



SCIENCE

The student understands the scientific method and process skills used to study main concepts

BODY SYSTEMS
FORCES AND MOTION
ORGANISMS

- | | |
|-------------------------------|--------------------------|
| Scientific Method | Process Skills |
| • Develop a problem statement | Observe |
| • Design a procedure | Communicate |
| • Form a hypothesis | Compare |
| • Make observations | Organize |
| • Draw conclusions | Understand relationships |
| • Make inferences | |
| • Apply | |

HEALTH AND FITNESS

The student acquires the knowledge and skills necessary to maintain an active and healthy life

- Demonstrates a variety of sport related skills, while participating in a variety of lifetime fitness, team and individual sport related activities
- Defines the components of fitness and describes how they are related to daily living and the activity pyramid
- Monitors self-progress in a teacher designed fitness log
- Identifies basic body systems and how they function in relation to physical fitness
- Relates key essential nutrients to appropriate food groups and describes how body function and performance are affected by food consumption
- Demonstrates safe play, following directions, respect, cooperation and sportsmanship in a safe and enjoyable environment

LIFE SKILLS

Units of study
DRUG/ALCOHOL ABUSE/ PREVENTION
HUMAN GROWTH AND DEVELOPMENT
PERSONAL SAFETY

TECHNOLOGY

- The student understands and uses technology*
- Recognizes peripheral devices to enhance learning (digital cameras, scanners)
 - Uses Internet search engines with teacher direction
 - Knows and models Central Valley School District technology guidelines
 - Cites Internet resources appropriately
 - Researchs information on a variety of topics using print, nonprint, and online resources
 - Determines which resources are the most appropriate tools to address a variety of tasks and problems

- (encyclopedia, Internet, trade books, CD ROM)
- Demonstrates and practice keyboarding (typing)
- Experiments with available computer software programs
- Practices Internet Safety

ART

The student understands and applies arts knowledge and skills

- Demonstrates the use of the seven elements of art (color, form, line, shape, space, texture, value)
- Demonstrates the use of the seven principles of art (balance, emphasis, harmony, rhythm and movement, proportion, unity variety)
- Creates a balanced composition
- Uses reflective strategies and criteria to critique art
- Applies thinking skills during the artistic process
- Communicates through art in a variety of mediums
- Makes connections within and across the arts to other disciplines, life, cultures, and work

MUSIC

The student understands and applies music knowledge and skills

- Demonstrates proper technique on at least one pitched instrument (recorder)
- Identifies families of instruments by sight and sound
- Uses and creates a simple melody using traditional notation
- Creates an improvisation
- Identifies additional musical forms

CHARACTERISTICS OF A SUCCESSFUL LEARNER

- Respects others
- Respects those in positions of supervision
- Accepts responsibility for choices and behavior
- Works cooperatively with others
- Follows classroom and school rules
- Follows directions
- Uses independent time effectively
- Actively participates
- Completes work on time
- Work is done neatly
- Demonstrates good organization skills
- Meets homework requirements
- Comes to class prepared

For more information, visit www.cvsd.org and click on Learning and Teaching



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Educating a child is a responsibility shared by the student, school, family and community. As a parent, you can play an important role in the educational success of your child. The Fourth Grade Frameworks is a tool created to help you to better understand what your child is expected to learn at each grade level. These Frameworks form the foundation for student learning in the Central Valley School District.

READING

The student understands and uses different skills and strategies to read

- Applies a variety of reading strategies to read text
- Reads fluently, accurately and with expression

The student understands the meaning of what is read

- Applies comprehension strategies before, during and after reading
- Applies vocabulary strategies to comprehend text (prefixes, suffixes, abbreviations)
- Summarizes information from a variety of text
- Understands how to infer, predict, and draw conclusions
- Understands and analyzes information from a variety text (fact/opinion, cause/effect, compare/contrast)
- Analyzes a variety of genres (biography, fiction, non-fiction, poetry)
- Determines the author’s purpose in a variety of text
- Understands and analyze story elements
- Comprehends important ideas and details
- Applies reference skills to define, clarify and refines word meanings
- Demonstrates an understanding of and applies new vocabulary, figurative language, sequencing and features of text

The student reads different materials for a variety of purposes

The student sets individual reading goals and develops a plan to meet goals

WRITING

The student understands and uses a writing process

- Prewrites — independently uses prewriting strategies/ graphic organizers to brainstorm and organize ideas
- Drafts — groups ideas into paragraphs and sequences paragraphs in logical order independently
- Revises — rereads and modifies work (change, add, delete) to improve writing
- Edits — uses checklists and references for conventions; independently checks writing for accuracy, detail and clarity
- Publishes — produces a variety of neat, legible final products, sometimes with technology; shares with audience

The student understands the writing process to final draft form

- Writes a 3-5 paragraph essay with details and elaborations
- Writing goes beyond the formulaic

The student writes clearly and effectively

Content (focus, ideas, message)

- Writes on a topic that is narrow, clear and maintained throughout the writing
- Ideas are adequately developed using elaboration with important, relevant and specific ideas
- Writes in a variety of modes (expository/informational, narrative and genres: friendly letter, procedural, poetry) and response to reading
- Message is clear

Organization (introduction, middle, transitions, conclusion)

- Writes multi-paragraph papers with introductory and concluding paragraphs
- Writes paragraphs that include a topic sentence with supporting details and concluding sentence
- Uses a variety of transitions appropriately (e.g. *therefore, in conclusion, next, however*)
- Demonstrates logical sequence of ideas

Style (word choice, sentence fluency, voice)

- Uses specific words and phrases (varying verbs and adjectives to add clarity and interest)
- Experiments with using figurative language to enhance writing; uses phrases/fragments appropriately
- Experiments with variety of hooks (openers) and zingers (closers) that show the writer's style and perspective
- Varies sentence beginnings and sentence structure
- Demonstrates voice (individual expression) with word choice and elaboration

Conventions (rules of spelling, usage, capitalization, punctuation and paragraphing)

- Uses complete sentences
- Applies subject and verb agreement
- Maintains consistent verb tense
- Applies capitalization and punctuation correctly so meaning is not affected
- Spells high frequency and grade level words correctly in writing

Penmanship/Handwriting

- Writes legibly (form, size and spacing)
- Prints or uses cursive writing

COMMUNICATION

The student uses listening and observation skills to gain understanding

The student analyzes/evaluates communication

The student communicates ideas clearly and effectively

MATH

The student understands and applies the concepts and procedures of mathematics

Number Sense

- Recalls multiplication facts through twelve
- Compares numbers and number sentences using $>$, $<$, and $=$
- Reads and writes whole numbers to the millions
- Solves multi-digit addition, subtraction and multiplication problems
- Solves extended multiplication facts (3×7 , 3×70 , 30×700)
- Solves multi-step number stories with whole numbers using addition, subtraction, multiplication and division
- Identifies the value of any digit in a nine digit whole number
- Identifies fractional parts of a region or collection of objects
- Identifies and writes equivalent names for whole numbers, basic fractions, and decimals (90 , 9×10 , 3×30)
- Demonstrates an understanding of whole number division as equal sharing
- Uses a calculator to rename a fraction as a decimal or percent
- Finds missing whole numbers on a number line and identifies and applies number patterns
- Applies the relationships between addition and subtraction, and multiplication and division, using “fact families” ($9+7=16$) ($16-7=9$) ($3 \times 4=12$, $4 \times 3=12$) ($12 \div 4=3$, $12 \div 3=4$)
- Applies concepts of commutative, associative, distributive and identity properties when computing

- Makes reasonable estimates using addition, subtraction and multiplication

Measurement: weight, length (US/metric) time, temperature

- Uses a map scale to estimate distances
- Identifies and adds money
- Solves elapsed time problems
- Uses references to estimate length in standard and metric units (width of finger = 1 cm)

Geometric Sense: identification of shapes, perimeter, area, closed/unclosed shapes

- Describes properties of various polygons (multi-sided shapes)
- Names, draws, constructs, and labels line segments, lines, rays angles and polygons
- Identifies and draws lines of symmetry
- Identifies and measures right, acute and obtuse angles
- Identifies and describe parallel lines and perpendicular line
- Uses a protractor to measure angles
- Applies understanding of congruence of two-dimensional shapes and figures (figures with same shape and size)
- Finds the area of a polygon by counting squares
- Finds the perimeter of a polygon

Probability and Statistics: collect & display data, interpret results (mean, median, mode, range)

- Understands and applies data collection methods to obtain the desired information
- Identifies maximum and minimum range, median and mode in a set of data
- Identifies and orders the likelihood of events occurring (probability)
- Demonstrates an understanding of representations of data from line plots and graphs

Algebraic concepts: display, identify and describe rules to develop patterns in addition, subtraction, multiplication

- Solves open number sentences using a variable ($20 - x = 15$)
- Demonstrates an understanding that a number divided by itself equals one
- Identifies and applies number patterns
- Demonstrates an understanding of patterns and develop a rule describing the pattern

The student uses mathematics to define and solve problems

- Explains strategies to solve problems using pictures, numbers and words
- Recognizes a reasonable answer
- Reflects orally and in writing

- Makes connections between mathematics and other subject areas and real-life situations

SOCIAL STUDIES

The student understands and uses main concepts and ideas related to:

Exploring Washington Prior to Statehood

- Describes the first people of Washington
- Describes how people traveled to and settled Washington
- Examines the challenges and the conflicts due to early settlement
- Identifies the cultural groups who immigrated to Washington from other places in the world and the US prior to 1889 and explain why they came
- Analyzes the changes Native Americans and early settlers made to their environment to meet their needs and wants
- Explains the benefits and costs of trade between and among Native Americans and early settlers
- Describes the economic opportunities that encouraged people to immigrate to Washington

Living in Washington: Its Geography, Resources and Economy

- Compares and contrasts the geographical regions of Washington
- Uses maps, graphs and charts to understand the patterns of economic activity and distribution of people in each of the regions
- Compares how people in each of the regions earn a living
- Explains why people move to or continue to live in Washington—natural beauty, resources, family, culture, education and/or economic opportunity
- Examines how Washington's location provides cultural, political and economic connectedness o the Pacific Rim
- Explains why different regions of Washington specialize in different economic activities
- Examines how trade is important to Washington state within the Pacific Rim
- Analyzes the role of technology in businesses and industry in Washington

Being Citizens in Washington

- Examines the rights and responsibilities of state citizenship
- Identifies actions citizens can take to influence public policy decisions
- Explains how citizens advocate for the “common good” and individual rights
- Examines how state government is organized to ensure citizen involvement
- Analyzes the role of government in responding to citizens' needs and wants