

Journey School – Grade Four Content Standards
From the California State Board of Education Standards and Framework

Grade Four
English-Language Arts Content Standards

California State Standards		Journey School Alignment	Remarks
Reading			
<p>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.</p>	<p>1.0 As stated, in addition: Students continue to develop word recognition skills, word attack skills, comprehension, fluency, intonation and expression. This development is noted through oral (individual and choral) reading, and evaluated in specific written exercises. Students review phonetic sounds for letter combinations and word attack skills.</p> <p>Students increasingly memorize sight words. Vocabulary is developed through an interdisciplinary approach in all subject areas.</p> <p>Through riddles and games, students are made aware of homographs and homophones and learn to discriminate their usage.</p> <p>Students exhibit increasing ability to decode and encode more complex word structures and apply phonics-based rules.</p>		
<p>Word Recognition 1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.</p> <p>Vocabulary and Concept Development 1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases. 1.3 Use knowledge of root words to determine the meaning of unknown words within a passage. 1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international). 1.5 Use a thesaurus to determine related words and concepts. 1.6 Distinguish and interpret words with multiple meanings.</p>	<p>1.1 As stated</p> <p>1.2-1.6 As stated, in addition: Vocabulary is taught in a holistic context. Explanations and clarifications of words take place orally and in writing. Students are required to indicate understanding of vocabulary words through written and oral exercises.</p> <p>Students display consistent recall of words previously learned and these words provide information for contextual cues for comprehension of materials and accurate "guessing" and decoding skills in deciphering further linked reading material.</p> <p>Students are familiarized with synonyms and antonyms, and are introduced to the Thesaurus.</p>		

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<p>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). The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, 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)</p>	<p>2.0 As stated, in addition: Students demonstrate reading fluency as well as: enthusiasm for story and genre, search for word correspondences, attention to the written word, visual tracking skills necessary for information gathering.</p> <p>Book reports are completed from books that are read in a group or individually. Children are asked to re-create part of the story, give opinions and create a desire to read/not read this book.</p> <p>Recreational reading is required and encouraged through book reports and in silent reading times during school hours. Teacher-guided discussions with individual students about their books take place. Juvenile novels are the focus of this reading, giving students some choice in their reading material with guidance from the teacher.</p>
<p>Structural Features of Informational Materials 2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.</p> <p>Comprehension and Analysis of Grade-Level-Appropriate Text 2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment). 2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues. 2.4 Evaluate new information and hypotheses by testing them against known information and ideas. 2.5 Compare and contrast information on the same topic after reading several passages or articles. 2.6 Distinguish between cause and effect and between fact and opinion in expository text. 2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).</p>	<p>2.1 As stated.</p> <p>2.2-2.7 As stated. With the exception of 2.7 Follow multiple step instruction provided from print media, such as how to follow a recipe, or build a model or playhouse.</p>
<p>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). The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students.</p>	<p>3.0 As stated, in addition: With the richness of the literary material (e.g. Beowulf, the Kalevala, and Norse Mythology) students come to recognize literary archetypes and recurring plot development. They understand the events of the plot and the causes.</p> <p>Students select reading material and silently read for a sustained length of time (30+ minutes).</p>
<p>Structural Features of Literature 3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.</p>	<p>3.1 As stated.</p>

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<p>Narrative Analysis of Grade-Level-Appropriate Text</p> <p>3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.</p> <p>3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.</p> <p>3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).</p> <p>3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.</p>	<p>3.2-3.5 As stated, in addition:</p> <p>Students re-create story plot by dramatization and illustration.</p> <p>Students study both figurative language and metaphors.</p>	
<p>Writing</p> <p>1.0 Writing Strategies</p> <p>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).</p>	<p>1.0 As stated, in addition:</p> <p>The students are writing every day. They may write a rough draft for their main lesson book that is revised with help from the teacher. This revised edition is written into the main lesson book and portfolio as neatly as possible; it is judged upon its neatness as well as its content. The students complete main lesson books written in their own hand for every main lesson topic (e.g., Local and California History and Geography; the study of the Animal Kingdom; Beowulf, Norse Mythology/Kalevala, etc.) These books not only focus on the student's composition skills, but much attention is given to the practice of cursive writing as well as printing. The teacher poses topics for composition in a variety of ways (e.g., chronological ordering of events, the causes for the arising of a situation, comparison and contrast, summarization, answer an implicit question, creative writing, etc.).</p> <p>Given an oral story, students help the teacher compose a synopsis of all, or part, of a story on the board. This is then copied into their own books.</p> <p>Students also generate simple letters, using appropriate openings and closures.</p> <p>Fluidity of writing at this stage is more important than technical expertise. Students are encouraged to write, and correction is provided in a manner designed not to interrupt the creative activity.</p>	

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<p>Organization and Focus</p> <p>1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.</p> <p>1.2 Create multiple-paragraph compositions:</p> <ol style="list-style-type: none"> Provide an introductory paragraph. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. Include supporting paragraphs with simple facts, details, and explanations. Conclude with a paragraph that summarizes the points. Use correct indentation. <p>1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p>	<p>1.1-1.3 As stated, in addition: Students give a written presentation and are required to identify and outline main ideas and supporting details.</p> <p>Students are able to generate writing, which reflects, sequential organization, organized ideas, and complete thoughts with appropriate verbal syntactical structures.</p> <p>Students expand written expression through the use of declarative, interrogative, exclamatory and imperative sentences.</p>
<p>Penmanship</p> <p>1.4 Write fluidly and legibly in cursive or joined italic.</p>	<p>1.4 As stated, in addition: Students exhibit ease in executing cursive writing using upper and lower case letters with appropriate consistency. Students place written materials within borders and write horizontally on an unlined page as in the main lesson book.</p>
<p>Research and Technology</p> <p>1.5 Quote or paraphrase information sources, citing them appropriately.</p> <p>1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).</p> <p>1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.</p> <p>1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.</p> <p>1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).</p>	<p>1.5-1.8 As stated, in addition: Students have a working knowledge of alphabetizing words and hence, the ability to check spellings, definitions, and meaning by dictionary and thesaurus.</p> <p>The teacher calls on the students to draw from a variety of research resources such as the encyclopedia, the card catalog or computer file at the library, etc.</p> <p>1.9 Is addressed in the 6th grade.</p>
<p>Evaluation and Revision</p> <p>1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.</p>	<p>1.10 As stated, in addition: Proofreading is required of all students. Students correctly copy the text from the board and are guided in learning to proofread their copied texts. Appropriate written text is submitted to them and they are required to proofread and make corrections.</p> <p>Students proofread written material and self-edit for spelling, punctuation and capitalization errors. Students then re-write material for a final copy.</p> <p>Students are able to self-edit in order to add details to support clarity and re-write for clearer meaning or efficiency.</p>

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<p>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.</p>	<p>2.0 As stated, in addition: Students write summaries of their learning on a daily basis across content areas. They are guided to use concrete sensory details in the narrative. Students are also encouraged to relay ideas through their own pictures (e.g., they write and illustrate topics such as "California culture and biography").</p> <p>Students participate in individual and group story, poetry or other such creative writing projects. These activities encourage individual expression and enjoyment.</p> <p>Students practice expository, narrative and letter writing.</p>
<p>Using the writing strategies of grade four outlined in Writing Standard 1.0, students:</p> <p>2.1 Write narratives:</p> <ol style="list-style-type: none"> Relate ideas, observations, or recollections of an event or experience. Provide a context to enable the reader to imagine the world of the event or experience. Use concrete sensory details. Provide insight into why the selected event or experience is memorable. <p>2.2 Write responses to literature:</p> <ol style="list-style-type: none"> Demonstrate an understanding of the literary work. Support judgments through references to both the text and prior knowledge. <p>2.3 Write information reports:</p> <ol style="list-style-type: none"> Frame a central question about an issue or situation. Include facts and details for focus. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources). <p>2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.</p>	<p>2.1-2.4 As stated, in addition: Students write their own main lesson books.</p> <p>Given appropriate imaginative stimuli, students create poems and stories.</p> <p>In science, students undertake library research, and then present, both verbally and by expository writing, a report of a particular animal and its habitat.</p> <p>Students are involved in dramatization of animal tales, and participate in creative writing concerning the animal kingdom and California history.</p>

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<p>Written and Oral English Language Conventions</p> <p>The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p>	<p>Students are capable of identifying misspelled words and are developing editing skills. Students refer to dictionary, peers or adults.</p> <p>Students generate at least three sequential paragraphs using appropriate structure (initial sentence, supporting material, closure and transition phrases or information.)</p> <p>Students have a working knowledge of the parts of speech including nouns, pronouns, verbs, adjectives, adverbs, prepositions, prepositional phrases, articles, conjunctions and interjections and uses these in oral responses, and written work.</p>
<p>1.0 Written and Oral English Language Conventions</p> <p>Students write and speak with a command of standard English conventions appropriate to this grade level.</p>	<p>1.0 As stated, in addition:</p> <p>Students are guided and directed to speak properly recognizing not only English language conventions but also how punctuation is brought into speech. They do this through recitation of poetry and dictation provided by the teacher. Punctuation is taught both in writing and speaking. Students practice spelling in their own main lesson books for every subject.</p>
<p>Sentence Structure</p> <p>1.1 Use simple and compound sentences in writing and speaking.</p> <p>1.2 Combine short, related sentences with appositives, participial phrases, adjectives, ad-verbs, and prepositional phrases.</p>	<p>1.1-1.2 As stated, in addition:</p> <p>Students are required to identify simple declarative, interrogative, exclamatory and imperative sentences. Students are required to classify these into categories and to write such sentences when requested.</p> <p>Students display grade appropriate sentence construction, including correct usage of conjunctions and transitional phrases.</p>
<p>Grammar</p> <p>1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.</p>	<p>1.3 As stated, in addition:</p> <p>A study and review of parts of speech including nouns, pronouns, verbs, adjectives, adverbs, prepositions, articles, conjunctions and interjections is undertaken. Students demonstrate understanding of these through oral responses board work and written exercises.</p>
<p>Punctuation</p> <p>1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.</p> <p>1.5 Use underlining, quotation marks, or italics to identify titles of documents.</p>	<p>1.4-1.5 As stated:</p>
<p>Capitalization</p> <p>1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.</p>	<p>1.6 As stated, in addition:</p> <p>Alphabetizing of words is required as a precursor to using the dictionary. Students use initial capital letter and final punctuation consistently.</p>

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<p>Spelling 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.</p>	<p>1.7 As stated, in addition: Students exhibit a growing understanding of spelling rules. Correct spelling is encouraged on every writing assignment. Students are required to identify and correct with the help of the teacher any misspellings in their writing. Journey School has adopted the CUSD Word Study developmental spelling program and implements the assessments, words sorts and tracks student progress. Students meet grade expectations in spelling sight words and participation in class-based spelling activities, including weekly spelling quizzes.</p>
<p>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. Comprehension 1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings. 1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations. 1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures. 1.4 Give precise directions and instructions.</p>	<p>1.0 As stated, in addition: Students display grade appropriate comprehension skills of orally presented material, reflected in class question and answer sessions and in verbal reporting of reading. 1.1-1.4 As stated, in addition: Given oral presentations of 20 minutes or greater in length and a 24-hour interval, students recall the main sequence and details of the story. Given an oral story, students are able to independently write a synopsis of all, or part, of a story. Attention is paid to the inclusion of correct sequence of action in the story and appropriate supporting details. Given an oral presentation, students are required to identify and outline main ideas and supporting details. This is continued and expanded into the areas of expository, narrative and letter writing. Students exhibit a growing ease with verbal dictation. Students are able to construct dictated sentences with appropriate accuracy. Students follow up to six sequential orally given instructions. Some of these instructions are concrete images (e.g., take out your main lesson books) and some are spatial-visual (place your name on the upper right hand side of the paper).</p>

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<p>Organization and Delivery of Oral Communication</p> <p>1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.</p> <p>1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question).</p> <p>1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.</p> <p>1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.</p> <p>1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.</p>	<p>1.5-1.9 As stated, in addition:</p> <p>Students read with inflection, sentence closures, commas, questions, etc. Fluency in oral reading is increasing.</p> <p>Given selected passages, students individually and chorally recite text with good dictation, meter, intonation and expression. Selected poems and passages are presented before audiences at assemblies.</p> <p>Oral class reports are presented during author's circle. Emphasis is given to voluntary sharing of one's creativity.</p> <p>Given tongue twisters and sequences designed to pronounce specific sounds, students individually, and in small groups, perform exercises with clear diction and intonation. Students identify and isolate specific sounds.</p> <p>Given oral practice and stage directions, students perform plays before an audience (at least one per year).</p>
<p>Analysis and Evaluation of Oral Media Communication</p> <p>1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.</p> <p>2.0 Speaking Applications (Genres and Their Characteristics)</p> <p>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.</p>	<p>1.5-1.9 As stated.</p> <p>2.0 As stated.</p>
<p>Using the speaking strategies of grade four outlined in Listening and Speaking Standard 1.0, students:</p> <p>2.1 Make narrative presentations:</p> <ol style="list-style-type: none"> Relate ideas, observations, or recollections about an event or experience. Provide a context that enables the listener to imagine the circumstances of the event or experience. Provide insight into why the selected event or experience is memorable. <p>2.2 Make informational presentations:</p> <ol style="list-style-type: none"> Frame a key question. Include facts and details that help listeners to focus. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports). <p>2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.</p> <p>2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.</p>	<p>2.0 As stated.</p> <p>Students participate in individual and group story, poetry or other such creative writing projects. These activities encourage individual expression and enjoyment; editing and technical expertise is not the main objective.</p>

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Grade Four
History-Social Science Content Standards

California State Standards	Journey School Alignment	Remarks
<p>California: A Changing State</p> <p>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.</p>	<p>Students study California geography and culture beginning locally with Orange County, then expanding from Southern to Northern California. The local area and its community development is of special interest. Local and state historic sites are visited or discussed. There is extensive concern for the biographies of its people. Students reenact some situations dramatically as well as illustrate them in their main lesson book, along with composition writings. Students give oral presentations; create appropriate drawings and written reports.</p>	
<p>4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.</p> <p>Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.</p> <p>Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.</p> <p>Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.</p> <p>Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.</p> <p>Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.</p>	<p>4.1 As stated, in addition:</p> <p>Students are introduced to maps and map making. They create their own maps, as well as creating three dimensional maps and dioramas. They make freehand drawings of local areas and regions, noting places of interest and importance.</p> <p>Students have a working understanding of map skills. They have executed a series of maps starting with the classroom, then expanding outward from the school to the surrounding area, regional area and State.</p> <p>Students discuss and identify landforms, climate, vegetation, cities, counties, agricultural regions, and location of State capitol.</p>	
<p>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.</p> <p>Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.</p> <p>Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.</p>	<p>4.2 As stated, in addition:</p> <p>Students learn of the indigenous people throughout the state, how they lived, how they died, their celebrations, and their stories. Students write about this in their main lesson book.</p> <p>Students learn of early explorers and their routes.</p>	

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<p>Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).</p> <p>Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.</p> <p>Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.</p> <p>Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.</p> <p>Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.</p> <p>Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.</p>	<p>Students learn history of: indigenous peoples, mission settlement and mission life, settlers who followed, the Mexican influence in State history, the discovery of gold, the war with Mexico, the rise to statehood, the railroad, Chinese participation, etc.</p> <p>Students visit a mission and report on the experience.</p>
<p>4.3 Students explain the economic, social, and political life in California from War, the Gold Rush, and the granting of statehood.</p> <p>Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.</p> <p>Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).</p> <p>Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).</p> <p>Study the lives of women who helped build early California (e.g., Biddy Mason).</p> <p>Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.</p>	<p>4.3 As stated, in addition:</p> <p>Students have a working knowledge of the biographies of people who were influential in the history of the state. Among these are stories of early Californians who transformed the economy with ranching and farming, and how they interacted with the Native Americans.</p> <p>Students are also made aware of folk tales and myths of the region.</p> <p>Students summarize these accounts into the main lesson book; reports are researched; and such topics are the subject of the students' oral presentations to the class.</p>
<p>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.</p> <p>Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.</p> <p>Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.</p>	<p>4.4 As stated, in addition:</p> <p>Oral and written presentations are required from the students to show understanding of the interrelationship of geography and social and economic development. There is particular attention in California geography regarding the development of agriculture and industry.</p>

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<p>Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).</p> <p>Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).</p> <p>Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.</p> <p>Describe the development and locations of new industries since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.</p> <p>Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.</p> <p>Describe the history and development of California's public education system, including universities and community colleges.</p> <p>Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).</p>	<p>Immigration is an important topic underlying the cultural diversity of the state. Studies are dramatically reenacted.</p> <p>Students summarize such historical topics as mentioned in this standard into a main-lesson book, and illustrate them accordingly.</p> <p>There is particular interest in stories which examine our need to balance complex social demands, such as the ever-present need for water in westward migration, how this demand led to damming the Colorado River, and the fact that there continues to be competition for water rights serving municipal and agricultural demands for water.</p>
<p>4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.</p> <p>Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).</p> <p>Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.</p> <p>Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.</p> <p>Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.</p> <p>Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).</p>	<p>4.5 As stated, in addition: Students contrast laws declared by edict (e.g. Mission Settlement) with laws formulated by social contract and the consent of the governed.</p>

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Grade Four
Mathematics Arts Content Standards

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<p>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.</p>	<p>Number Sense</p> <p>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:</p>	
<p>1.1 Read and write whole numbers in the millions.</p>		
<p>1.2 Order and compare whole numbers and decimals to two decimal places.</p>		
<p>1.3 Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.</p>		
<p>1.4 Decide when a rounded solution is called for and explain why such a solution may be appropriate.</p>		
<p>1.5 Explain different interpretations of fractions, for example, parts of a whole, parts of a set, and division of whole numbers by whole numbers; explain equivalents of fractions (see Standard 4.0).</p>		
<p>1.6 Write tenths and hundredths in decimal and fraction notations and know the fraction and decimal equivalents for halves and fourths (e.g., $1/2 = 0.5$ or $.50$; $7/4 = 1\ 3/4 = 1.75$).</p>		
<p>1.7 Write the fraction represented by a drawing of parts of a figure; represent a given fraction by using drawings; and relate a fraction to a simple decimal on a number line.</p>		
<p>1.8 Use concepts of negative numbers (e.g., on a number line, in counting, in temperature, in "owing").</p>		
<p>1.9 Identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places.</p>		

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<p>2.0 Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals:</p> <p>2.1 Estimate and compute the sum or difference of whole numbers and positive decimals to two places.</p> <p>2.2 Round two-place decimals to one decimal or the nearest whole number and judge the reasonableness of the rounded answer.</p>	<p>2.0 As stated, in addition: Recognizing decimals as fractions .13=13/100 etc.</p> <p>2.1-2.2 As stated, in addition: Such as, by rounding fractions as .134=134/1000 rounds to 13/100</p>
<p>3.0 Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations:</p> <p>3.1 Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers.</p> <p>3.2 Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multidigit number by a two-digit number and for dividing a multidigit number by a one-digit number; use relationships between them to simplify computations and to check results.</p> <p>3.3 Solve problems involving multiplication of multidigit numbers by two-digit numbers.</p> <p>3.4 Solve problems involving division of multidigit numbers by one-digit numbers.</p>	<p>3.0 As stated.</p> <p>3.1-3.4 As stated, in addition: Students exhibit mastery of the four basic processes of math, using multiple digit numbers. This mastery includes the ability to do long division using estimation rounding of numbers. Students are able to solve long division problems containing remainders. (Divisors are double digit, while dividends are triple digit and higher.) Students complete orally presented problems on a daily basis. Students independently use pencil and paper to complete accurate mathematical calculations. Understanding and capacity is measured by daily participation.</p>
<p>4.0 Students know how to factor small whole numbers:</p> <p>4.1 Understand that many whole numbers break down in different ways (e.g., $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$).</p> <p>4.2 Know that numbers such as 2, 3, 5, 7, and 11 do not have any factors except 1 and themselves and that such numbers are called prime numbers.</p>	<p>4.0 as stated.</p> <p>4.1-4.2 As stated, in addition: <u>Concepts.</u> Number patterns and prime factors are all introduced and practiced. Students work with prime numbers and understand and recognize more complex number patterns.</p>

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<p>Algebra and Functions</p> <p>1.0 Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences:</p> <p>1.1 Use letters, boxes, or other symbols to stand for any number in simple expressions or equations (e.g., demonstrate an understanding and the use of the concept of a variable).</p> <p>1.2 Interpret and evaluate mathematical expressions that now use parentheses.</p> <p>1.3 Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.</p> <p>1.4 Use and interpret formulas (e.g., area = length x width or $A = lw$) to answer questions about quantities and their relationships.</p> <p>1.5 Understand that an equation such as $y = 3x + 5$ is a prescription for determining a second number when a first number is given.</p> <p>2.0 Students know how to manipulate equations:</p> <p>2.1 Know and understand that equals added to equals are equal.</p> <p>2.2 Know and understand that equals multiplied by equals are equal</p>	<p>1.0 As stated, in addition: Given appropriate curriculum story problems, students choose and write a formula representation of the mathematical aspects of the story.</p> <p>Given a formula representation, students write another representation of the problem.</p> <p>1.1-1.4 As stated. 1.5 Can be developed in a story, such as, the elevation of a sloping hill rising from a mesa, or cost per unit rising above an initial expense.</p> <p>2.0 As defined by 2.1 and 2.2 2.1-2.2 As stated.</p>
<p>Measurement and Geometry</p> <p>1.0 Students understand perimeter and area:</p> <p>1.1 Measure the area of rectangular shapes by using appropriate units, such as square centimeter (cm²), square meter (m²), square kilometer (km²), square inch (in²), square yard (yd²), or square mile (mi²).</p> <p>1.2 Recognize that rectangles that have the same area can have different perimeters.</p> <p>1.3 Understand that rectangles that have the same perimeter can have different areas.</p> <p>1.4 Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes.</p>	<p>1.0 As stated.</p> <p>1.1-1.4 As stated, in addition: Through curriculum-appropriate stories, examples and practice, the concepts of area and perimeter are introduced. Students measure close and familiar objects and places surrounding them. Then students review and practice specific problems of measurement of linear rule, liquid, weight, time and money. Gradually this expands to more abstract forms and areas.</p> <p>Students participate in class group activities involving measurement of length, volume, time, weight, mass and capacity.</p> <p>Students are able to work word problems involving measurements: time, linear, liquid, weight and money.</p> <p>Students have a working knowledge of linear measurements and finding area and perimeter of a given location.</p>

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<p>2.0 Students use two-dimensional coordinate grids to represent points and graph lines and simple figures:</p> <p>2.1 Draw the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation $y = 3x$ and connect them by using a straight line).</p> <p>2.2 Understand that the length of a horizontal line segment equals the difference of the x- coordinates.</p> <p>2.3 Understand that the length of a vertical line segment equals the difference of the y- coordinates.</p>	<p>2.0 As stated, in addition: Students also learn to make intricate weaving form drawing patterns.</p> <p>2.1-2.3 As stated:</p>
<p>3.0 Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems:</p> <p>3.1 Identify lines that are parallel and perpendicular.</p> <p>3.2 Identify the radius and diameter of a circle.</p> <p>3.3 Identify congruent figures.</p> <p>3.4 Identify figures that have bilateral and rotational symmetry.</p> <p>3.5 Know the definitions of a right angle, an acute angle, and an obtuse angle. Understand that 90°, 180°, 270°, and 360° are associated, respectively, with $1/4$, $1/2$, $3/4$, and full turns.</p> <p>3.6 Visualize, describe, and make models of geometric solids (e.g., prisms, pyramids) in terms of the number and shape of faces, edges, and vertices; interpret two-dimensional representations of three-dimensional objects; and draw patterns (of faces) for a solid that, when cut and folded, will make a model of the solid.</p> <p>3.7 Know the definitions of different triangles (e.g., equilateral, isosceles, scalene) and identify their attributes.</p> <p>3.8 Know the definition of different quadrilaterals (e.g., rhombus, square, rectangle, parallelogram, trapezoid).</p>	<p>3.0 As stated, in addition: By freehand drawing.</p> <p>3.1-3.8 As stated, in addition: By freehand drawing.</p>
<p>1.0 Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings:</p> <p>1.1 Formulate survey questions; systematically collect and represent data on a number line; and coordinate graphs, tables, and charts.</p> <p>1.2 Identify the mode(s) for sets of categorical data and the mode(s), median, and any apparent outliers for numerical data sets.</p> <p>1.3 Interpret one-and two-variable data graphs to answer questions about a situation.</p>	<p>1.0 As stated.</p> <p>1.1-1.3 As stated, in addition: Students collect and interpret data and find averages in their science, history and physical geography.</p>

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<p>2.0 Students make predictions for simple probability situations:</p> <p>2.1 Represent all possible outcomes for a simple probability situation in an organized way (e.g., tables, grids, tree diagrams).</p> <p>2.2 Express outcomes of experimental probability situations verbally and numerically (e.g., 3 out of 4; 3/4).</p>	<p>2.0 As stated.</p> <p>2.1-2.2 As stated.</p>
<p>Mathematical Reasoning</p> <p>1.0 Students make decisions about how to approach problems:</p> <p>1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.</p> <p>1.2 Determine when and how to break a problem into simpler parts.</p> <p>2.0 Students use strategies, skills, and concepts in finding solutions:</p> <p>2.1 Use estimation to verify the reasonableness of calculated results.</p> <p>2.2 Apply strategies and results from simpler problems to more complex problems.</p> <p>2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.</p> <p>2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.</p> <p>2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.</p> <p>2.6 Make precise calculations and check the validity of the results from the context of the problem.</p> <p>3.0 Students move beyond a particular problem by generalizing to other situations:</p> <p>3.1 Evaluate the reasonableness of the solution in the context of the original situation.</p> <p>3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.</p> <p>3.3 Develop generalizations of the results obtained and apply them in other circumstances.</p>	<p>1.0 As stated, in addition: Students are able to listen to a complex (grade appropriate) word problem and mentally calculate the response to the question posed.</p> <p>1.1-1.2 As stated, in addition: Students are able to copy multiple digit numbers from the board and place these in the appropriate visual-spatial format for problem working.</p> <p>2.0 As stated.</p> <p>2.1-2.6 As stated. Students are able to extrapolate pertinent data from word problems and use proper calculative skills to develop an answer.</p> <p>3.0 As stated.</p> <p>3.1-3.3 As stated. Students are able to check accuracy of mathematically derived answers by using the commensurate math processes.</p>

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Grade Four
Science Arts Content Standards

California State Standards	Journey School Alignment	Remarks
<p>Physical Sciences</p> <p>1. Electricity and magnetism are related effects that have many useful applications in everyday life. As a basis for understanding this concept:</p> <p>a. Students know how to design and build simple series and parallel circuits by using components such as wires, batteries, and bulbs.</p> <p>b. Students know how to build a simple compass and use it to detect magnetic effects, including Earth's magnetic field.</p> <p>c. Students know electric currents produce magnetic fields and know how to build a simple electromagnet.</p> <p>d. Students know the role of electromagnets in the construction of electric motors, electric generators, and simple devices, such as doorbells and earphones.</p> <p>e. Students know electrically charged objects attract or repel each other.</p> <p>f. Students know that magnets have two poles (north and south) and that like poles repel each other while unlike poles attract each other.</p> <p>g. Students know electrical energy can be converted to heat, light, and motion.</p>	<p>1a-b Are not considered this year, except in mentioning that the nervous system conveys electric field through a circuitry of nerve fibers.</p> <p>1c-g While discussing the Aurora Borealis in literature/mythology, the teacher introduces discussion of earth's magnetism and charged particles. And when studying zoology students recognize some animals are sensitive to electromagnetic fields.</p>	

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<p>Life Sciences</p>	<p>The science curriculum principally covers Zoology, the study of the various animals, animal physiology and specialized animals traits, which establish their relationship to the environment. Of special interest is the study of correspondences between the human being and those animals that best represent the respiratory, the circulatory system, the nervous system and the metabolic systems. This block is called "The Human and Animal Block." Given the above goals, students show mastery through expository writing; illustrations of animals, humans and habitats; modeling animals and their habitats; field trips to parks, streams, beaches, etc.; library research; dramatization of animal tales and creative writing.</p>
<p>2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> a. Students know plants are the primary source of matter and energy entering most food chains. b. Students know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem. c. Students know decomposers, including many fungi, insects, and microorganisms, recycle matter from dead plants and animals. 	<p>2.0 As stated, in addition:</p> <p>The different kinds of animals are classified, written about and artistically represented. The students have a clear understanding of the difference between human beings and animals.</p> <p>Students study the animal kingdom from simplest animals to the most complex. Attention is given to animal physiology (circulatory, respiratory, digestive systems etc.) and to the symbiotic and parasitic relationships among animals.</p> <p>Students compare and contrast certain animals and human beings, and examine archetypal animals that represent certain specific physiological systems in the human being.</p>
<p>3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> a. Students know ecosystems can be characterized by their living and nonliving components. b. Students know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all. c. Students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter. d. Students know that most microorganisms do not cause disease and that many are beneficial. 	<p>3.0 As stated, in addition:</p> <p>These standards were extensively studied in the 3rd grade farming block and observed in the 3rd grade garden. These concepts developed further in 4th grade.</p> <p>Students consider animal environments, ecological niches, and adaptations.</p> <p>Students are able to present both verbally and through expository writing an understanding of a particular animal and its habitat.</p> <p>Students participate in field trips and other activities where they explore various animal habitats and the environmental influences of certain animals in the region.</p> <p>There is considerable study of animal instinct, and the adaptations by which animals become incredibly adept at particular skills.</p>

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<p>Earth Sciences</p> <p>4. The properties of rocks and minerals reflect the processes that formed them. As a basis for understanding this concept:</p> <p>a. Students know how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle).</p> <p>b. Students know how to identify common rock-forming minerals (including quartz, calcite, feldspar, mica, and hornblende) and ore minerals by using a table of diagnostic properties.</p>	<p>4.0 As stated, in addition: Through the study of California geography and the Gold Rush, students learn about sedimentary and igneous rocks and the identification of gold-bearing rocks and minerals.</p>
<p>5. Waves, wind, water, and ice shape and reshape Earth's land surface. As a basis for understanding this concept:</p> <p>a. Students know some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.</p> <p>b. Students know natural processes, including freezing and thawing and the growth of roots, cause rocks to break down into smaller pieces.</p> <p>c. Students know moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand, silt, and mud in other places (weathering, transport, and deposition).</p>	<p>5.0 As stated, in addition: In the study of California geography, the students learn the weathering and shaping processes of erosion, the shaping forces of water, wind, sea, ice, weather systems, etc.</p> <p>Students have a working understanding of state geographical regions and the environmental impact of geography upon plant and animal distribution.</p>
<p>Investigation and Experimentation</p> <p>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. Students will:</p> <p>a. Differentiate observation from inference (interpretation) and know scientists' explanations come partly from what they observe and partly from how they interpret their observations.</p> <p>b. Measure and estimate the weight, length, or volume of objects.</p> <p>c. Formulate and justify predictions based on cause-and-effect relationships.</p> <p>d. Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results.</p> <p>e. Construct and interpret graphs from measurements.</p> <p>f. Follow a set of written instructions for a scientific investigation.</p>	<p>6.0 As stated, in addition: Students generate an animal report. This report reflects research skills and skill in expository writing.</p> <p>These concepts are incorporated in their study of animal distributions and animal environments.</p>