

Dear Parents,

The Governing Board of the Ramona Unified School District has adopted California's Content Standards for district wide implementation. Well-communicated standards provide you with the information you need to have a better understanding of what your child is to learn in a specific grade level and in a specific subject. Your knowledge of the standards will help you frame your questions for parent-teacher conferences and counselor conferences, select reading and writing materials for the home, and shape your visits to public libraries and other places of interest.

English-Language Arts

Reading:

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

2.0 Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

3.0 Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

Writing:

1.0 Writing Strategies: Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they

consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

2.0 Writing Applications (Genres and Their Characteristics): Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Written and Oral English Language Conventions:

1.0 Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.

Listening and Speaking:

1.0 Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

2.0 Speaking Applications (Genres and Their Characteristics): Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

How parents can help . . .

- ✓ Help your child apply reading and writing skills to learn more about California.
- ✓ Read and discuss with your child the books they are reading, i.e., discuss ideas, character, and plot.
- ✓ Limit television, ask teachers for strategies.
- ✓ Provide real opportunities for your child to apply thinking, listening, speaking, reading and writing skills (helping younger sisters and brothers, planning family events, or discussing current events).
- ✓ Take family trips to support classroom studies.

Mathematics

By the end of grade four, 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:

1.0 Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers.

2.0 Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals.

3.0 Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations.

4.0 Students know how to factor small whole numbers.

Algebra and Function:

1.0 Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences.

2.0 Students know how to manipulate equations.

Measurement and Geometry:

1.0 Students understand perimeter and area.

2.0 Students use two-dimensional coordinate grids to represent points and graph lines and simple figures.

3.0 Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.

Statistics, Data Analysis, and Probability:

1.0 Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings.

2.0 Students make predictions for simple probability situations.

Mathematical Reasoning:

1.0 Students make decisions about how to approach problems.

2.0 Students use strategies, skills, and concepts in finding solutions.

3.0 Students move beyond a particular problem by generalizing to other situations.



How parents can help . . .

- ✓ Provide opportunities to manage money. Discuss the use of checkbooks and ATM.
- ✓ Provide opportunities to use measurements (carpentry, sewing, exact time, cooking).
- ✓ At the grocery store, have your child estimate the total cost of your groceries.
- ✓ Ask your child mathematical questions and look for reasonable answers. (How many miles is it from our house to the beach? How long will it take to get there?)
- ✓ Practice mental mathematics and master mathematical facts. (Without using paper, pencil, calculators: How many eggs are in three dozen?)
- ✓ Find the perimeter and area of the outside of your house. (Is your child using appropriate units of measurements?)
- ✓ Estimate and record the amount of time spent on a family event daily, weekly, and monthly (watching TV, eating dinner) and compare results.
- ✓ Examine use of metric measurements in medicine, food, auto industry.

Science

Physical Sciences:

1. Electricity and magnetism are related effects that have many useful applications in everyday life.

Life Sciences:

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

Earth Sciences:

4. The properties of rocks and minerals reflect the processes that form them.
5. Waves, wind, water, and ice shape and reshape Earth's land surface.

Investigation and Experimentation:

6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

How parents can help . . .

- ✓ Encourage your child to ask questions and make observations of the natural world.



- ✓ Encourage your child to read and write about what they learn.
- ✓ Visit the library and museums as a family.

- ✓ Schedule time each day to talk with your child about school and share your day.

- ✓ Limit time viewing television.

History/Social Science

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. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.

4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

4.3 Students 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, and the granting of statehood.

4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.

How parents can help . . .

- ✓ When vacationing, research areas and locate on a map, explore local cultures, visit places of historical significance, enjoy and talk about cultural foods and drinks, discuss use of maps, and create a scrapbook of vacation.

- ✓ Encourage your child to read and interpret maps and graphs.

- ✓ Visit the San Pasqual Museum.

- ✓ Visit the San Diego Mission near Mission Gorge.

- ✓ Visit the Presidio in Old Town.

- ✓ Post a list of elected California officials.



The California Content Standards for grades Kindergarten through Twelve were adopted by the California Department of Education during the 1997-98 school year. The standards represent a commitment to teaching strong basic skills, problem solving strategies, critical thinking, and analysis techniques to all students. The standards serve as a basis for our curriculum development, use of instructional resources, and assessment of student achievement. This pamphlet is intended to provide parents with an overview of the tremendous amount of subject matter which your child will experience in this particular grade level in the four core areas of study. Additionally, each child in grades K-6 will also be engaged in a rich course of study in the visual and performing arts, health, and physical education.

In addition to the standards described here, suggestions are provided for parents to help their children practice, develop, and achieve these expectations. In order to become proficient in the various skills included in each of the four core content areas, it is critical that parents take an active role in working with the schools to develop these skills.

For additional information on our District's instructional program, parents should contact their local school principal or teacher. Additionally, a complete and detailed listing of the state's content standards is available via the Internet at <http://www.cde.ca.gov/standards>.



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California Content Standards

4th Grade