CHRIST EPISCOPAL SCHOOL
FOURTH GRADE CURRICULUM

LANGUAGE ARTS

Reading

1. Read regularly in independent-level materials.
2. Demonstrate and apply phonetic knowledge, such as decoding words with a) specific patterns and rules (ex. regular and irregular plurals), b) multisyllabic words with closed and open syllables, c) VCe syllables, d) vowel teams, digraphs and diphthongs, e) r-controlled syllables, f) and final stable syllables.
3. Decode words using advanced knowledge of syllable division patterns such as VV.
4. Decode words using knowledge of prefixes and suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
5. Demonstrate characteristics of appropriate fluency, specifically in regard to rate, accuracy, rhythm, and intonation.
6. Read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners.
7. Select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure.
8. Identify, differentiate, or analyze characteristics of genre.
9. Establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.
10. Generate questions about the text before, during, and after reading to deepen understanding and gain information.
11. Monitor own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions.
12. Answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer.
13. Judge the internal consistency or logic of stories and texts such as “Would this character do this?”, “Does this make sense here?”.
14. Identify the topic sentence and determine relevance of supporting sentences within text.
15. Determine if needed information is within a text.
16. Determine extraneous information within text.
17. Paraphrase and summarize text to recall, inform, and organize ideas.
18. Make and correct or confirm predictions using text features, characteristics of genre, and structures.
19. Create mental images to deepen understanding.
20. Make inferences and use evidence to support understanding.
21. Determine cause and effect situations to deepen comprehension.
22. Differentiate between fact/opinion and true/false relationships.

23. Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
24. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. Articulate themes and connections that cross cultures.
25. Explain the interactions among characters and the changes they undergo.
26. Outline main idea, setting, character, plot, ending.
27. Analyze plot elements, including the rising action, climax, falling action, and resolution.
28. Explain the influence of the setting, including historical and cultural settings, on the plot.
29. Demonstrate knowledge of characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales.
30. Explain figurative language such as simile, metaphor, and personification that the author uses to create images.
31. Explain structure in drama such as character tags, acts, scenes, and stage directions.
32. Use pronunciation guides and diagrams to support understanding.
33. Recognize characteristics of multimodal and digital texts.
34. Explain the author's purpose or message within a text.
35. Recognize that authors organize information in specific ways.
36. Determine if needed information is within a text.
37. Recognize how the author's use of language contributes to voice.
38. Identify and understand the use of first- or third-person point of view.
39. Identify and explain the use of anecdote.
40. Identify the correct use of general reference materials.
41. Use parts of a book to locate information.

Writing and Grammar

1. Write to express, discover, record, develop, reflect on ideas, and to problem solve.
2. Write to influence such as to persuade, argue, and express an opinion.
3. Write to inform such as to explain, describe, report, and narrate.
4. Write to entertain such as to compose poetry or short stories and personal narratives.
5. Compose correspondence that requests information.
6. Exhibit an identifiable voice in personal narratives and in stories.
7. Review a collection of written works to determine its strengths and weaknesses and to set goals as a writer.
8. Demonstrate proficiency in the writing process by
    a. Planning a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
    b. Developing drafts into a focused, structured, and coherent piece of writing by organizing a purposeful structure, including an introduction, transitions, and a conclusion and by developing an engaging idea with relevant details.
    c. Revising drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
    d. Editing drafts.
    e. Publishing written work for appropriate audiences.

9. Demonstrate proficiency in grammar and standard English conventions by correct use of
    a. Complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.
    b. Past tense of irregular verbs.
    c. Singular, plural, common, and proper nouns.
    d. Adjectives, including their comparative and superlative forms.
    e. Adverbs that convey frequency and adverbs that convey degree.
    f. Prepositions and prepositional phrases.
    g. Pronouns, including reflexive.
    h. Coordinating conjunctions to form compound subjects, predicates, and sentences.
    i. Capitalization of historical periods, events, and documents; titles of books, stories and essays; and languages, races, and nationalities.
    j. Punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue.
10. Produce communication using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports.
11. Correspond with peers and others via email.
12. Write business letters, friendly letters, invitations, thank-you notes.
13. Collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms.

Listening and Speaking

1. Listen actively to understand the major ideas and provide evidence of understanding by
    a. Asking relevant questions and making pertinent comments
    b. Restating and clarifying information
    c. Expressing an opinion supported by accurate information.
2. Identify and analyze a speaker's persuasive techniques such as promises, dares, and flattery.
3. Distinguish between the speaker's opinion and verifiable fact.
4. Interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives.
5. Listen to proficient, fluent models of oral reading, including selections from classic and contemporary works.
6. Describe how the language of literature affects the listener.
7. Eliminate barriers to effective listening.
8. Determine explicit supporting detail in material listened to in everyday life.
9. Determine explicit sequence or action in material listened to for information.
10. Determine implicit details, plots, sequences, or actions.
11. Determine implicit causes, effects, events, or ideas.
12. Make predictions in material listened to for enjoyment.
13. Recognize fact and opinion in material listened to in everyday life.
14. Demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information.
15. Speak appropriately to different audiences for different purposes and occasions.

16. Present dramatic interpretations of experiences, stories, poems, or plays to communicate.

Vocabulary and Spelling

1. Develop vocabulary by listening to selections read aloud.
2. Determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-, mis-, sub-, -ity/ty, -ment.
3. Study and utilize words with Latin/Greek parts such as bio-, tele-, -graph, etc.
4. Study word meanings systematically such as across curricular content areas and through current events.
5. Use context clues to assign meaning to an unknown word.
6. Use print and digital resources to find correct spellings, meanings, syllabication, and pronunciation.
7. Spell accurately in final drafts.
8. Use accurate spelling of multisyllabic word constructions involving closed syllables, open syllables, VCe syllables, r-controlled syllables, and final stable syllables.
9. Relate vowel sounds to their most common spellings.
10. Use context clues to assign meaning to an unknown word.
11. Use correct spelling of homophones such as reign/rain, there/their.

MATH

Numbers, Operations, and Quantitative Reasoning

1. Use place value to read, write, compare, and order whole numbers through 999,999,999.
2. Use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.
3. Use concrete objects and pictorial models to generate equivalent fractions.
4. Add and subtract decimals to the hundredths place.
5. Use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.
6. Demonstrate fraction quantities greater than one using concrete objects and pictorial models.
7. Compare and order fractions using concrete objects and pictorial models.
8. Relate decimals to fractions that name tenths and hundredths.
9. Model factors and products using arrays and area models.
10. Represent multiplication and division situations in picture, word, and number form
11. Recall and apply multiplication facts through 12 X 12.
12. Use multiplication to solve problems (no more than two digits time two digits without technology).
13. Compare and order rational numbers.
14. Identify a number sentence representing the inverse operation of a given number.
15. Extend a numerical or geometrical pattern.

16. Read and interpret tables and graphs.
17. Identify a number sentence that represents the inverse operation.
18. Addition and subtraction of decimal numbers.

Patterns, Algebraic Thinking, and Problem Solving

1. Describe the relationship between two sets of related data such as ordered pairs in a table.
2. Use patterns to multiply by 10 and 100;
3. Identify the mathematics in everyday situations.
4. Use tools such as real objects, manipulatives, and technology to solve problems.
5. Select or develop and appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.
6. Use organizational structures to analyze and describe patterns and relationships
7. Use essential attributes to define two and three dimensional geometric figures.
8. Solve problems using estimation strategies.
9. Solve problems using non-routine strategies.
10. Identify probabilities of simple events.
11. Solve problems involving money.
12. Identify probabilities of simple events.
13. Interpret the value of each position as 10 times the position to the right, or as 1/10th the value of the place to its left.
14. Decompose fractions into a sum of fractions (ex. 4/5 =2/5+2/5) with the same denominator, including unit fractions.

Geometry and Spatial Reasoning

1. Identify and describe right, acute, and obtuse angles.
2. Identify and describe parallel and intersecting (including perpendicular) lines.
3. Use translations, reflections, and rotations to verify that two shapes are congruent.
4. Recognize the connection between numbers and their properties and points on a line.
5. Locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths.
6. Demonstrate the expression of a number in standard form, word form, expanded form and expanded notation.
7. Use models to determine the formula for finding the perimeter and area of squares and rectangles.
8. Identify points, lines, line segments, etc.
9. Solve with fluency one and two step problems with multiplication and division including interpreting remainders.

Measurement

1. Estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric).
2. Explain the difference between weight and mass.

3. Use a thermometer to measure temperature and changes in temperatures.
4. Identify appropriate units of measurement.

Classification and Data

1. Make generalizations about determining all possible combinations of a given set of data or of objects in a problem situation.
2. Interpret bar graphs.
3. Justify why an answer is reasonable and explain the solution process.
4. Read and represent data on a frequency table, dot plot, or stem-and-leaf plot.
5. Communicate mathematical ideas and reasonings using multiple representations including verbally and through written expressions.

SCIENCE

Scientific Investigation and Reasoning

1. Demonstrate safe practices and the use of safety equipment as described in Texas Education Agency-approved safety standards during classroom and outdoor investigations using safety equipment, including safety goggles or chemical splash goggles, as appropriate, and gloves, as appropriate.
2. Make informed choices in the use and conservation of natural resources and reusing and recycling of materials such as paper, aluminum, glass, cans, and plastic.
3. Plan and implement descriptive investigations, including asking well defined questions, making inferences, and selecting and using appropriate equipment or technology to answer his/her questions.
4. Collect and record data by observing and measuring, using the metric system, and using descriptive words and numerals such as labeled drawings, writing, and concept maps.
5. Construct simple tables, charts, bar graphs, and maps using tools and current technology to organize, examine, and evaluate data.
6. Analyze data and interpret patterns to construct reasonable explanations from data that can be observed and measured.
7. Perform repeated investigations to increase the reliability of results.
8. Communicate valid oral and written results supported by data.
9. Analyze, evaluate, and critique scientific explanations by using evidence, logical reasoning, and experimental and observational testing.
10. Represent the natural world using models such as the water cycle and stream tables and identify their limitations, including accuracy and size.
11. Connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.
12. Collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, mirrors, spring scales, balances, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices; and materials to support observation of habitats of organisms such as terrariums and aquariums.

Matter and Energy

1. Measure, compare, and contrast physical properties of matter, including mass, volume, states (solid, liquid, gas), temperature, magnetism, and the ability to sink or float.
2. Compare and contrast a variety of mixtures, including solutions.

Force, Motion, and Energy

1. Differentiate among forms of energy, including mechanical, sound, electrical, light, and thermal.
2. Differentiate between conductors and insulators of thermal and electrical energy.
3. Demonstrate that electricity travels in a closed path, creating an electrical circuit.
4. Design a descriptive investigation to explore the effect of force on an object such as a push or a pull, gravity, friction, or magnetism.

Earth and Space

1. Examine properties of soils, including color and texture, capacity to retain water, and ability to support the growth of plants.
2. Observe and identify slow changes to Earth's surface caused by weathering, erosion, and deposition from water, wind, and ice.
3. Identify and classify Earth's renewable resources, including air, plants, water, and animals, and nonrenewable resources, including coal, oil, and natural gas, and the importance of conservation.
4. Measure, record, and predict changes in weather.
5. Describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process.
6. Collect and analyze data to identify sequences and predict patterns of change in shadows, seasons, and the observable appearance of the Moon over time.

Organisms and Environment

1. Investigate that most producers need sunlight, water, and carbon dioxide to make their own food, while consumers are dependent on other organisms for food.
2. Describe the flow of energy through food webs, beginning with the Sun, and predict how changes in the ecosystem affect the food web.
3. Explore how structures and functions enable organisms to survive in their environment.
4. Explore and describe examples of traits that are inherited from parents to offspring such as eye color and shapes of leaves and behaviors that are learned such as reading a book and a wolf pack teaching their pups to hunt effectively.
5. Explore, illustrate, and compare life cycles in living organisms such as beetles, crickets, radishes, or lima beans.

SOCIAL STUDIES

Citizenship

1. Explain the meaning of various patriotic symbols and landmarks of Texas including the six flags that flew over Texas, the Alamo, and the San Jacinto Monument.
2. Sing or recite “Texas, Our Texas”.
3. Recite and explain the meaning of the Pledge to the Texas Flag.
4. Describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.
5. Identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll.
6. Explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects.
7. Explain the duty of the individual in state and local elections such as being informed and voting.
8. Identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Henry B. Gonzales, Wallace Jefferson, and others.
9. Explain how to contact elected and appointed leaders in state and local government.
10. Identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. Senators, local U.S. representatives, and Texans who have been president of the United States.
11. Identify leadership qualities of state and local leaders, past and present.

Culture

1. Identify customs, celebrations, and traditions of various cultural, regional, and local groups in the development of Texas culture such as Cinco de Mayo, Oktoberfest, and Fiesta San Antonio.
2. Summarize the contributions of artists of various racial, ethnic, and religious groups in the development of Texas culture such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe.

History

1. Explain the possible origins of American Indian groups in Texas.
2. Identify and compare the ways of life of American Indian groups in Texas before European exploration such as Lipan Apache, Karankawa, Caddo, and Jumano.
3. Describe the cultural regions in which American Indians lived such as Gulf, Plains, Puebloan, and Southeastern.
4. Locate American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo.
5. Summarize motivations for European exploration and settlement of Texas including economic opportunity, competition, and the desire for expansion.
6. Identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca, Francisco Coronado, and Rene Robert Cavelier, Sieur de la Salle, on the settlement of Texas.

7. Explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals.
8. Identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas.
9. Identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martin de Leon.
10. Analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto.
11. Summarize the significant contributions of individuals such as William B. Travis, James Bowie, Davy Crockett, Juan N. Sequin, Placido Benavides, Jose Francisco Ruiz, Antonio Lopez de Santa Anna, Susanna Dickinson, and Enrique Esparza.
12. Identify leaders important to the founding of Texas as a republic and state, including Jose Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones.
13. Describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers.
14. Explain the events that led to the annexation of Texas to the United States and the impact of the U.S. – Mexican War.
15. Describe the impact of the Civil War and Reconstruction of Texas.
16. Explain the growth, development, and impact of the cattle industry such as contributions made by Charles Goodnight, Richard King, and Lizzie Johnson.
17. Explain the effects of the railroad industry on life in Texas.
18. Explain the effects on American Indian life brought about by the Red River War, building of U.S. forts and railroads, and loss of buffalo.
19. Explain the impact of various events on life in Texas such as the Great Depression, the Dust Bowl, and World War II and notable individuals such as Audie Murphy, Cleto Rodriguez, and Bessie Coleman.
20. Explain the development and impact of the oil and gas industry on industrialization and urbanization in Texas, including Spindletop and important people such as Pattillo Higgins.

Geography

1. Identify, locate, and describe the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their characteristics such as landforms, climate, vegetation, and economic activities.
2. Compare the physical regions of Texas (listed above).
3. Explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present.
4. Identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods.
5. Explain reasons why people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams.

6. Explain reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities.
7. Compare the positive and negative consequences of human modification of the environment in Texas, past and present.

Economics

1. Explain the economic activities various early American Indian groups in Texas used to meet their needs and wants such as farming, trading, and hunting.
2. Explain the economic activities early settlers to Texas used to meet their needs and wants.
3. Describe how the free enterprise system works, including supply and demand.
4. Identify examples of the benefits of the free enterprise system such as choice and opportunity.
5. Describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom.
6. Identify how people in different regions of Texas earn their living, past and present.
7. Explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas.
8. Identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas.
9. Explain how developments in transportation and communication have influenced economic activities in Texas.

Government

1. Identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution.
2. Identify and explain the basic functions of the three branches of government according to the Texas Constitution.
3. Identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. (Celebrate Freedom Week)

Science, Technology, and Society

1. Identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions.
2. Describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas.

Social Studies Skills

1. Differentiate between, locate, and use valid primary and secondary sources such as technology, interviews, biographies, oral, print, and visual material, documents and artifacts to acquire information about Texas.
2. Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding

the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
3. Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
4. Identify different points of view about an issue, topic, historical event, or current event.
5. Apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps.
6. Interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.
7. Use social studies terminology.
8. Incorporate main and supporting ideas in verbal and written communication.
9. Express ideas orally based on research and experiences.
10. Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

ART

Perception

1. Develop and organize ideas from the environment.
2. Communicate ideas about self, family, school, and community, using sensory knowledge and life experiences.
3. Chooses appropriate vocabulary to discuss the use of art elements and principles.
4. Identify contour and outlines; understand the difference between them.
5. Learn to see basic shapes as components of objects.
6. Know warm and cool colors.
7. Able to identify a grey scale.
8. Able to identify complimentary colors.
9. Knows difference between negative and positive space.
10. Awareness of point of view (eye level, bird’s eye view, worm’s eye view).
11. Identify pattern motifs that vary.

Creative Expression and Skills

1. Express ideas through original artworks, using a variety of media with appropriate skill.
2. Integrate a variety of ideas about self, life events, family, and community in original artworks.
3. Invent ways to produce artworks using a variety of art media and materials.
4. Uses contour and outlines in artworks.
5. Use lines to express mood, convey emotions.
6. Use lines in patterns.
7. Sketch objects as basic shapes.
8. Create art works using warm or cool colors.
9. Mix black and white paint to create a grey scale.
10. Uses complimentary colors to create.

11. Simultaneous contrast.
12. Able to create a design in which the positive and negative space are balanced.
13. Create pattern motifs that vary.

Activities

1. Poster design.
2. Scratch art.
3. Pottery.
4. Paper mosaics.
5. Chinese landscapes.
6. Action pictures.
7. Surreal drawings.
8. Bone pictures.
9. Weavings.
10. Shoe drawings.
11. Fall still life.
12. Pattern paintings.
13. Grey scale 3-D shape paintings.
14. Silhouettes.
15. Technological self-portrait.
16. 12 color personalized color wheel.
17. One-point perspective railroad tracks.

CHRISTIAN EDUCATION

Songs

1. Participate in singing basic Bible songs. Students are reminded that when they sing, they are praising God.

Christian Concept

1. Learn the books of the New Testament and their basic categories. The New Testament quizzes build upon one another, and the students are responsible for more information with each consecutive quiz.
2. Participate in Bible drills using book, chapter, and verse of the New Testament.
3. Learn about Hero of the Month, Fruit of the Spirit, and Courtesy of the Week.

Scripture Lesson

1. Listen to a Bible story and discuss its meaning and life application (SAES curriculum).
2. Follow a three year cycle of Episcopal Church curriculum.
3. Participate in a craft or puzzle related to Bible story.
4. Locate and read scripture passage using book name, chapter number, and verse number.

Prayer

1. Pray at the beginning of each class.
2. Craft and share prayers of praise, thanksgiving, forgiveness, prayers for others, and prayers for self.

Special Projects

1. Canned, boxed food items for project H.O.P.E.
2. Operation Christmas Child.
3. Lenten project for local charity.
4. Grade level service learning project and field trip.

LIBRARY

Library Skills

1. Review library rules and circulation procedures, including the use of shelf markers and book care.
2. Study the Dewey Decimal System.
3. Review library organization and expand on the use of the automated card catalog.
4. Continue placing emphasis on Newbery Award Books and the Texas Bluebonnet Books.
5. Explain library organization and the use of alphabetization by the third letter.
6. Discuss a variety of authors and illustrators.
7. Distinguish fiction from non-fiction, including fact and fantasy.
8. Develop vocabulary by listening to selections read aloud.
9. Learn how to paraphrase and summarize oral readings.
10. Learn to draw inferences, such as conclusions or generalizations, and support them with evidence and experience from oral readings.
11. Distinguish fact and opinion in various genres read aloud.
12. SRecognize the distinguishing features of genres, including biography, historical fiction, informational books, and poetry.
13. Choose appropriate independent reading material from a variety of genres.

MUSIC

Theory

1. Listen to and identify musical patterns of: AB, ABA, AABA.
2. Perform simple rhythmic and melodic dictation.
3. Recognize letter names of notes on the staff.

Voice

1. Practice correct breathing for singing.
2. Sing simple 2-part harmony.
3. Echo melodic patterns.

4. Sing a major scale on solfege with hand signs.

Instrument and History

1. Recognize names and music of composers studied in class.
2. Recall major events from composers' lives.
3. Recognize solo instruments in a recording.

Creative Expression and Performance

1. Clap a simply rhythmic pattern.
2. Sing songs of action, celebration, and patriotism.
3. Sing alone.
4. Learn to play the ukulele.

PE

Movement

1. Demonstrate changes in speed during straight, curved, and zig zag pathways in dynamic situations.
2. Catch an object while traveling such as catch a football pass on the run.
3. Combine shapes, levels, pathways, and locomotor patterns smoothly into repeatable sequences.
4. Jump and land for height and distance using key elements for creating and absorbing force such as bending knees, swinging arms, and extending.
5. Perform sequences that include traveling, showing good body control combined with stationary balances on various body parts.
6. Demonstrate body control in jumping and landing such as land on feet, bend knees, and absorb force.
7. Transfer weight along and over equipment with good body control.
8. Create a movement sequence with a beginning, middle, and end.
9. Travel into and out of a rope turned by others without hesitating.
10. Demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, punt, striking with body part, racquet, or bat.
11. Identify similar movement elements in sports skills such as underhand throwing and underhand volleyball serving.
12. Identify ways movement concepts such as time, space, effort, and relationships can be used to refine movement skills.
13. Make appropriate changes in performance based on feedback.
14. Describe key elements of mature movement patterns of throw for distance or speed such as catch, kick, strike, and jump.

Physical Activity and Health

1. Describe and select physical activities that provide for enjoyment and challenge.

2. Name the components of health-related fitness such as strength, endurance, and flexibility.
3. Identify and demonstrate a variety of exercises that promote flexibility.
4. Improve flexibility in shoulders, trunk, and legs.
5. Participate in activities that develop and maintain muscular strength and endurance.
6. Identify opportunities for participation in physical activity in the community such as little league and parks and recreation.
7. Describe the effects of exercise on heart rate through the use of manual pulse checking or heart rate monitors.
8. Participate in moderate to vigorous physical activities on a daily basis.
9. Identify methods for measuring cardiovascular endurance, muscular strength and endurance, and flexibility.
10. Identify major muscle groups and the movements they cause.
11. Describe the relationship between food intake and physical activity such as calories consumed and calories expended.
12. Explain the link between physical activity/inactivity and health such as reduce stress and burn calories.
13. Explain the relationship between physical activity and stress relief and demonstrate stress relief activities such as brisk walking, gentle stretching, and muscle tension and release.
14. Describe the need for rest and sleep in recovering from exercise.
15. Identify sources of information on skill improvement, fitness, and health such as books and technology.
16. Use equipment safely and properly.
17. Select and use proper attire that promotes participation and prevents injury.
18. Describe and apply safety precautions when cycling and skating.
19. Identify potential risks associated with physical activities.

Social Development

1. Distinguish between compliance and noncompliance with rules and regulations.
2. Analyze potential risks associated with unsafe movement and improper use of equipment.
3. Follow rules, procedures, and etiquette.
4. Respond to winning and losing with dignity and understanding.
5. Work independently and stay on task.
6. Demonstrate effective communication, consideration, and respect for the feelings of others during physical activities such as encourage others, allow others equal turns, and invite others to participate.

SPANISH

Vocabulary

1. Basic greeting questions.

2. Numbers past 100.
3. Use tener with saying and asking age.
4. Interrogatives.
5. Gustar.
6. Professions.
7. Sports vocabulary.
8. Pronouns.
9. Begin conjugation of AR verbs.
10. Possessive pronouns (mi, tu, su).

Conversation, Reading, and Writing

1. Make introductions in Spanish.
2. Ask and respond to age questions.
3. Describe likes and dislikes.
4. Use sequencing words to describe class schedule.

Activities

1. Describe culture of Ancient Mexican Indians.
2. Make Ojo de Dios or create Huichol string art (Mexican Art Project).
3. Learn and sing Christmas carol in Spanish.
4. Play Toman Dos.

TECHNOLOGY

Basic Computer Concepts and Operations

1. Identify the main parts of the computer (keyboard, monitor, mouse, tower, headphones, stylus, and drawing tablet).
2. Use mouse correctly (drag, click, right click, left click, double click).
3. Place the cursor at a specific location on the screen.
4. Launch/open and close computer programs.
5. Open and close Internet applications.
6. Login and logout of computer properly.
7. Toggle between two different programs.
8. Show and hide toolbars.
9. Use shortcuts to perform functions in various programs.
10. Utilize Google Classroom (Docs, Sheets, Slides, Drive).
11. Print files independently.
12. Print specific pages.
13. Access files from documents folder and shared folder with teacher assistance.
14. Save files to documents folder and shared folder independently.
15. Manipulate graphics (sizing, moving, text wrap, etc.)
16. Change page orientation.
17. Create folders to organize files.

Technology Productivity and Keyboarding

1. Use correct posture.
2. Locate and use letters, numbers, etc.
3. Identify and locate special keys such as, enter, spacebar, caps lock, shift keys.
4. Use home row and correct finger placement.
5. Use proper finger for each key.
6. Use proper typing technique with efficiency and accuracy without looking at the keyboard.

Internet Skills

1. Use a web browser.
2. Use teacher directed web based activities on topics of study.
3. Add sites to favorites.
4. Discuss the reliability of sources.

Social, Ethical, and Human Issues

1. Discuss and comply with network use & Internet policy.
2. Demonstrate appropriate computer etiquette.
3. Respect the privacy of all users.
4. Use appropriate judgement upon entering Internet sites.
5. Know and practice good Internet safety techniques.
6. Determine what is accurate and reliable information found on the Internet.
7. Obey copyright laws by citing and paraphrase material taken from another source for papers, projects, and multimedia presentations.
8. Exhibit ethical behavior relating to privacy, passwords and personal information.

Word Processing

1. Open and exit word processing application.
2. Type first name, ABCs, numbers, and simple words.
3. Use the delete and backspace keys appropriately.
4. Perform basic formatting tasks (change font, style, color, bold, italic, underline, alignment, etc.)
5. Use simple text editing skills.
6. Use spell check.
7. Select and deselect text to make changes.
8. Insert clipart and graphics from online sources.
9. Type short writing pieces with one space between words and after sentences.
10. Use the return and tab keys appropriately.
11. Rename and move files.
12. Cut, copy, and paste within a document.
13. Use page setup options.
14. Insert graphics from outside source.
15. Use formatting functions (such as numbering, bullets, and indents).

Presentation Software

1. Open and exit presentation application.
2. Create a new presentation and open a saved presentation.
3. Choose layouts of new slides.
4. Insert or delete slides.
5. Use text special effects such as Word Art.
6. Save presentation.
7. Cut, copy, and paste within a presentation.
8. Add pieces as needed (such as clipart, text boxes, and shapes).
9. Change the order of slides.
10. Arrange objects on a slide.

Graphics

1. Open and exit graphics application.
2. Select and use different colors.
3. Erase part of an image in a paint program.
4. Use tools to create shapes and lines
5. Select and use different line widths and styles.
6. Delete an object in a paint program.
7. Enter and modify text in a paint program.
8. Magnify to enlarge and reduce the view of a graphic.
9. Customize a color palette.
10. Resize, reposition, rotate, and flip an object.
11. Use layers.
12. Duplicate and crop objects.
13. Save document as a graphics file.
14. Select several objects at the same time.
15. Group and ungroup objects.

Computer Science Fundamentals

1. Learn the basics of programming using commands like loops and events.
2. Investigate different problem-solving techniques.
3. Persist in the face of difficult tasks.
4. Solve more complex puzzles utilizing critical thinking skills.
5. Translate name into binary code.
6. Develop an understanding of algorithms, nested loops, while loops, conditionals, and events.
7. Practice coding with algorithms, loops, conditionals, and events.