

Welcome to 4th Grade



Vision: To ensure that every student excels academically, builds character, and is a productive member of our community.

ACADEMICS



**Physical Education
& Health**



**English Language
Arts**



**Information
Literacy and
Technology**



**English
Language
Development**

**History/
Social
Studies**



Mathematics



Arts



Science

4th



English Language Arts

Reading, Writing, Speaking, Listening, and Research

- Know and apply grade level phonics to decode and read multisyllabic words fluently
- Identifies the main idea, key details, and theme of a story
- Refers to text when drawing inferences, determining the theme, summarizing, and asking/answering questions about key details
- Uses text features to find information in a text
- Read and comprehend informational text for overall structure (chronology, comparison, cause/effect, problem/solution)
- Writes narrative, informative, and opinion pieces using grade level appropriate vocabulary

- Uses knowledge of sentence structure, grammar, punctuation, and spelling
- Paraphrase portions of a text read aloud or information presented in diverse media
- Ask and answer questions with elaboration and detail in speaking and writing
- Speak in complete sentences and ask for clarification in collaborative discussions
- Conduct short research projects and report on a topic/text
- Write fluidly and legibly in cursive or joined italics

Students should master these skills

ELA is about:

- Meaning Making
- Language Development
- Effective Expression
- Content Knowledge
- Foundational Skills



English Language Development

(English Language Learners ONLY)

Reading

- Read and interpret a variety of texts
- Understand how content is organized in different types of texts
- Read closely and explain ideas

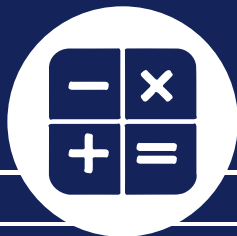
Writing

- Compose literary and informational texts
- Use a variety of words and phrases to convey ideas
- Combine clauses to create precise and complex sentences

Listening and Speaking

- Listen actively and ask and answer questions
- Contribute to class discussions by asking questions, responding appropriately, and providing feedback

4th



Mathematics

- Fluently add, subtract, multiply, and divide whole numbers
- Gain familiarity with factors and multiples
- Generate and analyze patterns
- Generalize place value understanding for multi-digit whole numbers
- Use place value understanding and properties of operations to perform multi-digit arithmetic
- Demonstrate understanding of fraction equivalence and ordering
- Build fractions from unit fractions
- Understand decimal notation for fractions and compare decimal fractions
- Represent and interpret data
- Solve problems by involving measurement and conversion of measurements
- Understand concepts of angles and measure angles
- Draw, identify, and classify lines and angles

[3-5 Math Standards](#)

Students should master these skills

In Math, students will:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.



Science

Next Generation Science Standards

1. Car Crashes: Students investigate the energy of motion and how it transfers during collisions. They ask questions about the factors that affect energy changes during collisions.

2. Renewable Energy: Students investigate different devices that convert energy from one form to another and then design their own device. They obtain information about how we convert natural resources into usable energy and the environmental impacts of doing so.

3. Sculpting Landscapes: Students develop models of how sedimentary rocks form and use them to interpret the history of changes in the physical landscape. They perform investigations of the agents that erode and change landscapes.

4. Earthquake Engineering: Students explore earthquakes from three different perspectives. They use maps to identify patterns about where earthquakes occur on Earth, they develop models that describe waves and apply them to understanding earthquake shaking, and they design earthquake-resistant structures to withstand that shaking.

5. Animal Senses: Students develop a model of how animals see that includes their external body structures, internal body systems, and light, and information processing.

Students will learn about

Science focuses on:

- Phenomena to Performance Task
- Disciplinary Core Ideas
- Cross Cutting Concepts
- Science and Engineering Practices



History-Social Science

- California Regions
- Early Settlements and Exploration
- Missions and Ranchos
- Gold Rush and Statehood
- Immigration and Migration
- California in a Time of Expansion
- Local, State, and Federal Government

Students will learn about

California: A Changing State



Artistic Processes

Creating

Conceiving and developing new artistic ideas and work.

Performing (dance, music, theatre)

Realizing, interpreting, and presenting artistic ideas and work.

Presenting (visual arts)

Interpreting and sharing artistic work

Producing (media arts)

Realizing and presenting artistic ideas and work

Responding

Understanding and evaluating how the arts convey meaning

Connecting

Relating artistic ideas and work with personal meaning and external context.

Anchor Standards: Students will...

1. **Generate** and conceptualize artistic ideas and work.
2. **Organize** and develop artistic ideas and work.
3. **Refine** and complete artistic work.
4. **Analyze**, interpret, and select artistic work for presentation.
5. **Develop** and refine artistic work for presentation.
6. **Convey** meaning through the presentation of artistic work.
7. **Perceive** and analyze artistic work.
8. **Interpret** intent and meaning in artistic work.
9. **Apply** criteria to evaluate artistic work.
10. **Synthesize** and relate knowledge and personal experiences to make art.
11. **Relate** artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Art options for students:

- Visual Arts with HSS
- Theater within HSS
- Music
- Dance
- Media Arts- MSCD Tech Scope and Sequence



Information Literacy & Technology

- File management - Saving and sharing documents
- Create and organize files into folders
- Keyboarding:
 - Use proper posture and ergonomics
 - Locate and use letter and number keys with proper hand placement
 - Locate and use correct finder, hand for space bar, return/enter and shift key
 - Gain proficiency and speed in touch typing
- Proofread and edit writing using appropriate resources (e.g. dictionary, spell checker, grammar, and thesaurus) to maximize the accuracy of work
- Technology skills: search highlight, drag/drop
- Create a series of slides and organize them to present, research, or convey an idea
- Demonstrate safe practices, recognition of the potentially public exposure of email and appropriate email etiquette
- Analyze and explain how media and technology can be used to distort, exaggerate, and misrepresent information
- Identify and analyze the purpose of a media message (to inform, persuade, and entertain)
- Create projects that use text and various forms of graphics, audio, and video, (with proper citations) to communicate ideas

Students should master these skills

1 - STRONG PASSWORDS: How can a secure Password help you protect your private information?

2 - DIGITAL CITIZENSHIP PLEDGE: How do you create a positive online community?

3 - YOU'VE WON A PRIZE! How is spam, and what can you do about it?

4 - HOW TO CITE A SITE: How do you cite different types of online sources?

5 - PICTURE PERFECT: How can photos be changed on the computer, and how can that affect your feelings about the way you look



Physical Education and Health

Standard 1: The physically literate student demonstrates competency in the techniques needed to perform a variety of moderate to vigorous motor skills and movement patterns physical activities

Standard 2: The physically literate student demonstrates knowledge of movement concepts, principles, strategies, and tactics needed to participate and maintain a health-enhancing level of physical fitness

Standard 3: The physically literate student can assess and maintain a health-enhancing level of physical activity and fitness to improve health and performance.

Standard 4: The physically literate student demonstrates knowledge of physical fitness concepts, principles, and strategies to improve a health-enhancing level of fitness and performance

Standard 5: The physically literate student demonstrates knowledge of movement concepts, principles, strategies, and tactics needed to participate and maintain a health-enhancing level of physical fitness

Standard 6: The physically literate student can assess and maintain a health-enhancing level of physical activity and fitness to improve health and performance.

- 200 minutes every 10 days
- PE Teacher meets students every two weeks

4th



Wellness Policy

Classroom Celebrations & Snacks

Our schools promote a positive learning environment by providing healthy celebrations that shift the focus from food to the child. Classroom celebrations will strive to have non-food celebrations. When food is included, it must be compliant with all Smart Snack and Competitive Food regulations.

Can parents bring snacks for a child's birthday or classroom celebration?

Yes, as long as the snack:

- Meets state and federal regulations for food served during the school day, such as fresh fruit, 100% fruit juice, and whole grain snacks. Most cupcakes/cakes do not meet these requirements.
- Food items are not homemade. We have many students with sensitive food allergies.
- Non-food items are the safest option to help prevent foodborne illness and allergic reactions.

What else can parents and teachers do to celebrate? MCSD recognizes that student birthdays are special days. Parents/guardians may send a small gift bag (non-food items) for students to share with their class at a time determined by the classroom teacher (arrange with the teacher first).

Examples: pencils, erasers, stickers, playdough.

What else can classrooms do to celebrate?

- Games, such as relays
- Hold class outdoors
- "Free choice" time
- Stickers/pencils
- Art supplies/projects
- Read a story
- Movie day

Resources and Important Information

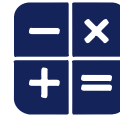


1. **Adopted Materials**
2. **Assessments**
3. **Academic Excursions**
4. **Social-Emotional Learning**
5. **Parent/Home Activities**

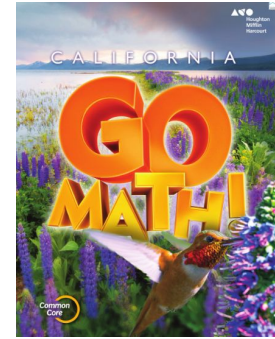
Adopted Materials by Content



English
Language Arts



Mathematics



Online Learning



twigScience

Science



Heggerty

History-Social Science



State	District	Grade Level
<ul style="list-style-type: none">California Assessment of Student Performance and Progress (CAASPP) <p>One time per year (Spring)</p>	<ul style="list-style-type: none">Diagnostic Performance Assessment (DPA) <p>Two times per year</p> <ul style="list-style-type: none">mCLASS (Reading Risk Screen) <p>Three times per year</p>	<ul style="list-style-type: none">Common Formative Assessments (CFA) using FIABs <p>Four times per year</p> <ul style="list-style-type: none">Writing Performance Task (WPT) <p>Three times per year</p>

Academic Excursions

HSS: Learning and Working Now and Long Ago

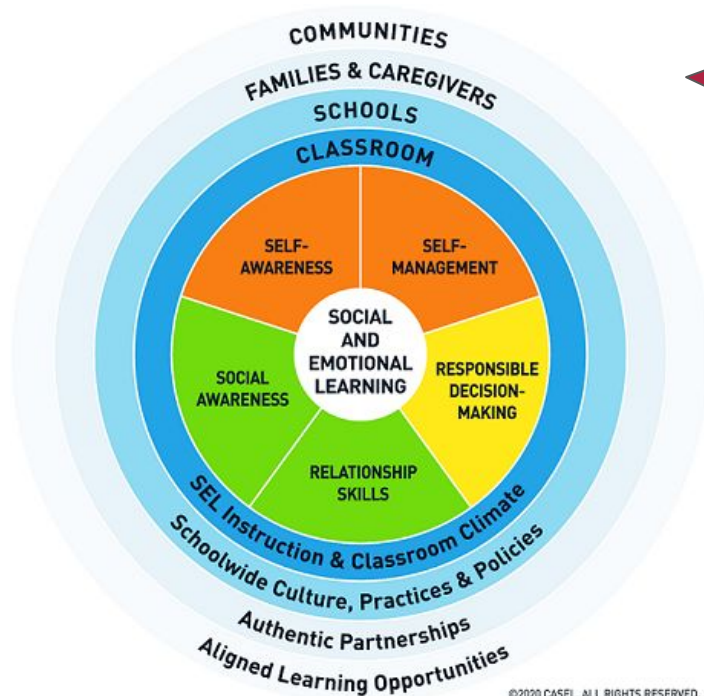
NGSS: Patterns of life, weather, forces, energy

District Approved List:

- Local Grocery Store/Farmers' Market
- Post Office/Fire Station/Train Station
- KiDS Kids Discovery Station
- Pumpkin Patch
- Local Plays and Performances/Symphonies
- Local Dairy
- Applegate Zoo
- Los Banos County Fair
- Merced Courthouse Museum
- Merced College Farm
- UC Merced Children's Opera



Social-Emotional Learning (SEL)



Social-emotional learning reflects the critical role of positive relationships and emotional connections in the learning process and helps students develop a range of skills they need for school and life.

1. Set and achieve positive goals (PBIS)
2. Feel and show empathy for others (CD)
3. Establish and maintain positive relationships (CD)
4. Make responsible decisions (CD)
5. Understand and manage emotions (CD)

Positive Behavior (PBIS): Teach and practice expected behavior

Conscious Discipline (CD): Maintain an environment respectful to education

Parent/Home Activities

- Expect students read every night
- Share and model safe use of technology and social media
- Obtain a public library card and visit weekly
- Write letters and keep a journal
- Keep a calendar and schedule for home and school
- Discuss fiscal responsibility
- Be environmentally aware
- Practice peaceful solutions
- Exercise, hike, run, and maintain healthy habits
- Find opportunities for teamwork and sportsmanship
- Engage in kindness
- Connect to your school via Parent Square



THE KEYS TO SUCCESSFUL SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS (Epstein's 6 Types of Involvement)

Type 1 – PARENTING

Assist families in understanding child and adolescent development, and in setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.

Type 2 – COMMUNICATING

Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.

Type 3 – VOLUNTEERING

Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.

Type 4 – LEARNING AT HOME

Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.

Type 5 – DECISION MAKING

Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.

Type 6 – COLLABORATING WITH COMMUNITY

Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.

Thank you for your support!



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