**Mathematics Grade 4**

**What Students Learn**

The course objectives are based on the educational standards from the most recent release of the Common Core Standards (CCS), McGraw-Hill My Math.

Place Value
- Understand foundations of and generalize about place value (4.NBT.1 , 4.NF.6 , 4.NF7)
- Extend counting sequence and read and write whole numbers (4.NBT. I, 4.NBT.2,  4.NF.6)
- Compare/order numbers ($.NBT.2)
- Round numbers (4.NBT.3)
- Compose and decompose n umbers (4.NBT.5)

Addition and Subtraction

- Fluently add and subtract multi-digit numbers (4.NBT.4)
- Compose and decompose n umbers (4.NBT.2)
- Use mental arithmetic (4.NBT.4)
- Use estimation (4.NBT.3)
- Use algorithms to add and subtract (4.NBT.4)
- Use and explain strategies based on the relationship between addition and subtraction (4.NBT.4)
- Use and explain strategies based on place value and properties of operations (4,MBT.4)

Multiplication and Division

- Compose and decompose numbers (4.NBT.5, 4.NBT.6,  4.0A.4)
- Use and explain strategies based on the relationship between multiplication and division (4.NBT.5 , 4.NBT.6)
- Use and explain strategies based on place value and properties of operations (4.NBT.5 , 4.NBT.6)
- Interpret multiplication equations as comparisons (4.0A.l , 4.0A.2
- Interpret remainders (4.0A.I, 4.0A.2)
- Estimation (4.NBT.3 , 4.NBT.6)
- Divide and fluently multiply multi-digit numbers using standard algorithm (4.NBT .5, 4.NBT.6)

Whole Numbers

- Greatest Common Factor (GCF) (4.NF. I)
- Least Common Multiple (LCM) (4.NF.I)
- Apply Distributive Property (4.NBT.5)

Fractions

- Represent fractions on a n umber line (4.NF.6)
- Equivalent fractions (4.NF. I, 4.NF.5)
- Unit fractions (4.NF.3b, 4.NF.4a, 4.NF.4b)

- Compare and order fractions (4.NF.2)
- Find factor pairs and multiples (4.0A.4)
- Prime and composite numbers (4.0A.4)
- Simplest form (4.NF.l, 4.NF.2)
- Represent mixed numbers and write as improper fractions (4.NF.3b)
- Add, subtract, and multiply fractions and mixed numbers (4.NF.3c, 4.NF.3d, 4.NF.4)
- Solve word problems involving multiplication of fractions (4.NF.3d)
- Solve word problems involving addition and subtraction of fractions (4.NF.4c)

## Decimals

- Understand decimal notation (4.NF.6)
- Write fractions as decimals (4.NF.5, 4.NF.6)
- Compare and order decimals (4.NF.6, 4.NF.7)
- Add decimals (4.NF.5, 4.NF.6)
- Represent decimals on a number line (4.NF.6)

## Algebraic Representation

- Identify/Generate/Explain patters (4.NBT.l, 4.NBT.4, 4.0A.5))
- Solve addition and subtraction word problems (4.0A.3)
- Assess the reasonableness of answers by rounding and estimating (4.0A.3, 4.NBT.3, 4.NBT.6)
- Determine the unknown/variable (4.0A.2, 4.0A.3)
- Write and solve number sentences/equations (4.0A.l, 4.0A.2, 4.0A.3, 4.NBT.5, 4.NBT.6)
- Order of operations (4.0A.3)
- Write and solve multiplication and division word problems (4.0A.2, 4.0A.3)
- Write and evaluate numerical expressions (4.0A.3)
- Write and evaluate expressions involving variables (4.0A.3)
- Identify and generate nonnumeric patters (4.0A.5)
- Appl y properties of operations (4.0A.5, 4.NBT.5)

## Perimeter and Area

- Measure perimeter (4.MD.3)
- Apply the formula for perimeter (4.MD.3)
- Use concepts of area to measure area (4.MD.3)
- Apply the formula of area (4.MD.3)
- Relate area and perimeter (4.MD.3)

## Volume

- Estimate metric units of capacity (4.MD.l)
- Convert metric units of capacity (4.MD.l, 4.MD.2)
- Estimate customary units of capacity (4.MD.l, 4.MD.2)
- Convert customary units of capacity (4.MD.l, 4.MD.2)

## Weight and Mass

- Estimate metric units of mass (4.MD.l)
- Estimate customary units of weight (4.MD.l, 4.MD.2)

- Convert customary units of weight (4.MD.l, 4.MD.2)
- Convert metric units of mass (4.MD.l, 4.MD.2)

- Convert units of time (4.MD.l, 4.MD.2)
- Solve measurement word problems using the four operations (4.MD.2, 4.MD.3)

Data Sets and Populations

- Organize, represent, and count (4,MD.4)
- Generate data in fractions of an inch (4.MD.4)

Represent Data, Statistical Displays

- Make line plots using generated linear measurement data (4.MD.4)
- Solve addition and subtraction of fractions problems involving line plot analysis (4.MD.4)


How Students Learn

- Teacher instruction
- Completion of class and homework
- Small group cooperative learning
- Project based learning
- Hands-on activities
- Class discussions
- Educational Games
- Computer based games


How Students Are Assessed

- Completion of in-class assignments and homework assignments
- Work quality
- Tests and quizzes
- Class participation

Resources

- McGraw-Hill My Math
- Various internet-based media and teacher resources


**Science Grade 4**

**What Students Learn**

The course objectives are based on the educational standards from the most recent release of the Hawaii State Standards (HSS).

The Scientific Process:  Scientific Investigation

Discover, invent, and investigate using the skills necessary to engage in the scientific process

Scientific Inquiry
- Pose a question and develop a hypothesis based on observation  (SC.3.1.1)
- Safely collect and analyze data to answer question  (SC.3.1.2)
- Differentiate between an observation and an inference (SC.4.1.2)

The Scientific Process: Nature of Science

Understand that science, technology, and society are interrelated.

Science, Technology, and Society
- Describe ways technologies in fields such as agriculture, information, manufacturing, or communication have influenced society. (SC.3.2.1)
- Describe ways technology has influenced the economy, demography, and environment of Hawaii  (SC.4.2.1 )

Life and Environmental Science: Organisms and the Environment

Understand the unity, diversity, and interrelationships of organisms, including their relationship to cycles of  matter and energy  in the  environment.

- Describe how plants depend on animals (SC.3.3.1)
- Explain how simple food chains and food webs can be traced  back to plants (SC.4.3.1)
- Describe how an organism's behavior is determined by its environment  (SC.4.3.2)

Life and Environmental   Sciences:   Structure and Function   in    Organisms

Understand the  structures and  functions of  living organisms  and how organisms  can be compared   scientifically.
- Compare distinct structures of living things that help them survive (SC.3.4.1)
- Identify the basic differences between plant cells and animal cells (SC.4.4.1)

Life and Environmental Sciences: Diversity, Genetics, and the Evolution

Understand genetics and biological evolution  and their  impact on the unity  and diversity  of  organisms
- Describe the relationship between structure and function in organisms (SC3.5 .l)
- Compare fossils and living things  (SC.4.5.1)
- Describes the roles of various organisms in the same environment (SC.4.5.2)
- Describe how different organisms need specific environmental conditions to survive (SC.4.5.3)

Physical, Earth, and Space Sciences: Nature of Matter and Energy

Understand the nature of matter and energy, forms of energy (including waves) and energy transformations,  and their  significance  in  understanding  the structure of the  universe.
- Define energy and explain that the sun produces energy in the form of  light and heat (SC.3.6.1)
- Describe how some materials may be combined to form new substances (SC.4.6.1)
- Explain what is needed for electricity to flow in a circuit to create light and sound  (SC.4.6.2)

Physical, Earth and Space Sciences: Force and Motion

Understand the relationship between force, mass, motion of objects; and know the major natural forces: gravitational, electric, and  magnetic.

- Compare how simple machines do work to make life easier (SC.3.7.1)

<u>Physical, Earth, and Space Sciences</u>

Understand the Earth and its processes, the solar system, and the universe and its contents.
- Describe different Earth materials (e.g. rocks, mineral, sand, soil) and explain their information and composition (SC3.8.l)
- Describe how the water cycle is related to weather and climate (SC.3.8.2)
- Describe how slow processes sometimes shape and reshape the surface of the Earth(SC.4.8.1)
- Describe how fast processes (e.g. volcanoes, earthquakes) sometimes shape and reshape the surface of the Earth (SC.4.8.2)
- Describe the relationship between the sun and the Earth's daily rotation and annual revol ution (SC.4.8.3)

How Students Learn

- Teacher instruction
- Completion of class and homework
- Small group cooperative learning
- Project based learning
- Hands-on activities
- Class discussions
- Educational Games
- Computer based games
- Educational Video Tapes/CD's
- Field Trips

How Students Are Assessed

- Completion of in-class assignments and homework assignments
- Work quality
- Tests and quizzes
- Class participation

Resources

- Real Science, SRA/McGraw-Hill, 2000
- Various internet-based media and teacher resources

Physical Education Grades 4
2013 - 2014 School YearLori
Fukuoka

What Student Learn

The course objectives are based on the educational standards from the most recent release of the Hawaii State Standards and Performance Standards (HCPS)

Movement and Forms - Use motor skills and movement patterns to perform variety of physical activities

Fundamental   Skills

- Use locomotor and non-locomotor skills in a mature (proper) form  (PE.3-5.1.1)
- Use manipulative skills in a mature (proper) form (PE.3-5.1.2)
- Use combination of mature (proper) movement forms, including locomotor, non-locomotor, and manipulative skills (PE.3-51.3)

Cognitive Concepts - Understand movements concepts, principles, strategies, and tactics as they apply to  the learning and performance of physical activities

- Apply movement tactics in simple and modified activities (PE.3-5.2.1 )
- Identify procedures for safe participation in physical activities  (PE.3-5.2.2)

Active Lifestyle: Participate regularly in physical activity

- Participate regularly in physical activities that contribute to an active lifestyle and bring personal enjoyment (PE.3-5.3.1 )
- Describe health-related benefits of regular participation  in physical  activities  (PE.3-5.3.2)

Physical  Fitness:   Know  ways  to achieve and maintain  health:  enhancing  level of   physical

fitness

- Identify the components of health-related physical fitness (PE.3-5.41.1 )
- Use appropriate methods to monitor physiological changes before, during, and after physical activity (PE.3-.5.4.2)
- Describe ways in which moderate to vigorous physical activities can improve the health-related components of illness (PE.3-5.4.3)

How Students Learn

- Teacher directed instructions
- Group cooperative  learning
- Hands-on  activities


How Students Are Assessed

- Participation
- Attitude
- Sportsmanship
- Physical  Abilities


**Social Studies Grade 4**

**What Students Learn**

The course objectives are based on the educational standards from the most recent release of the Hawaii State Standards and Performance  Standards (HCPS) and the Department  of Defense Educational  Activity  (DoDEA).


Historical  Understanding:  Change, continuity, and  causality  - Understand  change  and/or  continuity and cause and/or  effect in  history

- Explain cause and effect relationship in stores and historical narratives (SS,3.1.1)

- Investigate the history of communities over time using level-appropriate primary sources (e.g. maps, photos, oral histories, letters, and newspapers (SS.3.2.1 )
- Describe both change and continuity of aspects of Hawaiian culture (including religion, land use, and social systems) (SS.4.1.1)

Historical Content - Understand change, cause and effect, and continuity in history and contemporary life.

- Analyze varying perspectives of an experience of event based on the differing viewpoints of the teller, listener, and/or the participants (SS.3.2.2)
- Discuss the contributions of American heroes who took risks to secure our freedoms (e.g. Anne Hutchinson, Benjamin Franklin, Thomas Jefferson Abraham Lincoln, Fredrick Douglas, Harriet Tubman, and Martin Luther King, Jr.) (DoDEA 3SS3.c)

Pre-Contact Hawaii History - Understand the people, events, problems, and ideas that were significant in pre-contact Hawaiian History

- Explain the origins and culture of early Hawaiians (SS.4.3.1)


Political Science/Civics: Governance, Democracy, and Interaction - Understand the purpose and historical impact of political institutions the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives

- Explain the purpose of rules and laws and the differences between them. (SS.3.4.1)
- Describe ways in which people exercise power without authority (SS.3.4.2)

Political Science/Civics: Participation and Citizenship - Understand roles, rights (personal, economic, political) and responsibilities of American citizens and exercise them in civic action

- Describe roles and rights of citizenship and demonstrate responsibilities of citizenship (SS.3.5.1)

Cultural Anthropology: Systems, Dynamics, and Inquiry - Understand culture as a system of beliefs, and practices shared by a group and understand how cultural systems change over time

- Explain that different cultures have unique values beliefs, and practices (SS.3.6.1 )
- Make informed judgments about cultures artifacts (SS.3.6.2)
- Explain how cultural elements (eg. language, art, music, stories, legends, and traditions) can be changed over time and explain possible reasons for that change. (SS.3.6.3)

Geography: World of Spatial Terms - Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world

- Use geographic representations (e.g. maps, globes, graphs, charts, models) to organize and analyze geographic information (EE.37.1)
- Compare the physical and human characteristics of different communities and regions (SS.3.7.2)
- Describe the physical and human characteristics that make different regions unique (SS.3.7.3)
- Examine the ways in which people modify the physical environment and effects of these changes (SS.3.7.4)
- Examine the economic and geographic factors that influence why people migrate and where they settle (SS.3.7.5)

Economics: Resources, Markets, and Government - Understand economic concepts and the characteristics of various economic systems.

- Explain that opportunity cost is the best alternative given up when making a choice (SS.3.8.1)
- Explain that goods and resources are limited because there are not enough natural, human, and capital resources to satisfy everyone's wants (SS.3.8.2)

- Describe how money makes it easy to trade goods and services (SS.3.8.3)


How Students Learn

- Teacher directed lessons
- Completion of class and homework
- Participation in small and large class discussion
- Small group cooperative learning
- Online learning resources
- Hands-on activities
- Computer based activities

How Students Are Assessed

- Completion of in-class assignments and homework assignments
- Work quality
- Student presentations
- Tests and quizzes
- Class participation
- Oral discussions
- Individual and/or group projects

Resources:

Times for Kids
The United States Past to Present, D.C. Heath and Company, 1985
Teacher Resources
DVD and/or VHS Tapes


**Language Arts Grade 4**

**What Students Learn**

The course objectives are based on the educational standards from the most recent release of the Common Core Standards (CCS).

Reading Literature

Key Ideas and Details

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS.ELA-Literacy.RL.4.l)

- Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS.ELA=Literacy.RL.4.2)

- 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). (CCSS.ELA=Literacy.RL.4.3)

Craft and Structure

- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (CCSS.ELA-Literacy.RL.4.4)

- Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. (CCSS.ELA-Literacy.RL.4.5)

- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (CCSS.ELA-Literacy.RL.4.6)

Integration of Knowledge and Ideas

- Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

- (RL.4.8 not applicable to literature)

- Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.(CCSS.ELA-Literacy.RL.4.9)

- Range of Reading and Level of Text Complexity

- 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. (CCSS.ELA-Literacy.RL.4.10)

Reading: Informational Text

Key Ideas and Details

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS.ELA-Literacy.Rl.4.l)

- Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS.ELA-Literacy.Rl.4. l)

- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (CCSS.ELA-Literacy.Rl.4.3)

Craft and Structure

- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS.ELA-Literacy.Rl.4.4)

- 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. (CCSS.ELA-Literacy.Rl.4.5)

- Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (CCSS.ELA-Literacy.Rl.4.6)

Integration of Knowledge and Ideas

- Interpret information presented visually, orally, or quantitatively (e.g., in 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. (CCSS.ELA-Literacy.Rl.4.7)

- Explain how an author uses reasons and evidence to support particular points in a text. (CCSS.ELA-Literacy.Rl.4.8)

- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS.El,A-Literacy.Rl.4.9)

Range of Reading and Level of Text Complexity

- 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. (CCSS.ELA-Literacy.Rl.4.10)

Reading: Foundational Skills

Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS.ELA-Literacy.RF4.3)

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic, words in context and out of context. (CCSS.ELA-Literacy.RF.4.3a)

Fluency

- Read with sufficient accuracy and fluency to support comprehension. (CCSS.ELA-Litcracy.RF.4.4)

- Read grade-level text with purpose and understanding. (CCSS.ELA-Literacy.RF4.4a)

- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (CCSS.ELA-Literacy.RF.4b)

- Use context to confirm or self-correct, word recognition and understanding, rereading as necessary. (CCSS.ELA-Literacy.RF.4.4c)

Writing
- Text Types and Purposes

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS.ELA-Literacy.W.4.1)

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. (CCSS.ELA-Literacy.W.4.1a)

- Provide reasons that are supported by facts and details. CCSS.ELA-Literacy.W.4.1b)

- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). (CCSS.ELA-Literacy. @.4.lc)

- Provide a concluding statement or section related to the opinion presented.(CCSS.ELA-Literacy.W.4.ld)

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.(CCSS.ELA-Literacy.W.4.2)

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS.LA-Literacy.W.4.2a)

- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS.ELJ\-Literacy.W.4.2b)

- Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). (CCSS.ELA-Literacy.W.4.2c)

- Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS.ELA-Literacy.W.4.2d)

- Provide a concluding statement or section related to the information or explanation presented. (CCSS.ELA-Literacy.W.4.2c)

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS.ELA-Literacy.W.4.3)

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS.ELA-Literacy.W.4.3a)

- Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS.ELA-Literacy.W4.3b)

- Use a variety of transitional words and phrases to manage the sequence of events. (CCSS.ELA\-Literacy.W.4.3c)

- Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS.ELA-Literacy.W.4.3d)

- Provide a conclusion that follow's from the narrated experiences or events.(CCSS.EL\-Literacy.\V.4.3c)

- Production and Distribution of Writing

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) (CCSS.ELA-Literacy. W4.4)

- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.) (CCSS.ELA-Literacy.W.4.5)

- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCSS.ELA-Literacy.W.4.6)

Research to Build and Present Knowledge

- Conduct short research projects that build knowledge through investigation of different aspects of a topic. (CCSS.ELA-Literacy.W.4.7)

- Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (CCSS.ELA-Literacy.W.4.8)

- Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-Literacy.W.4.9)

- 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]. ").(CCSS.ELA-Literacy.W.4.9a)

- Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").(CCSS.ELA-Literacy.W.4.9b)

Range of Writing

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS.ELA-Literacy.W.4. 10)

Speaking and Listening

- Comprehension and Collaboration

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) \\'ith diverse partners on grade 4 topics and texts, building on others' ideas and expressing their 01rn clearly. (CCSS.ELA-Literacy.SL.4.1)

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS.ELA-Literacy.SL.4.la)

- Follow agreed- upon rules for discussions and carry out assigned roles. (CCSS.ELA-Literacy.SL4. lb)

- 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. (CCSS.ELA-Literacy.SL.4. lc)

- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS.EJ,A-Literacy.SL.4ld)

- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS.ELJ\-Literacy.SL.4.2)

- Identify the reasons and evidence a speaker provides to support particular points. (CCSS.ELA-Literacy.SL.4.3)

- Presentation of Knowledge and Ideas

- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (CCSS .ELA-Literacy .SL.4.4)

- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (CCSS.ELA-Literacy.SL4.5)

- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards) (CCSS.ELA-Literacy.SL.4.6)

Language

**Conventions of Standard English**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS .ELA-Literacy .L.4)

- Use relative pronouns *( who, whose, whom, which, that)* and relative adverbs *( where, when, why).(CCS S .ELA-Literacy .L.4.la)*

- Form and use the progressive (e.g., *I was walking; I am walking; I will be walking)* verb tenses. (CCSS.ELA-Literacy.L.4.lb)

- Use modal auxiliaries (e.g., *can, may, must)* to convey various conditions. (CCSS.ELA-Literacy.L.4.lc)

- Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag)*.(CCSS.ELA-Literacy.L.4.ld)

- Form and use prepositional phrases. (CCSS.ELA-Literacy.L.4lc)

- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*(CCSS.ELA.Literacy.L.4.lc)

- Correctly use frequently confused words (e.g., *to, too, two; there,* their).*(CCSS.ELA-Literacy.L.4.lg)

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS.ELA-Literacy.L.4.2)

- Use correct capitalization. (CCSS.ELA-Literacy.L.4.2a)

- Use commas and quotation marks to mark direct speech and quotations from a text. (CCSS.ELA-Literacy.L.4.2b)

- Use a comma before a coordinating conjunction in a compound sentence. (CCSS.ELA-Literacy.L.4.2c)

- Spell grade-appropriate words correctly, consulting references as needed. (CCSS.ELA-Litcracy.L.4.2d)

**Knowledge of Language**

- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS .ELA.Literacy.L.4.3)

- Choose words and phrases to convey ideas precisely.* (CCSS>ELA-Literacy.L.4.3a)

- Choose punctuation for effect.* (CCSS.ELA-Literacy.L.4.3b)

- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (CCSS.ELA-Literacy.L.4.3c)

**Vocabulary Acquisition and Use**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (CCSS.ELA-Literacy.L.44)

- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS.ELA-Literacy.l.44a)

- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph).(CCS S .ELA-Literacy.l.4.4b  )*

- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS.ELA-Literacy.L.44c)

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.(CCSS.ELA-Literacy.L.4.5)

- Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture)* in context. (CCSS.ELA-Literacy.L.4.5a)

- Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS.ELA-Literacy.L.4.5b)

- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (CCSS.ELA-Literacy.L.4.5c)

- Acquire and use accurately 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). (CCSS.ELA-Literacy.L.4.6)

How Students Learn

- Teacher directed lessons
- Completion of class and homework
- Participation in small and large class discussion
- Small group cooperative learning
- Online learning resources
- Hands-on activities
- Educational Games and activities
- Computer based activities
- Field Trips


How Students Are Assessed

- Completion of in-class assignments and homework assignments
- Work quality
- Student presentations
- Tests and quizzes
- Class participation
- Oral discussions
- Individual and/or group projects

Resources

- SRA 4 Spelling, SRA McGraw-Hill, Roser & Gillet
- Spectrum Reading, Grade 4, School Specialty Publishing
- English, McDougal, Littell, 1989
- Various internet-based media
- Teacher directed resources

# STUDENT GOALS/OBJECTIVES: VISUAL ART GRADES 3-4

HSS = Hawai`i State Standards     NVAS= National Visual Arts Standards     HSV= Ho'ala Shared Values

| ARTISTIC EXPRESSION | |
|---|---|
| **IDEA DEVELOPMENT**<br>Students will be able to: | **SKILL DEVELOPMENT**<br>Students will be able to: |
| Use individual expression and imagination to develop ideas for artworks (NYAS 3a,b ) HSY- Resourceful ness) | Develop skills in sketching and drawing , including thumbnail sketches, observational drawing, enlarged composition s and detail work (NVAS I c,2c HSS FA.(3-4).1.1 ) |
| Utilize original, inventive and innovative ideas for "art styles" projects including, mask work , tempera and acrylic painting, pastels , clay work and multi-media projects (NYAS I c, 3b HSY- Resourceful ness) | Complete projects effectively and in a timely manner according to introduced skills (NVAS 2c, HSY-Responsibility) |
| Utilize "master" works and other sources to develop original and unique projects including works from the Renaissance, Romantic, 18th-19th C. earl y 20th C. and Modern time periods  (NYAS 4a,b,c HSY- Resourcefulness) | Develop skills in art concepts and principles including: Balance , Emphasis, Overlapping , Back-Middle-and Fore-grounds , and Texture/Shape relationship (NYAS I c, 2 a,b,c HSS (3-4). I.I  ) |
| Develop ideas for works through observation of the natural and man-made world; including self, family, nature and community (NYAS Sa, 3a,b) HSY- Resourcefulness) | Develop skills in print-making and painting techniques, including: brushwork , blending, color blocking, color theory (primaries, secondaries and tertiaries) complimentary and analogous colors and tints and shades (NYAS 2a,c,d) |
| Communicate and support ideas for art production Effectively through written and verbal explanation, sketches, group communication and written reflections (NYAS Ib,SbHSY-Responsiveness) | Demonstrate understanding and application of sculptural/clay work techniques including additive and reductive forming, slip and scoring, hand building, glazing and introductory wheel-throwing (NYAS 2a,c,d) |
| **MATERIAL USE**<br><br>Students will: | Utilize visual influences (artworks, photos, nature, self, buildings, etc) to alter and develop original and imaginative works (NYAS 3b) |
| Experiment with and develop control of various drawing media including: pencil, oil crayon, chalk pastel , colored pencil and charcoal (NYAS I c) | **WORK HABITS**<br><br>Students will: |
| Practice using painting media appropriately including: watercolors, acrylics and tempera paints. (NYAS Ic) | Develop and display conscientious attitudes and habits in the working environment - both individually and with group (NYAS 2d HSY- Responsibility, Respect) |
| Display conscientious care and use of art tools and material (NYAS Id) | Maintain a safe, productive and cooperative studio working environment (NYAS 2d HSY- Responsibility, Respect) |
| Demonstrate ability to appropriately and intentionally use glue, scissors, paper, sculpture media and other art materials (NYAS Ic, Id) | Participate productively and effectively in set-up and clean-up (HSY- Responsiveness) |
| Use clay and sculpey tools and media effectively for sculptural works (NYAS Ic) | Work well with table-group interact ions for set-up, working, listening, and clean-up responsibilities (HSY-Respect) |
| Practice and apply good organization and cleaning of art materials and artwork as directed (NYAS Id) | Demonstrate initiative in development of ideas and seeking of assistance as needed (NVAS Sa, HSY Resourcefulness, Responsibility) |

## ARTISTIC RESPONSE

| DISCUSSION/INVESTIGATION<br>Students will: | CRITICAL ANALYSIS<br>Students will: |
|---|---|
| Observe art principles in artwork by contemporary and historical artists for influence in given projects (including Leonardo DaVinci, Michelangelo, Delacroix, Turner, Hokusai, Vincent Van Gogh, Georgia O'Keefe, Pacific Art and African Textiles) ( NVAS 2a,b 4a,b,c HSS FA.(3-4).1.4) | Utilize skills in looking at and talking about art works (aesthetics) of own and others' works in verbal and written responses (NVAS 5b,c, 6a HSS FA.(3-4).1.3)<br><br>Participate in written and verbal evaluation of artwork effectiveness- including own works and others' (NVAS 5b,c HSY- Responsiveness, Respect) |
| Discuss/ observe works of art and nature for elements and principles of Balance, Texture, Emphasis, Color Theory and Sculptural elements (NVAS 2a,b, 5a, 6a) | Acquire, develop and utilize art vocabulary as appropriate to concepts and skills in chosen projects (NVAS Ib) |
| Explain and explore concepts and ideas of own works as well as others' work for effectiveness and ideas (NVAS 2b, 5c) HSY- Respect HSS FA.(3-4).3) | Identify salient features in "Master" works and contemporary pieces and compare to other disciplines- math, music, literature etc. (NVAS 3a, 6a,b HSS FA.(3-4).1.4) |

Students will learn by:
- Individual and group work- hands-on activities
- Research and response to Art appreciation activities
- Observing demonstrations and practice of skills and techniques
- Exploring/interpreting inside and outside environment
- Museum/gallery visits
- Observing, providing and listening to feedback from teacher and peers


Students will be assessed by:

- objective sheets for individual projects
- rubric of work habits, work results, skill development and artistic response
- Self-assessment through written and verbal response

Resources:

- various art texts, reproductions, slides, internet resources
- local locations (gardens and school grounds)
- picture files and picture resource books
- local museums and/or galleries