

# SCIENCE

**Strand 1 Concept 1:** Observations, Questions, and Hypotheses: Observe, ask questions, and make predictions

**Strand 1 Concept 2:** Scientific Testing (Investigating and Modeling): Participate in planning and conducting investigations, and recording data.

**Strand 1 Concept 3:** Analysis and Conclusions: Organize and analyze data; compare to predictions.

**Strand 1 Concept 4:** Communication: Communicate results of investigations.

**Strand 4 Concept 1:** Characteristics of Organisms: Understand that basic structures in plants and animals serve a function.

**Strand 4 Concept 3:** Organisms and Environments: Understand the relationships among various organisms and their environment.

**Strand 4 Concept 4:** Diversity, Adaptation, and Behavior: Identify plant and animal adaptations.

**Strand 5 Concept 3:** Energy and Magnetism: Investigate different forms of energy.

**Strand 6 Concept 2:** Earth's Processes and Systems: Understand the processes acting on the Earth and their interaction with the Earth systems.

**Strand 6 Concept 3:** Changes in the Earth and Sky: Understand characteristics of weather conditions and climate.

# SOCIAL STUDIES

**Strand 3 Civics & Government: Concept 2:** Structure of Government Describe Branches and levels of government

**Strand 3 Civics & Government: Concept 4:** Rights, Responsibilities, and Roles of Citizenship

**Strand 4 Geography Concept 1:** The World in Spatial Terms Use, construct, and describe types of maps, map symbols, and human / physical features .

**Strand 4 Geography Concept 2:** Places and Regions Describe and locate distinct physical and cultural characteristics and landforms of Arizona.

**Strand 4 Geography Concept 1:** The World in Spatial Terms . Locate physical and human features using maps, illustrations, images, or globes and specifically in Arizona

**Strand 1 American History Concept 2:** Early Civilizations Identify and describe the legacy , cultures and contributions of Mogollon, Ancestral Pueblos, Hohokam and other groups( Payatan, Sinagua, Salado) (e.g. location, agriculture, housing trade networks, adaptations and alteration of the environment).

**Strand 1 American History Concept 2:** Early Civilizations Identify and recognize the achievements and features of the early Mayan, Aztec, and Incan civilizations

**Strand 1 American History - Concept 3:** Exploration and Colonization Describe reasons and impact of Spanish explorers, exploration and colonization of Mexico and Southwest region of the United States.

**Strand 1 American History - Concept 3:** Exploration and Colonization Describe the location and cultural characteristics of Native American tribes (e.g., O'odham, Apache, Hopi) during the Spanish period.

**Strand 4 Geography Concept 5:** Environment and Society Describe human dependence on the environment and the impact of extreme natural events and human modifications on the human/physical environments and ecosystems.

**Local: Strand 1 American History Concept 10:** *Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).*

# Rice Elementary



## 4<sup>th</sup> GRADE Safety Net Standards

### **MISSION STATEMENT**

We exist to educate and empower students to become culturally responsive, global Níee.

### **VISION STATEMENT**

The vision of San Carlos Unified School District No. 20 is to be an effective student focused learning community graduating culturally confident citizens.

## READING

**4RF.3** Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.

**4RI/RL.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**4RI.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**4RI.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.

**4RI.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**4RI.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus, and the information provided.

**4RI.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**4RL.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**4RL.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).

**4RL.4** Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters.

### Local:

**4RL/RL.10** By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry; informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.

## MATH

**4.OA.A.2** Multiply or divide within 1000 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). See Table 2.

**4.OA.A.3** Solve multistep word problems using the four operations, including problems in which remainders must be interpreted. Understand how the remainder is a fraction of the divisor. Represent these problems using equations with a letter standing for the unknown quantity.

**4.NBT.A.1** Apply concepts of place value, multiplication, and division to understand that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

**4.NBT.B.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.

**4.NF.B.3** Understand a fraction  $a/b$  with  $a > 1$  as a sum of unit fractions ( $1/b$ ).

**4.NF.B.4** Build fractions from unit fractions.

**4.NBT.B.6** Demonstrate understanding of division by finding whole-number quotients and remainders with up to four-digit dividends and one-digit divisors.

**4.NF.A.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 understand and generate equivalent fractions.

**4.NF.C.6** Use decimal notation for fractions with denominators 10 (tenths) or 100 (hundredths), and locate these decimals on a number line.

**4.MD.A.2** Use the four operations to solve word problems and problems in real-world context involving distances, intervals of time (hr, min, sec), liquid volumes, masses of objects, and money, including decimals and problems involving fractions with like denominators, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using a variety of representations, including number lines that feature a measurement scale.

**4.WF.1** Demonstrate and apply handwriting skills.

**4.W.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**4.W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**4.W.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**4.W.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).

**4.W.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 complete a writing task.

**4.L.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**4.L.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**4.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**4.L.6** Acquire and accurately use 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).