

The School of Saint Leo the Great
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GRADE 4 CURRICULUM STANDARDS

Dear Parents,

This document is a brief overview of the curriculum taught at The School of Saint Leo The Great. It is a combination of Diocesan and State of California Standards. It includes textbooks used at the school and special projects assigned by classroom teachers. This is a living document that will be updated each year. More detailed descriptions are available to parents in the school office and soon on the school's website.

Sonya Simril
Principal

Developmental Characteristics

Physical

- Is active
- Has gradual increase in speed
- Has growth spurts
- Has better control of body
- If a girl, is taller and heavier than a boy
- Moves with more grace and skill
- Has increasing strength
- Develops skill in use of small muscles

Social/Emotional

Interacts energetically with others has increased ability to work in groups

- Has stable sense of identity
- Compares self to others
- Has sense of fairness
- Has beginnings of conscience
- Assumes responsibility
- Has difficulty finishing tasks, but feels need to complete
- Becomes more independent, self-motivated
- Values Friendship

Mental

- Listens well, wants to discuss
- Displays good concentration, less distractibility
- Classifies by two properties
- Continues to use firsthand experiences to know things
- Enjoys jokes, riddles, puns, language play
- Has increasing short-term memory
- Bases reasoning on direct observation
- Solves problems by trial and error

Fourth Grade	Textbooks	Supplemental Literature	Major Projects/ Assignments	Field trips
English/ Language Arts	Phonics, Modern Curriculum Press, publisher Vocabulary Workshop, Sadlier Oxford, publisher Silver Secrets, Silver Burdett & Ginn, publisher	Indian in the Cupboard Patty Reed's Doll Several American Classics Charlotte's Web	Book Reports (written and oral) <i>Reading Response Journals</i> <i>American Classics</i> <i>Author Correspondence</i>	Oakland Museum
Math	Today's Math; Scott Foresman publisher	Exploring Mathematics publisher Scott, Foreman and company		Lawrence Hall of Science (math workshop)
Science	Britannica Science System Foss, publisher Lawrence Hall of Science		Animals and habitats	Lawrence Hall of Science Oakland Zoo Oakland Museum
Social Studies	Oh, California; Houghton Mifflin, publisher	Sticky Situations publisher, Tyndale Kids	<u>Three of five:</u> Native American Journal Mission Report and Project African American Report Early Explorer Report Wagon Trail Project	<i>Oakland Museum: Fabulous 49ers Program</i> <i>Sacramento: Railroad Museum</i> <i>Sutter's Fort, Indian Museums</i>
Religion	• We Believe; Harcourt, publisher	The Bible	Faith family Activity	Visit Bay Area Mission

Religion and Family Life

The religious and family life education program for The School of Saint Leo the Great offers students a curriculum that intentionally strives from one grade level to the next to build on the cognitive foundations established in the previous years' programs. Its content serves to inspire and to inform a way of life. The key learning objectives for each grade level have been grouped under the rubric of twelve basic expectations. Each of these expectations falls under four major thematic headings that convey the essential philosophical underpinnings of the entire program.

Theme 1: We Remember

1. Demonstrate the ability to read and reflect on scripture and its meaning for life today
2. Demonstrate a basic understanding of the history of the church

Theme 2: We Believe

3. Demonstrate an understanding that we are drawn to God who, in creating us, has placed a desire for happiness in our hearts
4. Demonstrate a basic understanding and appreciation of doctrine and dogma found in the Creedal Statements
5. Demonstrate a basic understanding and appreciation of the Trinity as the central mystery of the Christian faith
6. Demonstrate knowledge of the Church as people of God, body of Christ and community of faith

Theme 3: We Celebrate and Pray

7. Demonstrate an understanding of the sacraments as important moments in the life of the community, with an emphasis on the Eucharist
8. Demonstrate an understanding that the Eucharistic Liturgy (the Mass) is the communal celebration of the Paschal Mystery in which each is called to full and active participation
9. Demonstrate a knowledge of and ability to participate in the Catholic tradition of prayer

Theme 4: We Live

10. Demonstrate an understanding of moral teaching, and an ability to make good moral decisions and act in a responsible, Christian manner
11. Demonstrate comprehension of seven key principles of Catholic social teaching and have the ability to apply them to personal and societal situations:
 - The life and dignity of the human person
 - The call to family, community and participation
 - The rights and responsibilities of the human person
 - Option for the poor and vulnerable
 - The dignity of work and the rights of workers
 - Solidarity of the human family
 - Care for God's creation

English Language Arts

Word Recognition

- Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation and expression

Vocabulary and Concept Development

- Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases
- Use knowledge of roots and affixes derived from Greek and Latin to analyze the meaning of complex words
- Distinguish and interpret words with multiple meanings

English Language Arts (continued)

Reading Comprehension

- Read and understand narrative and expository text (social studies, science, etc.) appropriate to fourth grade
- Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment)
- Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself
- Compare and contrast information on the same topic after reading several passages or articles
- Distinguish between cause and effect and between fact and opinion in expository text

Literary Response and Analysis

- Read and respond to a wide variety of significant works of children's literature
- Describe the structural differences of various forms of literature including fantasies, fables, myths, legends, realistic and historical fiction, and biography
- Identify main events of the plot, their causes, and the influence of each event on future actions
- Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions
- Compare and contrast tales from different cultures
- Define figurative language (e.g., simile, metaphor, personification) and identify its use in literary works

Writing

- Write compositions that describe and explain familiar objects events, and experiences
- Progress through stages of the writing process (prewriting, drafting, revising, editing and publishing)
- Write narratives, responses to literature, reports and summaries
- Create multi-paragraph compositions with an introductory paragraph, topic sentence, support paragraphs, and a conclusion/summary
- Write clear and coherent sentences and paragraphs that develop a central idea
- Write fluidly and legibly in cursive
- Write with an increasing command of standard English conventions (e.g., sentence structure, grammar, punctuation, capitalization and spelling)
- Use various reference materials (e.g., dictionary, encyclopedia, online information) as an aid to writing

Listening and Speaking

- Listen critically and respond appropriately to oral communication
- Speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch and modulation
- Ask thoughtful questions and respond to relevant questions
- Summarize major ideas and supporting evidence presented in spoken messages and formal presentations
- Give precise directions and instructions
- Present effective introductions and conclusions
- Use details, examples, anecdotes, or experiences to explain or clarify information
- Make narrative and informational presentations
- Deliver oral summaries of articles and books
- Recite brief poems (i.e., two or three stanzas)

4th Grade Academic and Behavioral expectations

The 4th grade level encourages a student to achieve a higher level of responsibility, leadership and expectations. Students are expected to complete assignments neatly, correctly, and submit the work on time. In addition, students are expected to follow all classroom and school rules.

Behavioral Expectations:

1. Get out of your seat after receiving permission.
2. Speak to others with respect and courtesy.
3. Follow all rules given by the teachers and staff.
4. Do not touch another person's property without his/her permission.

Consequences:

1. All students begin the day an "A" in conduct:
2. Verbal warning "B" in conduct
3. Name written down "C" in conduct
4. Check next to name "D" in conduct
5. Two checks next to name "F" in conduct
6. In addition students maybe asked to stay in class to complete assignments.

Rewards:

1. A's in conduct
2. Free time to play academic games in class
3. Positive notes and phone calls home
4. Special recognition from school administration
5. Prizes

Assignment Book: Students will write weekly assignments in their assignment books on Monday. Parents should initial the assignment page to indicate they are aware of their child's homework that week.

Homework: Homework is a valuable tool used to share with parents, specific skills their child is working on. It is also used as a valuable tool to strength time management and good work habits. Homework is assigned Monday through Thursday. The homework schedule will be attached to a folder labeled "homework. All work is to be completed neatly, correctly and turned in on time. Late work will not be accepted for credit. If a student is absent, work must be turned in within two days upon returning to school. Students are responsible for obtaining their missed work.

Field Trips: Class field trips are taken throughout the year. Our trip to Sacramento will take place at the end of the year. (More information to follow) Any student with excessive missing assignments or behavioral problems will not be able to attend fieldtrips.

Music (continued)

Expressive Qualities

Tempo Modifiers - ritard, rubato

Dynamics: Introduce terms - piano (soft), pianissimo (very soft), mezzo piano (moderately soft) forte (loud), fortissimo (very loud), mezzo forte (moderately loud)

Breathing techniques

Posture, phonation, diction

Tone production, intonation, improvisation

Dance styles of various eras and cultures (waltz, cha-cha, hula, African, etc.)

Music Theory

Introduce bar line, double bar line, repeat sign

Note values - quarter, half, dotted half, whole

Introduce recorder notes D-C-B-A-G (Third Grade)

Introduce recorder notes Low C, D, E (Fourth Grade)

Introduce recorder notes F-sharp, B-flat (Fifth Grade)

Activities:

Attend symphony (Grades 5 & 6)

Technology

- Students use Type to Learn 3 to brush up their keyboarding skills using the “traditional” method of typing. The scope of keyboarding is to cover all the alphabet, using the shift key, typing numbers and reinforcing their skills through short drill and practice during most class periods.
- Students will use Microsoft Word (word-processing) to generate various text -based projects for class.
- Students will be instructed on how to create a simple document, insert a graphic, save, re-edit, spell-check, and format.
- Students will use HyperStudio to create a number multimedia stacks. Combing text, graphics and sounds...the students will create an interactive project that is linked by a series of layers and buttons.
- The students will create a graphic animation. Using KidPix3 Deluxe and GifBuilder the students will create a series of animated stills. The stills will then be stitched together and saved as an animated gif that could be viewed through a web browser.
- The students will be using Spellbinder from time to time where they will enter their vocabulary spelling words into the program and then the program drills them through a series of spelling games till they reach the White House and win the game.
- Students will use the internet to research information for various class projects. They will use lab time along with clear search goals and sites to find simple information pertaining to a topic the teacher introduces to the class.
- The students will be able to use the internet to find information on their Mission Project and as well as other class generated projects that require lab time for research.
- The students will access Accelerated Reader. This program housed in the library but accessible on any computer school-wide; tests the students on the books they read through the form a book quiz. For every book they read and question they answer they earn points over the course of the year.
- The class may use Oregon Trail to test and expand their general knowledge of the USA and its geography.

Mathematics

Students understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They describe and compare simple fractions and decimals. They understand the properties of, and the relationships between, plane geometric figures. They collect, represent, and analyze data to answer questions.

Number Sense

- Understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions
- Extend their use and understanding of whole numbers to the addition and subtraction of simple decimals
- Solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations
- Know how to factor small whole numbers

Algebra and Functions

- Use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences
- Know how to manipulate equation

Measurement and Geometry

- Understand perimeter and area
- Use two-dimensional coordinate grids to represent points and graph lines and simple figures
- Demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems

Statistics, Data Analysis, and Probability

- Organize, represent, and interpret numerical and categorical data and clearly communicate their findings
- Make predictions for simple probability situations

Mathematical Reasoning

- Make decisions about how to approach problems
- Use strategies, skills, and concepts in finding solutions
- Move beyond a particular problem by generalizing to other situations

Science

From kindergarten through Grade Five, students are introduced to facts, concepts, principles, and theories organized under the headings of physical, life, and earth sciences. They also learn and practice essential investigation and experimentation skills at each grade level.

Physical Science

- Electricity & magnetism are related effects that have many useful applications in everyday life.

Life Sciences

- All organisms need energy and matter to live and grow.
Living organisms depend on one another and their environment for survival.

Earth Sciences

- The properties of rocks and minerals reflect the processes that formed them.
- Waves, wind, water, and ice shape and reshape Earth’s land surface.

Investigation and Experimentation

Students will:

- Differentiate observation from inference (interpretation) and know scientists’ explanations come partly from what they observe and partly from how they interpret their observations.
- Measure and estimate the weight, length, or volume of objects.
- Formulate and justify predictions based on cause-and-effect relationships.

Science (continued)

Investigation and Experimentation

- Conduct multiple experiments to test a prediction and draw conclusions about relationships between predictions and results.
- Construct and interpret graphs from measurements.
- Follow a set of written instructions for a scientific investigation.

Physical Education

- 1) Student will be competent in many movement activities, including:
 - Throw, catch, strike, and kick using correct form.
 - Dribble and pass in basketball related activities.
 - Jump and land for height/distance using correct form
- 2) Student will understand how and why they move in a variety of situations and use this information to enhance their own skills.
 - Recognize the critical elements of a movement made by a fellow student and provide feedback to that student.
 - Understand that appropriate practice improves performance.
- 3) Student will achieve and maintain a health-enhancing level of physical fitness.
 - Engage in appropriate activity that results in the development of muscular strength and endurance.
 - Maintain continuous aerobic activity for a specified period of time (e.g., 12-15 minutes).
 - Support, lift, and control body weight in a variety of activities.
- 4) Student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge and self-expression.
 - Participate regularly in a physical activity that develops a healthy lifestyle.
 - Describe healthful benefits that result from their regular and appropriate participation in physical activity.
 - Design games in which they are personally interested
- 5) Student will demonstrate responsible personal behavior while participating in movement activities.
 - Assess their own performance problems without blaming others.
 - Accept decisions regarding a rule infraction without displaying a negative reaction.
 - Act in a safe manner during physical activity
- 6) Student will demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect for all others.
 - Demonstrate the ability to lead or follow while working cooperatively with a partner or small group.
 - Recognize the fundamental strategies in simple games.
 - Recognize the attributes that individual differences can bring to group activities.
- 7) Student will understand the interrelationship between history and culture and games, sports, play and dance.
 - Describe and participate in activities of different nations, cultural and ethnic origins.

History/Social Studies

Theme: California: A Changing State

Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth

History/Social Studies (continued)

Student Learning Outcomes

- Demonstrate an understanding of the physical and human geographic features that define places and regions in California
- Describe the social, political, cultural, and economic life and interactions among people of California from pre-Columbian societies to the Spanish Mission and Mexican Rancho periods
- Explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, the granting of statehood, and the construction of the transcontinental railroad
- Explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850's

Spanish

The Spanish Curriculum for fourth grade is based on reinforcing the skills and processes learned in the primary grades.

Focus Areas:

- Comprehension and basic daily facility, through conversation and physical response.
- Conversational abilities related to: travel, family, home, illness, emergencies, and sports

Objectives:

- Introduce vocabulary and develop conversational skills necessary for traveling.
- Introduce basic adjectives and adverbs.

Music

Rhythm

Time signatures- 2/4 (march), 3/4 (waltz), 4/4 (common),
Conducting patters in 2/4, 3/4, 4/4, downbeat, upbeat, pickup
Half and whole rests
Rhythm recall games

Melody

Scales - solfege (entire major scale), minor, chromatic
Melodic patterns - sequence, repetition
Phrases - repetition and contrast

Harmony

Texture - chordal harmony (vocal and instrumental)
Key centers - major, minor, use of I, IV, V7 chords
Descants, ostinatos

Form

Repetition - Repeat marks, 1st & 2nd endings, D.C. al fine, coda
Sectional Forms - AB, ABA, AABA, rondo, them and variations
(De)crescendo (gradually get softer)
Fugue, canon, concerto, overture, suite