

## Core Curriculum Content Standards/Common Core Standards

**Standard 1.3 (PERFORMANCE)** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

**Standard 2.1 (WELLNESS):** All students will analyze how peer norms and expectations, the availability of weapons, substance abuse, media images, and poor role models contribute to violent behavior. In addition, predict the consequences of conflict, harassment, bullying, vandalism, and violence on individuals, families, and the community.

**Standard 2.2 (INTEGRATED SKILLS)** All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

**Standard RI.4.7 (READING)** Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

**Standard RI.4.9 (READING)** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**Standard W.4.2 (WRITING)** 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., headings), 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.

**Standard W.4.7** Conduct short research projects that builds knowledge through investigation of different aspects of a topic.

**Standard W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

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]).

**Standard SL. 4.1** 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 discussions 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.

**Standard SL. 4.4** Report on a topic or text, tell a story, or recount

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

**Standard L. 4.3** 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).

**Standard 8.1 (COMPUTER AND INFORMATION LITERACY):** All students will use computer application to gather and organize information and to solve problems.

**Standard 8.2 (TECHNOLOGY EDUCATION, ENGINEERING AND DESIGN):** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.