ways in English and learning about how English works. Listed below are only the ELD standards identified as essential for how to interact in meaningful ways in English. All of the standards focusing on how English works are essential and needed for students to develop fluency in English. Successes in mastery of these standards are reported only for English Learners.

	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>	
ELD.PI.4.1	Contribute to conversations and express ideas by asking and answering yes-no and wh-questions and responding using short phrases.	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.	<b>Exchanging Information and Ideas</b>
ELD.PI.4.5	Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support.	Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.	Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	<b>Listening Actively</b>
ELD.PI.4.6	<p>a. Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (main idea, characters, events, and the like) based on close reading of a select set of grade-level texts, with substantial support.</p> <p>b. Use knowledge of frequently used affixes (e.g., un-, mis-) and linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.</p>	<p>a. Describe ideas, phenomena (e.g., animal migration), and text elements (main idea, central message, and the like) in greater detail based on close reading of a variety of grade-level texts, with moderate support.</p> <p>b. Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar topics.</p>	<p>a. Describe ideas, phenomena (e.g., pollination), and text elements (main idea, character traits, event sequence, and the like) in detail based on close reading of a variety of grade-level texts, with light support.</p> <p>b. Use knowledge of morphology (e.g., affixes, roots, and base words) and linguistic context to determine the meaning of unknown and multiple meaning words on familiar and new topics.</p>	<b>Reading and Viewing Closely</b>
ELD.PI.4.8	Distinguish how different words with similar meanings produce different effects on the	Distinguish how different words with similar meanings (e.g., describing a character as <i>smart</i> versus <i>an expert</i> ) and	Distinguish how different words with related meanings (e.g., <i>fun</i> versus <i>entertaining</i> versus <i>thrilling</i> ,	<b>Analyzing Language Choices</b>

	audience (e.g., describing a character's actions as <i>whined</i> versus <i>said</i> ).	figurative language (e.g., <i>as big as a whale</i> ) produce shades of meaning and different effects on the audience.	<i>possibly</i> versus <i>certainly</i> ) and figurative language produce shades of meaning and different effects on the audience.	
ELD.PI.4.9	Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with substantial support.	Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with moderate support.	Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with light support.	<b>Presenting</b>
ELD.PI.4.11	<p>a. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support.</p> <p>b. Express ideas and opinions or temper statements using basic modal expressions (e.g., <i>can, will, maybe</i>).</p>	<p>a. Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content, with moderate support.</p> <p>b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>maybe/probably, can/must</i>).</p>	<p>a. Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quotations or specific events from text) or relevant background knowledge about content, with light support.</p> <p>b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>probably/certainly, should/would</i>) and phrasing (e.g., <i>In my opinion...</i>).</p>	<b>Supporting Opinions</b>
ELD.PI.4.12	<p>a. Use a select number of general academic and domain-specific words to create precision while speaking and writing.</p> <p>b. Select a few frequently used affixes for accuracy and precision (e.g., <i>She walks, I'm unhappy</i>).</p>	<p>a. Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.</p> <p>b. Select a growing number of frequently used affixes for accuracy and precision (e.g. <i>She walked. He likes ... , I'm unhappy</i>).</p>	<p>a. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.</p> <p>b. Select a variety of appropriate affixes for accuracy and precision (e.g. <i>She's walking. I'm uncomfortable. They left reluctantly</i>).</p>	<b>Selecting Language Resources</b>

# Mathematics

## Operations and Algebraic Thinking

4.OA.01	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
4.OA.02	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
4.OA.03	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
4.OA.04	Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.
4.OA.05	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

## Number and Operations in Base Ten

4.NBT.01	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.
4.NBT.02	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.
4.NBT.03	Use place value understanding to round multi-digit whole numbers to any place.
4.NBT.04	Fluently add and subtract multi-digit whole numbers using the standard algorithm.
4.NBT.05	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
4.NBT.06	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

## Number and Operations - Fractions

4.NF.01	Explain why a fraction $a/b$ is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
4.NF.02	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.
4.NF.03	Understand a fraction $a/b$ with $a > 1$ as a sum of fractions $1/b$ .
4.NF.03a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
4.NF.03b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$ ; $3/8 = 1/8 + 2/8$ ; $2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$ .
4.NF.03c	Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
4.NF.03d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
4.NF.04	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
4.NF.04a	Understand a fraction $a/b$ as a multiple of $1/b$ . For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$ , recording the conclusion by the equation $5/4 = 5 \times (1/4)$ .
4.NF.04b	Understand a multiple of $a/b$ as a multiple of $1/b$ , and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$ , recognizing this product as $6/5$ . (In general, $n \times (a/b) = (n \times a)/b$ .)
4.NF.04c	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?
4.NF.05	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $3/10$ as $30/100$ , and add $3/10 + 4/100 = 34/100$ .
4.NF.06	Use decimal notation for fractions with denominators 10 or 100. For example, rewrite $0.62$ as $62/100$ ; describe a length as $0.62$ meters; locate $0.62$ on a number line diagram.
4.NF.07	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual model.

## Measurement and Data

4.MD.01	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb., oz.; l, ml; hr., min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two- column table. For example, know that 1 ft. is 12 times as long as 1 in. Express the length of a 4 ft. snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...
4.MD.02	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
4.MD.03	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.
4.MD.04	Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.
4.MD.05	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.
4.MD.05a	An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.
4.MD.05b	An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
4.MD.06	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
4.MD.07	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

## Geometry

4.G.01	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
4.G.02	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
4.G.03	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

# Science

## Science and Engineering Practices

4.SEP.1	Ask questions about what would happen if a variable is changed; identify scientific (testable) and non-scientific (non-testable) questions; ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships; use prior knowledge to describe problems that can be solved; define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.	<b>Asking Questions and Defining Problems</b>
4.SEP.2	Identify limitations of models, collaboratively develop and/or revise a model based on evidence that shows the relationships among variables for frequent and regular occurring events; develop a model using an analogy, example, or abstract representation to describe a scientific principle or design solution; develop and/or use models to describe and/or predict phenomena; develop a diagram or simple physical prototype to convey a proposed object, tool, or process; use a model to test cause and effect relationships or interactions concerning the functioning of a natural or designed system.	<b>Developing and Using Models</b>
4.SEP.3	Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered; evaluate appropriate methods and/or tools for collecting data; make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution; make predictions about what would happen if a variable changes; test two different models of the same proposed object, tool, or process to determine which better meets criteria for success.	<b>Planning and Carrying Out Investigations</b>
4.SEP.7	Compare and refine arguments based on an evaluation of the evidence presented; distinguish among facts, reasoned judgment based on research findings, and speculation in an explanation; respectfully provide and receive critiques from peers about a proposed procedure, explanation, or model by citing relevant evidence and posing specific questions; construct and/or support an argument with evidence, data, and/or a model; use data to evaluate claims about cause and effect; make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.	<b>Engaging in Argument from Evidence</b>



## Science Content

4.LS1-2	Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	<b>Life Science</b>
4.ESS3-2	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	<b>Earth &amp; Space Science</b>
4.PS3-2	Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	<b>Physical Science</b>
4.ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	<b>Engineering (STEAM)</b>

## Digital Literacy

CUSD students are learning to think critically about the web and build their digital literacy skills through their use of technology. In fourth grade, students will answer these essential questions:

1. How can I creatively use a multimedia project to share my learning?
2. How do the things I post online affect others (IRL and online)?
3. How can I find appropriate sources for my research?

## Physical Education

Goal 1	<b>Manipulative Skills</b> Overhand Throw 1.6 / 1.7 / 1.9 Striking 1.10 / 1.13 Dribble 1.16	<b>General Movement Concepts</b>
Goal 2	<b>Transfer of Movement Skills to Other Physical Activities</b> 2.1 / 2.2	<b>Movement Concepts</b>
Goal 3	<b>Knowledge and Self Assessment</b> 3.1 <b>Body Composition</b> 3.7	<b>Fitness Concepts</b>
Goal 4	<b>Identify and Apply</b> 4.2 <b>Aerobic Capacity</b> <b>Muscular Strength/Endurance</b> <b>Flexibility</b>	<b>Fitness Concepts</b>
Goal 5	<b>Social Responsibility</b> 5.3 <b>Social Interaction</b> 5.5 <b>Group Dynamics</b>	<b>Social Interaction Concepts</b>



## Collaborative

### Collaboration Definition:

Learners who are collaborative systematically and interdependently work towards a common goal while communicating and being flexible throughout the exchange of ideas.

### Skills and Behaviors/ Dispositions:

- Listening: Actively hear, paraphrase, and summarize other's ideas to deeply understand alternative or competing perspectives.
- Contributing: Offer new, radical, and sometimes unpopular views.
- Accept and provide growth oriented feedback: Specific feedback that guides individuals toward mastery of individual efforts rather than performance or compliance.
- Committing to work through conflict: Productively engage in and move through conflict.
- Consensus Building: Find ways to compromise to provide solutions.

### Learning Target Progression:

#### TK-2 Learning Targets

1. I can receive feedback with an open mind.
2. I can listen to and ask questions of others to get their ideas.
3. I can share in a positive way with my partner or team.

#### 3rd - 5th Grade Learning Targets

1. I can give and receive feedback that is respectful, specific, and helpful.
2. I can respectfully listen to, consider, and build on different points of view.
3. I can adapt to various working situations.
4. I can productively contribute to the group.
5. I can present information about a topic of choice in multiple ways.

#### 6th-8th Grade Learning Targets

1. I can internalize feedback received to contribute to a collaborative conversation.
2. I can work interdependently with my team in a respectful manner to reach a common goal.
3. I can respectfully agree/disagree with ideas instead of people.
4. I can apply productive feedback from others.
5. I can actively listen to ensure that all team members are equally heard.



Empathetic

### **Empathetic Definition:**

Learners who are empathetic are socially aware and able to respond appropriately to the needs of multiple perspectives.

### **Skills and Behaviors:**

- Sensitivity to other's emotions: Develop an "emotional radar" to pick up on what people are feeling by watching body language and facial expressions to pick up on any meaning they are showing transparently.
- Self Awareness: Understand how your emotions or feelings may be affecting your thoughts and actions.
- Open-Mindedness: Allow yourself to be influenced by the thoughts and feelings of others.
- Imagination/Curiosity: Think about what it would be like to be in their shoes and take time to be curious about what people think to understand their point of view.

### **Learning Target Progression:**

#### TK -2 Learning Targets

1. I can recognize what someone else may be thinking and feeling.
2. I can describe how my actions impact others.
3. I can treat others with respect and kindness.
4. I can listen with my eyes, ears, and heart.

#### 3rd - 5th Grade Learning Targets

1. I can offer help when someone is in need.
2. I can respond appropriately to the feelings of others.
3. I can actively listen to understand another point of view.
4. I can recognize that everyone has different experiences which contribute to who they are and their view of the world.

#### 6th-8th Grade Learning Targets

1. I can offer help when someone is in need.
2. I can anticipate how others might respond to my actions.
3. I can actively listen to understand another point of view.
4. I can apply my understanding of multiple perspectives and individual differences in various contexts.
5. I can stand up for others when I see mistreatment in and outside the classroom.



**Self-Directed Definition:**

Learners who are self-directed continuously assess their present state of being and plan and execute steps to continue growing.

**Skills and Behaviors:**

- Focus on goals: Set individual growth goals and create steps to achieve them.
- Focus on strengths: Learn and capitalize on individual strengths.
- Knowing what to do when you don't know: Embrace uncertainty with questions and a commitment to pursue information and next steps.
- Perseverance: Continuing to push through challenges

**Learning Target Progression:**

TK-2 Learning Targets 1. I can make a plan to finish what I start. 2. I can explore different learning strategies. 3. I can select resources to support my learning goal. 4. I can ask questions to help me understand. 5. I can try again when learning is hard.
3rd - 5th Grade Learning Targets 1. I can set goals for my learning needs. 2. I can choose a strategy to support my learning goals. 3. I can seek help in an appropriate way from reliable sources to complete tasks. 4. I can ask deeper questions to help me understand. 5. I can persevere when learning gets tough.
6th-8th Grade Learning Targets 1. I can set goals for my own learning with steps that help me manage projects and accomplish tasks. 2. I can identify and use learning strategies that work best for me. 3. I take initiative to use the resources available to me when I don't understand something. 4. I can engage in inquiry to extend my learning. 5. I can persevere through difficult tasks and situations and adjust my goals as needed.



## A Critical Thinker

### Critical Thinker Definition:

Learners who are critical thinkers question their current level of understanding and work to deepen or challenge that understanding.

### Skills and Behaviors:

- Investigation: Ask questions and formulate a process for problem solving
- Analyzing and Interpreting: Identify and define a specific problem
- Sourcing: Discern the reliability of information and distinguish fact from opinion.
- Connecting: See patterns and create connections
- Drawing Conclusions: Use information that is implied or inferred to make a judgement, summarize information to assess your next steps

### Learning Target Progression:

#### TK -2 Learning Targets

1. I can ask a question.
2. I can discover and understand different sources of information and how to apply them.
3. I can use information from other sources to form my own ideas.
4. I can say why an idea is a good one.
5. I can make related connections.

#### 3rd - 5th Grade Learning Targets

1. I can ask questions that further my understanding.
2. I can evaluate the credibility and relevance of a source.
3. I can incorporate sources from multiple perspectives.
4. I can analyze details within the content I am studying to extract important information to support my learning/understanding.
5. I can make connections between academic and real-world concepts.

#### 6th-8th Grade Learning Targets

1. I can ask questions to deepen knowledge, find the optimal solution, and improve.
2. I can evaluate evidence and the credibility of the sources.
3. I can consider multiple sources of information in order to gain perspective and identify my own and other's bias.
4. I can analyze and generate multiple solutions to the same problem.
5. I can connect ideas, themes, and applications, to related and unrelated concepts.



### **Innovative Definition:**

Learners who are innovative surpass conventional thinking and take risks to develop something unique and new to creatively meet another's needs.

### **Skills and Behaviors:**

- Displaying Curiosity: Notice, ask questions, and observe
- Synthesizing: Blend ideas from competing or unrelated perspectives to create something new.
- Creativity: Perceive the world in new ways, find hidden patterns, and make connections between unrelated phenomena
- Contribute: Offer ideas, learn from failure, and learn from others

### **Learning Target Progression:**

<p>TK-2 Learning Targets</p> <ol style="list-style-type: none"><li>1. I can make mistakes and learn from them.</li><li>2. I can use my imagination to think about new ideas.</li><li>3. I can brainstorm.</li><li>4. I can look for creative solutions when faced with a set back.</li><li>5. I can contribute ideas to improve my community.</li></ol>
<p>3rd - 5th Grade Learning Targets</p> <ol style="list-style-type: none"><li>1. I can take creative risks knowing I will be able to learn from my failures.</li><li>2. I can revise and refine my ideas.</li><li>3. I can brainstorm beyond the most common ideas.</li><li>4. I can look at problems as design opportunities.</li><li>5. I can offer solutions to community and real-world problems.</li></ol>
<p>6th-8th Grade Learning Targets</p> <ol style="list-style-type: none"><li>1. I can demonstrate a rapid prototyping process, learning from each phase.</li><li>2. I can connect new information as I work to refine my ideas.</li><li>3. I can build on and elaborate on others' ideas through a brainstorming process.</li><li>4. I can create through the designing and engineering process.</li><li>5. I can find creative solutions within real-world criteria and constraints.</li></ol>





# SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

## SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ Identifying emotions
- ⇒ Accurate self-perception
- ⇒ Recognizing strengths
- ⇒ Self-confidence
- ⇒ Self-efficacy

## SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ Impulse control
- ⇒ Stress management
- ⇒ Self-discipline
- ⇒ Self-motivation
- ⇒ Goal setting
- ⇒ Organizational skills

## SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ Perspective-taking
- ⇒ Empathy
- ⇒ Appreciating diversity
- ⇒ Respect for others

## RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ Communication
- ⇒ Social engagement
- ⇒ Relationship building
- ⇒ Teamwork

## RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ Identifying problems
- ⇒ Analyzing situations
- ⇒ Solving problems
- ⇒ Evaluating
- ⇒ Reflecting
- ⇒ Ethical responsibility



