Trimester 3 – Units of Study

Fourth Grade – Ms. MacDonald

English Language Arts (ELA)

Unit 5: Integration of Knowledge and Ideas in Informational Text

- ⇨ Interpreting Visual Information
- ⇨ Explaining an Author's Reasons and Evidence
- ⇨ Integrating Information from Two sources

Unit 6: Integration of Knowledge and Ideas in Literature

- ⇨ Connecting Presentations of a Text
- ⇨ Comparing Topics and Themes in Stories

- Scholastic News: Biweekly review of current events
- SBAC Test prep

Language Lessons:

- ⇨ Greek and Latin Word Parts
- ⇨ Using a Dictionary and Glossary
- ⇨ Similes and Metaphors
- ⇨ Idioms
- ⇨ Adages and Proverbs
- ⇨ Synonyms and Antonyms
- ⇨ Using a Thesaurus
- ⇨ Precise Words for Actions and Feelings

Novel Studies:
The BFG by Roald Dahl (level U)
Number the Stars by Lois Lowry (level U)
Esperanza Rising by Pam Munoz Ryan (level V)

Third Trimester: No book report
Book Clubs Meet 2x week

Vocabulary: Students will receive 10 weekly vocabulary words that relate to subject content and comprehension. The ability to use the words in written and verbal language by the end of the week is expected.

Spelling: Weekly word skills are used to review spelling patterns. Spelling is evaluated in writing and daily work.

Mathematics

Chapter 11: **Customary Measurement**: capacity, convert, cup, customary system, fluid ounce, foot, gallon, line plot, mile, ounce, pint, pound, quart, second, ton, weight, yard

Chapter 12: **Metric Measurement**: centimeter, gram, kilogram, kilometer, liter, mass, meter, metric system, milliliter, millimeter

Chapter 13: **Perimeter and Area**: area, perimeter, square unit, unit square

Chapter 14: **Geometry**: acute angle, acute triangle, angle, degree, endpoint, intersecting, line, line of symmetry, line segment, line symmetry, obtuse angle, obtuse triangle, one-degree angle, parallel, parallelogram, perpendicular, point, ray, rectangle, rhombus, right angle, right triangle, square, trapezoid

Writing

- ✯ Narrative: Fantasy
- ✯ Opinion: Book Reviews

Science

Physical Science

4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.

4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

4-PS3-3. Ask Questions and predict outcomes about the changes in energy that occur when objects collide.

4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.

By developing a model, they describe that an object can be seen when light reflected from its surface enters the eye.

Students are able to use evidence to construct an explanation of the relationship between the speed of an object and the energy of the object.

Students are expected to develop an understanding that energy can be transferred from place to place by sound, light, heat, and electric currents or from object to object from collisions.

They apply their understanding of energy to design, test, and refine a device that converts energy from one form to another.

What is energy and how is it related to motion? How is energy transferred? How can energy by used to solve a problem?

Social Studies

- ✯ Explain what happened to California after secularization
- ✯ Compare how and why people traveled west to California
- ✯ Explain about the Mexican-American War and the Bear Flag Revolt
- ✯ Describe the effects of the Gold Rush on California
- ✯ Research a famous Californian and summarize key points that convey their importance to California in essay format

Dance

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

Development of Motor Skills and Technical Expertise

1.1 Demonstrate mental concentration and physical control in performing dance skills.

1.2 Demonstrate the ability to use smooth transitions when connecting one movement phrase to another.

Comprehension and Analysis of Dance Elements

1.3 Demonstrate increased range and use of space, time, and force/energy concepts (e.g., pulse/accents, melt/collapse, weak/strong).

1.4 Explain the principles of variety, contrast, and unity and apply to a dance sequence.

Development of Dance Vocabulary

1.5 Describe a specific movement, using appropriate dance vocabulary.

1.6 Identify, define, and use *phrasing* in dances learned or observed.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

Connections and Applications Across Disciplines

5.1 Explain how dance practice relates to and uses the vocabulary of other art subjects (e.g., positive and negative space, shape, line, rhythm, character).

5.2 Describe how dancing develops strength, flexibility, and endurance in accordance with physical education standards.

5.3 Demonstrate a recognition of personal space and respect for the personal space of others.

Development of Life Skills and Career Competencies

5.4 Analyze the choreographic process and its relation to the writing process (e.g., brain-storming, exploring and developing ideas, putting ideas into a form, sequencing).

Music

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

1.1 Read, write, and perform melodic notation for simple songs in major keys, using solfège.

1.2 Read, write, and perform diatonic scales.

1.3 Read, write, and perform rhythmic notation, including sixteenth notes, dotted notes, and syncopation (e.g., eighth/quarter/eighth note and eighth-rest/quarter/eighth note).

Listen to, Analyze, and Describe Music

1.4 Describe music according to its elements, using the terminology of music.

1.5 Classify how a variety of instruments from diverse cultures produce sound (e.g., idiophone, aerophone, chordaphone, membranophone).

1.6 Recognize and describe aural examples of musical forms, including rondo.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

5.1 Identify and interpret expressive characteristics in works of art and music.

5.2 Integrate several art disciplines (dance, music, theatre, or the visual arts) into a well-organized presentation or performance.

5.3 Relate dance movements to express musical elements or represent musical intent in specific music.

Careers and Career-Related Skills

5.4 Evaluate improvement in personal musical performances after practice or rehearsal.

Theatre

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

Development of the Vocabulary of Theatre

1.1 Use the vocabulary of theatre, such as *plot, conflict, climax, resolution, tone, objectives, motivation,* and *stock characters,* to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

1.2 Identify a character's objectives and motivations to explain that character's behavior.

1.3 Demonstrate how voice (diction, pace, and volume) may be used to explore multiple possibilities for a live reading. *Examples:* "*I* want you to go." "I want *you* to go." "I want you to *go*."

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

Connections and Applications

5.1 Dramatize events in California history.

5.2 Use improvisation and dramatization to explore concepts in other content areas.

Careers and Career-Related Skills

5.3 Exhibit team identity and commitment to purpose when participating in theatrical experiences.

Visual Arts

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Perceive and describe contrast and emphasis in works of art and in the environment.
- 1.2 Describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art.
- 1.3 Identify pairs of complementary colors (e.g., yellow/violet; red/green; orange/blue) and discuss how artists use them to communicate an idea or mood.
- 1.4 Describe the concept of proportion (in face, figure) as used in works of art.

Analyze Art Elements and Principles of Design

- 1.5 Describe and analyze the elements of art (e.g., color, shape/form, line, texture, space, value), emphasizing form, as they are used in works of art and found in the environment.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

- 5.1 Select a nonobjective painting, work in small groups to interpret it through dance/movement, and then write a paragraph reporting on the arts experience.
- 5.2 Identify through research twentieth-century artists who have incorporated symmetry as a part of their work and then create a work of art, using bilateral or radial symmetry.

Visual Literacy

- 5.3 Construct diagrams, maps, graphs, timelines, and illustrations to communicate ideas or tell a story about a historical event.

Careers and Career-Related Skills

- 5.4 Read biographies and stories about artists and summarize the readings in short reports, telling how the artists mirrored or affected their time period or culture.

P.E.

STANDARD 4
Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts
4.1 Identify the correct body alignment for performing lower-body stretches.
4.2 Explain the principles of physical fitness: frequency, intensity, time, and type.
4.3 Set personal short-term goals for aerobic endurance, muscular strength and endurance, and flexibility and monitor progress by measuring and recording personal fitness scores.
4.4 Identify healthful choices for meals and snacks that help improve physical performance.
4.5 Explain why the body needs water before, during, and after physical activity.
4.6 Explain why the body uses a higher percentage of carbohydrates for fuel during high intensity physical activity and a higher percentage of fat for fuel during low-intensity physical activity.
4.7 Explain the purpose of warm-up and cool-down periods.

Aerobic Capacity
4.8 Calculate personal heart rate per minute by recording heartbeats for ten-second intervals and 15 second intervals.
4.9 Explain why a strong heart is able to return quickly to its resting rate after exertion.
4.10 Identify two characteristics of physical activity that build aerobic capacity.
4.11 Determine the intensity of personal physical activity by using the concept of perceived exertion.

Muscular Strength/Endurance
4.12 Describe the difference between muscular strength and muscular endurance.
4.13 Explain why muscular endurance or muscular strength activities do not increase muscle mass in preadolescent children.
4.14 Recognize how strengthening major muscles can improve performance at work and play.
4.15 Describe the correct form to push and pull heavy objects.

Flexibility
4.16 Explain the value of increased flexibility when participating in physical activity.

Body Composition
4.17 Explain the effect of regular, sustained physical activity on the body's ability to consume calories and burn fat for energy.

STANDARD 3
Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts
3.1 Participate in appropriate warm-up and cool-down exercises for particular physical activities.
3.2 Demonstrate the correct body position for pushing and pulling large objects.

Aerobic Capacity
3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity to increase aerobic capacity.

Muscular Strength/Endurance

3.4 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups, and triceps push-ups.

3.5 Hang by the hands from an overhead bar with the hips and knees each at a 90-degree angle.

Flexibility

3.6 Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip abductors, and calves.

Body Composition

3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

Assessment

3.8 Measure and record changes in aerobic capacity and muscular strength, using scientifically based health-related physical fitness assessments.

3.9 Meet minimum requirements for health-related physical fitness, using scientifically based health related physical fitness assessments.

STANDARD 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

5.1 Set a personal goal to improve an area of health-related physical fitness and work toward that goal in nonschool time.

5.2 Collect data and record progress toward attainment of a personal fitness goal.

5.3 Accept responsibility for one's own performance without blaming others.

5.4 Respond to winning and losing with dignity and respect.

Social Interaction

5.5 Include others in physical activities and respect individual differences in skill and motivation.

Group Dynamics

5.5 Accept an opponent's outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge of physical fitness.

Health

Alcohol, Tobacco, and Other Drugs

Standard 1: Essential Concepts

1.1.A Describe the harmful short- and long-term effects of alcohol, tobacco, and other drugs, including inhalants.

1.2.A Identify ways to cope with situations involving alcohol, tobacco, and other drugs.

1.3.A Explain the differences between medicines and illicit drugs.

1.4.A Identify family and school rules about alcohol, tobacco, and drug use.

1.5.A Explain why individual reactions to alcohol and drug use may vary.

Standard 2: Analyzing Influences

2.1.A Identify internal and external influences that affect the use of alcohol, tobacco, and other drugs.

2.2.A Examine advertising strategies used for alcohol, tobacco, and other drugs.

Standard 3: Accessing Valid Information

3.1.A Identify sources of valid information regarding alcohol, tobacco, and other drugs.

Standard 4: Interpersonal Communication

4.1.A Demonstrate refusal skills to resist the pressure to experiment with alcohol, tobacco, and other drugs.

4.2.A Practice effective verbal communication skills to request assistance in situations where alcohol, tobacco, and other drugs are being used.

Standard 5: Decision Making

5.1.A Evaluate strategies to avoid situations where alcohol, tobacco, and other drugs are being used.

Standard 6: Goal Setting

6.1.A Make a plan to choose healthy alternatives to tobacco and drug use.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.A Use a variety of effective coping strategies when faced with alcohol, tobacco, and other drug use and abuse by family or friends.

Standard 8: Health Promotion

8.1.A Encourage others to be free of alcohol, tobacco, and other drugs.