

- Evaluate Internet resources in terms of their usefulness and reliability for research. (D)
- Locate, download, and use content from digital media collections for specific projects. (D)

Ethics and Safety:

- Follow school/classroom rules for the responsible use of computers, peripheral devices, and the Internet. (A)
- Explain ethical issues related to privacy, cyber-bullying, plagiarism, spam, viruses, hacking, and file sharing. (M)
- Explain and follow Fair Use Guidelines for using copyrighted materials (i.e., images, music, video, text) in school projects. (D)
- Explain the potential risks and dangers associated with various forms of online communications. (M)
- Explain and use safe practices for sharing personal information via the Internet and other medium. (M)
- Identify and describe ways in which technology is used at home, as school, and in society. (M)
- Analyze digital media messages to determine if their purpose is to inform, persuade, or entertain. (D)

Help Your Child Learn at Home

Try to create a quiet place for your child to study, and carve out time every day when

your child can concentrate. You should also try to sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. Additionally, here are some activities you can do with your child to support learning at home:

English Language Arts & Literacy

- Urge your child to use logical arguments to defend his or her opinion. If your child wants a raise in allowance, ask him or her to research commonsense allowance systems and, based on that research, explain reasons why, supported by facts and details.
- Talk about the news together. Pick one story in the news, read it together, and discuss with your child what it means .

Mathematics

- Ask your child to compare numbers using phrases like “times as much.” For example, if the family cat weighs 8 lbs. and the family dog weighs 56 lbs., how many times as much does the dog weigh?
- Ask your child to help you compare fractional amounts — for example, if one recipe calls for $\frac{2}{3}$ of a cup of oil, but another recipe calls for $\frac{3}{4}$ of a cup of oil, which recipe calls for more oil? (In 5th grade, your child will learn ways to determine just how much more oil).

For more information, the full standards are available at www.corestandards.org

www.pta.org



Parents' Guide to Common Core and

Fourth Grade

California State Standards

This guide is based on the new Common Core State Standards, which have been adopted by more than 45 states including California.

This information provides an overview of what your child will learn by the end of fourth grade in English Language and Mathematics (Common Core State Standards).

Included are the California Standards for Social Studies and Physical Fitness, as well as the Technology Standards which are based on what the Saugus Union School District believes students need to master to be successful.

If your child is meeting the fourth grade expectations outlined in these standards, he or she will be well prepared for 5th grade.



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ELA: Reading Standards for Literature (RL)

Key Ideas and Details:

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
3. Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure:

4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (See grade 4 Language standards 4-6 for additional expectations.)
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations.

Integration of Knowledge and Ideas:

7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions of the text.
8. (Not applicable to literature)
9. Compare and contrast the treatment of similar themes and topics (e.g., oppositions of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity:

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text (RI)

Key Ideas and Details:

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure:

4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language standards 4-6 for additional expectations.)
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas:

7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
8. Explain how an author uses reasons and evidence to support particular points in a text.
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity:

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Foundational Skills (RF)

(Standards 1 & 2 for K-2 only)

Phonics and Word Recognition:

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency:

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards (W)

Text Types and Purposes:

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - b. Provide reasons that are supported by facts and details.

- c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
 - d. Provide a concluding statement or section related to the opinion presented.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., heading), illustrations, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.
 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.

- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experience or events.

Production and Distribution of Writing:

- 4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade—specific expectations for writing types are defined in standards 1-3 above.)
- 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
- 6. With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Research to Build and Present Knowledge:

- 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”)
 - b. Apply grade 4 Reading standards to infor-

mational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Range of Writing:

- 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards (SL)

Comprehension and Collaboration:

- 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussion and carry out assigned roles.
 - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3. Identify the reasons and evidence a speaker or media source provides to support particular points.

Presentation of Knowledge and Ideas:

- 4. Report on a topic or text, tell a story, or recount

and experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

- a. Plan and deliver a narrative presentation that relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable.
- 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)

Language Standards (L)

Conventions of Standard English:

- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use interrogative, relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
 - b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
 - c. Use model auxiliaries (e.g., *can, may, must*) to convey various conditions.
 - d. Order adjectives within sentences according to conventional patterns (e.g., *small red bag rather than a red small bag*).
 - e. Form and use prepositional phrases.
 - f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

- g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).
- h. Write fluidly and legibly in cursive or joined italics.

- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling and writing.
 - a. Use correct capitalization.
 - b. Use commas and quotation marks to mark direct speech and quotations from a text.
 - c. Use a comma before a coordinating conjunction in a compound sentence.
 - d. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language:

- 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose words and phrases to convey ideas precisely.
 - b. Choose punctuation for effect.
 - c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use:

- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek and Latin affixed and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).

- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

Math: Operations and Algebraic Thinking (4.OA)

Use the four operations with whole numbers to solve problems:

1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Gain familiarity with factors and multiples:

4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

Generate and analyze patterns:

5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

Number and Operations in Base Ten (4.NBT)

Generalize place value understanding for multi-digit whole numbers:

1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.
2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$,

and $<$ symbols to record the results of comparisons.

3. Use place value understanding to round multi-digit whole numbers to any place.

Use place value understanding and properties of operations to perform multi-digit arithmetic:

4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.
5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Number and Operations—Fractions (4.NF)

Extend understanding of fraction equivalence and ordering:

1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers:

3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.
 - a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
 - b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.
 - c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
 - d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
 - a. Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.
 - b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)
 - c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the

problem. For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?

Understand decimal notation for fractions, and compare decimal fractions:

- Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.
- Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.
- Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using the number line or another visual model. CA Measurement and Data 4.MD Solve problems involving measurement and conversion of measurements from

Measurement and Data (4.MD)

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit:

- Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), . . .
- Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including

problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

- Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

Represent and interpret data:

- Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.

Geometric measurement: understand concepts of angle and measure angles:

- Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
 - An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles.
 - An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
- Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
- Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the

angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Geometry (4.G)

Draw and identify lines and angles, and classify shapes by properties of their lines and angles:

- Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
- Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. (Two-dimensional shapes should include special triangles, e.g., equilateral, isosceles, scalene, and special quadrilaterals, e.g., rhombus, square, rectangle, parallelogram, trapezoid.)
- Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

History/Social Sciences (California Standard)

- Demonstrates an understanding of the physical and geographic features of California
- Uses longitude and latitude, equator, the prime meridian, hemisphere and the two poles
- Uses maps, charts, globes and pictures to describe California communities and their growth
- Understands the social, political cultural and economic life of all the societies in California’s history
- Understands why and how people traveled to California; the routes
- Explains how California became an agricultural and industrial power

- Understands the influence of the Pony Express, Trans Continental Railroad and Western Union

- Explains how the gold rush transformed California economy

- Understands that immigration, internal migration, and settlement created towns and cities

- Explains the impact of important Californians on the nation’s artistic and cultural development

- Understands the structures, functions, and powers of state and federal governments

Physical Fitness

Calif. Standard– 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Body Management:

1.1 Perform simple balance stunts with a partner while sharing a common base of support.

1.2 Change direction quickly to maintain the spacing between two players.

1.3 Change direction quickly to increase the spacing between two players.

1.4 Determine the spacing between offensive and defensive players based on the speed of

the players.

Locomotor Movement:

1.5 Jump a self-turned rope.

Manipulative Skills:

1.6 Throw and catch an object with a partner while both partners are moving.

1.7 Throw overhand at increasingly smaller targets, using proper follow-through.

1.8 Throw a flying disc for distance, using the backhand movement pattern.

1.9 Catch a fly ball above the head, below the waist, and away from the body.

1.10 Kick a ball to a moving partner, using the inside of the foot.

1.11 Kick a stationary ball from the ground into the air.

1.12 Punt a ball dropped from the hands.

1.13 Strike, with a paddle or racket, a lightweight object that has been tossed by a partner.

1.14 Serve a lightweight ball to a partner, using the underhand movement pattern.

1.15 Strike a gently tossed ball with a bat, using a side orientation.

1.16 Keep a foot-dribbled ball away from a defensive partner.

1.17 Keep a hand-dribbled ball away from a defensive partner.

1.18 Manipulate an object by using a long-handled implement.

1.19 Stop a kicked ball by trapping it with the foot while standing still.

1.20 Volley a tossed lightweight ball, using the forearm pass.

Rhythmic Skills:

1.21 Perform a series of basic square-dance steps.

1.22 Perform a routine to music that includes even and uneven locomotor patterns.

Physical Fitness

Calif. Standard– 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts:

2.1 Explain the difference between offense and defense.

2.2 Describe ways to create more space between an offensive player and a defensive player.

Body Management:

2.3 Describe the appropriate body orientation to serve a ball, using the underhand movement pattern.

2.4 Describe the appropriate body orientation to strike a ball, using the forehand movement pattern.

Manipulative Skills:

2.5 Explain the similar movement elements of the underhand throw and the underhand volleyball serve.

2.6 Distinguish between punting and kicking and describe the similarities and differences.

2.7 Compare and contrast dribbling a ball without a defender and with a defender.

2.8 Explain the differences in manipulating an object when using a long-handled implement and when using a short-handled implement.

2.9 Identify key body positions used for volleying a ball.

Rhythmic Skills:

2.10 Design a routine to music that includes even and uneven locomotor patterns.

Physical Fitness

Calif. Standard– 3

Student 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 adductors, 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.

Physical Fitness

Calif. 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.

Physical Fitness

Calif. 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 non-school 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:

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

Technology Fluency- SUSD Standards

I= Introduce; D=Develop; M=Master; A=Apply
Using a Computer:

- Identify and explain the parts of various technological devices appropriate to grade-level (A)
- Start and shut down various technological devices (A)
- Use a keyboard and pointing device; such as a mouse / touchpad (A)
- Explain that icons (i.e. recycle bin/trash, folder, shortcut) are symbols used to represent a command, file, or application. (M)
- Open and close an application or program (A)
- Explain the functions of basic file menu commands (i.e. New, Open, Close, Save,/Save as, Print) (A)
- Use various operating system functions (i.e., open multiple applications, work with menus and folders, use the taskbar/dock) (M)
- Select a printer, use print preview, and print a document with the appropriate page setup and orientation.. (M)
- Identify and use various forms of storage media (i.e., CDs, DVDs, flash drives, school servers, online storage.) (M)
- Type words per minute (WPM) with proficiency and accuracy: 20 WPM

Using Software and Application: Word Processing and Desktop Publishing:

- Write, edit, print, and save simple documents (A)

- Insert and resize a graphic. (M)
- Copy/cut and paste text and images within a document. (M)
- Use menu/toolbar functions (i.e., font size/line spacing, bullets and numbering, tabs, margins) to format a document. (M)
- Proofread and edit documents using appropriate resources (i.e., dictionary, spelling/grammar check) (M)

Spreadsheets:

- Identify and explain terms and concepts related to spreadsheets (i.e., cell, column, row, value, label, chart, graph). (I)
- Enter/edit data in existing spreadsheets and perform calculations using existing formulas. (I)
- Describe the use of spreadsheets to calculate, graph, organize, and present real-world data. (I)
- Create an original spreadsheet using simple formulas. (I)
- Produce simple charts and graphs. (I)
- Apply formatting features to customize tables, charts, and graphs. (I)

Databases:

- Identify and explain terms and concepts related to databases (i.e., record, field, search) (M)
- Conduct simple searches of existing databases (i.e., library, catalogue, electronic encyclopedia) (M)
- Describe the use of databases to store, organize, and search information in real-world settings. (D))

Multimedia and Presentation:

- Use painting and drawing programs to create and edit work. (A)
- Create, edit, and format text on a slide. (M)
- Insert and resize graphics in a slide. (M)
- Create a series of slides and organize them to present research or convey an idea. (D)
- Create a multimedia presentation using various media (i.e., audio, visual, animations) (D)

Using the Internet:

- Explain and use terms related to a network (i.e., username, password, network, file server). (A)
- Explain and use terms related to the Internet (i.e. web browser, URL, keyword, search engine, links). (A)

- Evaluate Internet resources in terms of their usefulness and reliability for research. (D)
- Locate, download, and use content from digital media collections for specific projects. (D)

Ethics and Safety:

- Follow school/classroom rules for the responsible use of computers, peripheral devices, and the Internet. (A)
- Explain ethical issues related to privacy, cyber-bullying, plagiarism, spam, viruses, hacking, and file sharing. (M)
- Explain and follow Fair Use Guidelines for using copyrighted materials (i.e., images, music, video, text) in school projects. (D)
- Explain the potential risks and dangers associated with various forms of online communications. (M)
- Explain and use safe practices for sharing personal information via the Internet and other medium. (M)
- Identify and describe ways in which technology is used at home, as school, and in society. (M)
- Analyze digital media messages to determine if their purpose is to inform, persuade, or entertain. (D)