

Carmel Unified School District

Fourth Grade California Content Standards outside of Common Core



Dear Parents,

This document describes the California Content Standards, outside of Common Core English language arts and math, that you can expect your child to learn at this grade level. These outcomes should be realized by the end of the school year.

Science Standards

Scientific Method: Investigation and Experimentation

Asking meaningful questions and conducting careful investigations is the basis for scientific progress. Students will demonstrate an understanding of the following concepts:

Physical Sciences

- Electricity and Magnetism

Life Sciences

- Adaptation

Earth Sciences

- Rocks

History/Social Studies Standards

- Students demonstrate an understanding of the physical and human geographic features that define places and regions in California
- Students describe the social, political, cultural and economic life and interactions among people of California from the pre-Colombian societies to the Spanish mission and Mexican rancho periods
- Students explain the economic, social and political life of California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush and California statehood
- Students explain how California became an agricultural and industrial power by tracing the transformation of the California economy and its political and cultural development since the 1850's
- Students understand the structure, functions, and powers of the United States local, state and federal governments as described in the U.S. Constitution

Visual and Performing Arts Standards

- Explore, identify, and discuss design elements (shape, line, value, color, space, texture and form) in their environment and in fine art, with emphasis on shape, line (horizontal, curving, vertical, diagonal) and color (shade, tint)
- Use a variety of media (paint, printmaking, ceramics, pencil, found objects) and techniques to convey ideas and emotions
- Explore and discuss how the media used relates to the function of a piece
- Create works of art that communicate impressions of everyday events or moments in history
- Compare and contrast art and architecture, past and present
- Describe how art museums and galleries honor and preserve art and art history
- Describe art works in terms of the elements and principles used; talk about mood and feelings conveyed in artwork

- Perform and identify dance elements of time (speed, rhythm), space (range of movement, level, direction, facing, focus), and energy (amount of energy, how energy is released)
- Isolate body parts (shoulder circles or knee circles)
- Combine a series of movements into a movement sequence that communicates a feeling and demonstrates an understanding of the elements of dance
- Dance in formal and informal productions
- Observe and discuss works of theatre in terms of what is presented through the use of voice, movement and visual effects in informal productions, theatrical productions, films and electronic media
- Participate in the collaborative process of theatre among actors, directors, scriptwriters, and technical artists
- Create original works of theatre and performs works created by others
- Perform easy rhythmic, melodic, and chordal patterns on instruments
- Participate in choral and/or instrumental group performances
- Sing or play, with increasing accuracy, a varied repertoire of music, alone and with others
- Learn vocabulary and terminology related to the arts
- Investigate the relationship of art, music, theatre and dance to history and culture
- Apply appropriate, specific, criteria when evaluating own work and the work of others
- Connect concepts about art, music, drama and dance to other subject areas and to lifelong learning

Physical Education Standards

- Students develop a practice plan using the variables of whole and part practice and mass distributed practice
- Students demonstrate the correct technique for using manipulatives
- Students analyze movement performance using projection principles in order to learn or improve a movement skill
- Students design a one-day exercise program for improving muscle strength and endurance
- Students assess personal fitness in the areas of muscular strength, muscular endurance and cardiorespiratory endurance; compare scores to a health-related standard and monitor goals for improvement
- Students explain that growth occurs in definite patterns over time and that certain movement activities are more appropriate at different developmental stages
- Students adjust to success and failure through movement experiences
- Students interpret their personal response to the aesthetic dimensions of their environment through interpretive movement
- Students respect the rights of others and their property
- Students value multicultural local sport and recreational opportunities in California

Health Standards

- Understand ways in which one can enhance and maintain physical and emotional health and well-being
- Understand ways to prevent disease and speed recovery from illness
- Understand ways to reduce the risk of becoming involved in potentially dangerous situations and react to situations in ways that help to protect their health
- Know how to play a positive, active role in promoting the physical and emotional health of one's family
- Know how to promote positive health practices within the school and community, including positive relationships with peers
- Understand the variety of physical, mental, emotional, and social changes that occur throughout life
- Understand and appreciate individual differences in growth and development
- Know how to identify products, services and information that may be helpful or harmful to their health