

Third Trimester Standards

Fourth Grade

Common Core English Language Arts

4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

4.L.1.a. Conventions of Standard English: Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

4.L.1.b. Conventions of Standard English: Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

4.L.1.c. Conventions of Standard English: Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

4.L.1.d. Conventions of Standard English: Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

4.L.1.e. Conventions of Standard English: Form and use prepositional phrases.

4.L.1.f. Conventions of Standard English: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

4.L.1.g. Conventions of Standard English: Correctly use frequently confused words (e.g., to, too, two; there, their).

4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content.

4.L.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

4.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

4.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on the preparation and other information known about the topic to explore ideas under discussion.

4.SL.1.b Comprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles.

4.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.

4.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Science Content Standards Grade Four

Physical Sciences

1. Electricity and magnetism are related effects that have many useful applications in everyday life. As a basis for understanding this concept:

1.a. Students know how to design and build simple series and parallel circuits by using components such as wires, batteries, and bulbs.

1.b. Students know how to build a simple compass and use it to detect magnetic effects, including Earth's magnetic field.

1.c. Students know electric currents produce magnetic fields and know how to build a simple electromagnet.

1.d. Students know the role of electromagnets in the construction of electric motors, electric generators, and simple devices, such as doorbells and earphones.

1.e. Students know electrically charged objects attract or repel each other.

1.f. Students know that magnets have two poles (north and south) and that like poles repel each other while unlike poles attract each other.

1.g. Students know electrical energy can be converted to heat, light, and motion.

Social Studies Content Standards Grade Four

4.4 Students explain how CA became an agricultural and industrial power, tracing the transformation of the CA economy and its political and cultural development since the 1850's.

1. Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.
2. Explain how the Gold Rush transformed the economy of CA, including the types of products produced and consumed, changes in towns (e.g. Sacramento, San Francisco), and economic conflicts between diverse groups of people.
3. Discuss immigration and migration to CA 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).
4. Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).
5. Discuss the effects of the Great Depression, the Dust Bowl, and WWII on CA.
6. Describe the development and locations of new industries since the 19th century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.
7. Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.
8. Describe the history and development of California's public education system, including universities and community colleges.
9. Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne.)

4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.

1. Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments.)

2. Understand the purpose of the California Constitution, its key principles and its relationship to the U.S. Constitution.
3. Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal and local governments.
4. Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.
5. Describe the components of California's governance structure (e.g., cities and towns, Indian Rancherias and reservations, counties, school districts).

Grade Four Religion Standards for Catholic Schools

Archdiocese of Los Angeles

Scripture/Christian Life

Temptation of Christ (Matthew 4:1-11)

Morality/Social Justice

Sees the Corporal and Spiritual Works of Mercy as ways of responding to the needs of others

Names the Corporal and Spiritual Works of Mercy

Christian Faith and Practice

Understands Church as a community of worship, witness, and service which carries on the work and mission of Christ in which we share through our Baptism

