

**Grade 4 – Integrated Curriculum**  
**Language Arts, Math, Science, Social Studies and The Arts**

**LANGUAGE ARTS**  
**OAC 210:15-3-15**

**Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety texts.**

**Standard 1: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.**

1. Words in Context - Use context clues (the meaning of the text around a word) to distinguish and interpret the meaning of multiple meaning words as well as other unfamiliar words.
2. Affixes, Roots, and Derivatives a. Interpret new words by analyzing the meaning of prefixes and suffixes. b. Use knowledge of root words (e.g., snow, snowbound, snowdrift) and word parts (therm = heat) derived from Greek and Latin to analyze the meaning of complex words (thermometer).
3. Synonyms, Antonyms, and Homonyms/Homophones - Apply knowledge of fourth grade level synonyms, antonyms, homonyms/homophones, multiple meaning words, and idioms to determine the meanings of words and phrases.
- \*4. Using Resource Materials a. Use a thesaurus to determine related words and concepts. b. Determine the meanings and pronunciations of unknown words by using a glossary and/or dictionary.

**\*Standard 2: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.**

1. Read aloud regularly in independent-level texts (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate rate, change in voice, and expression.

2. Read aloud regularly in instructional-level texts that are challenging yet manageable (texts in which no more than 1 in 10 words is difficult for the reader).
3. Increase reading speed through daily independent reading practice as monitored by the instructor through peer discussions, teacher conferences, response journals, etc.

**Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.**

1. Literal Understanding
  - a. Use prereading strategies independently to preview, activate prior knowledge, predict content of text, formulate questions that might be answered in the text, establish and adjust purposes for reading (e.g., to find out, to understand, to enjoy, to solve problems).
  - b. Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for fourth grade.
  - c. Identify and explain the differences in fiction and nonfiction text.
2. Inferences and Interpretation
  - a. Use prior knowledge and experience to make inferences and support them with information presented in text.
  - b. Make interpretations and draw conclusions from fiction and nonfiction text beyond personal experience.
  - c. Make inferences and draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, and other characters' responses to a character).
  - \*d. Participate in creative responses to text (i.e., art, drama, and oral presentation).
3. Summary and Generalization

- a. Paraphrase by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction to recall, inform, or organize ideas.
  - b. Support ideas, arguments, and generalizations by reference to evidence in the text.
  - c. Represent text information in different ways such as in outline, timeline, or graphic organizer.
4. Analysis and Evaluation
- a. Evaluate new information and hypotheses by testing them against known information and ideas.
  - b. Compare and contrast information on the same topic after reading several passages or articles.
  - c. Identify fact/opinion and cause and effect in various texts.
  - d. Analyze and explain the causes, motivations, sequences, and results of events from a text.
- \*5. Monitoring and Correction Strategies
- a. Monitor own reading and modify strategies as needed (e.g., recognizes when he or she is confused by a section of text, questions whether the text makes sense, rereading).
  - b. Predict, monitor, and check for understanding using semantic, syntactic, and graphophonic cues.

**Standard 4: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.**

- \*1. Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature.
- a. Identify the defining characteristics of a variety of literary genres and forms (e.g. contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry,

drama, legends, myths, biography, autobiographies, and traditional stories such as fairy tales and fables).

b. Read and construct meaning from a variety of genres.

2. Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.

a. Identify the main events of the plot, including their causes and effects of each event on future actions, and the major theme from the story.

b. Identify the purposes of different types of texts (e.g., to inform, to explain, to entertain).

c. Identify themes that occur across literary works.

d. Use knowledge of the situation, setting, a character's traits, motivations, and feelings to determine the causes for that character's actions.

3. Figurative Language and Sound Devices - The student will identify figurative language and sound devices in writing and how they affect the development of a literary work.

a. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).

b. Define figurative language, such as similes, metaphors, hyperboles, or personification, and identify its use in literary works.

- Simile: a comparison that uses like or as

- Metaphor: an implied comparison

- Hyperbole: an exaggeration for effect

- Personification: a description that represents a thing as a person

\*4. Literary Works - The student will read and respond to historically and culturally significant works of literature, compare and contrast story elements from tales of different cultures (e.g., compare/contrast adventures of character types, setting, theme).

**Standard 5: Research and Information - The student will conduct research and organize information.**

1. Accessing Information - Select the best source for a given purpose.
  - a. Understand the organization of and access information from a variety of sources including dictionaries, encyclopedias, atlases, almanacs, tables of contents, glossaries, and indexes.
  - b. Identify key words to be used in searching for resources and information.
  - c. Cite information sources appropriately.
  - d. Use text formats and organization as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics).
  - e. Locate information in reference texts by using organizational features, such as prefaces and appendixes.
  - f. Continue to use test-taking strategies by answering different levels of questions, such as open-ended, literal, and interpretive, as well as multiple choice, true/false, and short answer, \*2.
2. Interpreting Information - Analyze and evaluate information from a variety of sources.
2. Identify a research question and appropriate sources to answer that question.
3. Take notes to paraphrase or summarize information.
4. Locate, organize, and synthesize information from a variety of print, nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).
5. Report on the findings of research in a variety of formats including written, oral, and/or visual presentations.

**Writing/grammar/usage and mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences.**

**\* Standard 1: Writing Process. The student will use the writing process to write coherently.**

1. Use a variety of prewriting activities such as brainstorming, clustering, illustrating, webbing, and using graphic organizers.
2. Understand and demonstrate familiarity with writing process/format of beginning, middle, and ending.
3. Use common organizational structures for providing information in writing, such as chronological order (beginning, middle, and end), cause/effect, or similarity and difference, and posing and answering questions.
4. Select a focus and an organizational structure based upon purpose, audience, and required format.
5. Write one or more drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs in to longer text.
6. Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.
7. Edit/proofread drafts, using standard editing marks, to ensure standard usage, mechanics, spelling, and varied sentence structure.
8. Publish and present writing to peers and adults.

**\* Standard 2: Modes and Forms of Writing. Communicate through a variety of written forms, for various purposes, and to a specific audience or person.**

1. Communicate through a variety of written modes and for various audiences to inform, persuade, entertain, and reflect.

2. Write narrative, creative, descriptive, expository, and persuasive paragraphs and longer compositions that:
  - a. have topic sentences.
  - b. use concrete sensory supporting details.
  - c. provide a context to allow the reader to imagine the event.
  - d. support a logical conclusion.
3. Write creative stories and poems using figurative language (alliteration, personification, simile, and metaphor) and varied word choice to make writing interesting and engaging to audience.
4. Write personal, and formal letters, thank-you notes, and invitations including, the date, greeting, body, closing, and signature.
5. Write informational pieces with multiple paragraphs that:
  - a. provide an introductory paragraph that asks a central question about an idea or issue.
  - b. establish and support a central theme or idea with a topic sentence.
  - c. include supporting paragraphs with simple facts, details, and explanations for focus.
  - d. present important ideas and events in sequence, chronological order, or order of importance.
  - e. provide details and transitions to link paragraphs.
  - f. conclude with a paragraph that summarizes the points.
  - g. use correct indention at the beginning of paragraphs and to indicate dialogue.
  - h. use more than one source of information, including speakers, books, newspapers, media sources, and online information citing source title, author, and page numbers, if applicable.
6. Write responses to literature that:
  - a. demonstrate an understanding of a literary work.

- b. support judgments by referring to both the text and prior knowledge.
- 7. Write summaries based upon the main idea of a reading selection and its most significant details.

**\* Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.**

- 1. Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing.
  - a. Singular, plural, and possessive forms of nouns
  - b. Common and proper nouns
  - c. Nominative (subjective), objective, reflexive, intensive, and possessive pronouns
  - d. Subject, direct object, and object of prepositions
  - e. Present, past, future, past participle, and present perfect verbs tense
  - f. Regular, irregular, and auxiliary (helping) verbs
  - g. Simple and complete predicate
  - h. Positive, comparative, and superlative adjectives
  - i. Time, place, manner, and degree adverbs
  - j. Comparative forms of adverbs
  - k. Coordinating and correlating conjunctions
  - l. Restrictive (essential) and nonrestrictive (nonessential) clauses
  - m. prepositional and participial phrases
  - n. Subject-verb agreement
- 2. Mechanics: Students are expected to demonstrate appropriate language mechanics in writing.
  - a. Correctly capitalize the first word of a sentence, the pronoun “I,” geographical names, holidays, dates, proper nouns, book titles, titles of respect, sentences, and quotations.
  - b. Capitalize correctly familial relations, proper adjectives, and conventions of letter writing.



- c. Indent correctly at the beginning of each paragraph.
  - d. Observe left and right hand margins.
3. Punctuation: Students are expected to demonstrate appropriate punctuation in writing.
- a. Parentheses
  - b. Quotation marks
  - c. Terminal punctuation
  - d. Punctuation in common abbreviations and after an initial
  - e. Apostrophes in contractions and possessives
  - f. Commas
  - g. Colons, and semi-colons
  - h. Hyphens and dashes
4. Sentence Structure: The student will demonstrate appropriate sentence structure in writing. a.
- Use simple, compound, and complex sentences appropriately in writing.
- a. Create interesting declarative, imperative, interrogative, and exclamatory sentences using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, direct objects, prepositional phrases, and conjunctions.
  - b. Correct sentence fragments and run-ons.
  - c. Create sentences with understood subject.
5. Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing.
- a. Spell correctly roots, inflections (e.g., -s/es, -ing, -ly, -er), suffixes (e.g., -ment, -ness, -able, -sion, -tion), and prefixes (e.g., dis-, in-, un-, re-, mis-, pre-).
  - b. Spell homophones correctly according to usage (e.g., to, too, two; there, their, they're).

- c. Use more complex patterns in producing conventional spellings (e.g., ought = brought, fought; urse = nurse, purse).
  - d. Use word reference materials including glossary, dictionary, and technology to check correct spelling.
6. Handwriting: Students are expected to demonstrate appropriate, legible cursive handwriting in the writing process.

**Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.**

**\*Standard 1: Listening: The student will listen for information and for pleasure.**

1. Listen to directions and questions and respond appropriately.
2. Listen critically and respond appropriately to oral communication.
3. Listen and respond to teacher-read stories.

**\*Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.**

1. Speak articulately and audibly before a group using appropriate delivery (enunciation, volume, and movement) and language skills (pronunciation, word choice, and usage).
2. Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details.
3. Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.
4. Emphasize points in ways that help the listener or viewer to follow important ideas and concepts (e.g., pausing, hand gestures, inflection volume, body language).
5. Engage the audience with appropriate words, facial expressions, gestures, and eye contact.

**\*Standard 3: Group Interaction - The student will use effective communication strategies in pairs and small group context.**

1. Show respect and consideration for others in verbal and physical communication.

2. Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report.
3. Participate in story telling, give oral book reports, and present poems, stories, plays, and pantomime.

**Visual Literacy: The student will interpret, evaluate, and compose visual messages.**

**\*Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning and distinguish fact, opinion, and fiction in print and nonprint media.**

**\*Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.**

1. Interpret and describe important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.
2. Compare and contrast print, visual, and electronic media, such as film, with a written story.
3. Listen to, view, or read literature which tells of characters in American and other cultures.
4. Make connections between illustrations and print.

**\*Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea, selects, organizes, or produces visuals to complement and extend ideas (e.g., book posters, multimedia projects, books, or advertisements).**

**Blueprints for each Criterion-Referenced Test reflect the degree of representation given on the test to each *PASS* standard and objective. To access the current blueprint (when available) go to the State Department of Education Web site at <<http://sde.state.ok.us>>, click on site index, then click “s” to go to student assessment, then click on “Student Tests & Materials” then scroll down to “alignment blueprints.”**

**MATHEMATICS**  
**OAC 210:15-3-40.2, 44**

**PROCESS STANDARDS Grades 1-5**

The National Council of Teachers of Mathematics (NCTM) has identified five process standards: Problem Solving, Communication, Reasoning and Proof, Connections, and Representation.

Using these processes students are actively involved in deepening mathematical understandings which lead to increasingly sophisticated abilities required to meet mathematical challenges.

Following is an outline of the five process standards and associated objectives.

**NOTE:** When examples are given there is a progression in levels of difficulty from basic to more complex skills.

**Process Standard 1: Problem Solving**

1. Use problem-solving approaches (e.g., act out situations, represent problems with drawings and lists, use concrete, pictorial, graphical, oral, written, and/or algebraic models, understand a problem, devise a plan, carry out the plan, look back).
2. Formulate problems from everyday and mathematical situations (e.g., how many forks are needed?, how many students are absent?, how can we share/divide these cookies?, how many different ways can we find to compare these fractions?).
3. Develop, test, and apply strategies to solve a variety of routine and non-routine problems (e.g., look for patterns, make a table, make a problem simpler, process of elimination, trial and error).

4. Verify and interpret results with respect to the original problem (e.g., students explain verbally why an answer makes sense, explain in a written format why an answer makes sense, verify the validity of each step taken to obtain a final result).
5. Distinguish between necessary and irrelevant information in solving problems (e.g., play games and discuss “best” clues, write riddles with sufficient information, identify unnecessary information in written story problems).

### **Process Standard 2: Communication**

1. Express mathematical ideas coherently and clearly to peers, teachers, and others (e.g., with verbal ideas, models or manipulatives, pictures, or symbols).
2. Extend mathematical knowledge by considering the thinking and strategies of others (e.g., agree or disagree, rephrase another student’s explanation, analyze another student’s explanation).
3. Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.
4. Represent, discuss, write, and read mathematical ideas and concepts. Start by relating everyday language to mathematical language and symbols and progress toward the use of appropriate terminology (e.g., “add more” becomes “plus”, “repeated addition” becomes “multiplication”, “fair share” becomes “divide”, “balance the equation” becomes “solve the equation”).

### **Process Standard 3: Reasoning**

1. Explain mathematical situations using patterns and relationships (e.g., identify patterns in situations, represent patterns in a variety of ways, extend patterns to connect with more general cases).

2. Demonstrate thinking processes using a variety of age-appropriate materials and reasoning processes (e.g., manipulatives, models, known facts, properties and relationships, inductive [specific to general], deductive [general to specific], spatial, proportional, logical reasoning [“and” “or” “not”] and recursive reasoning).

3. Make predictions and draw conclusions about mathematical ideas and concepts.

Predictions become conjectures and conclusions become more logical as students mature mathematically.

#### **Process Standard 4: Connections**

1. Relate various concrete and pictorial models of concepts and procedures to one another (e.g., use two colors of cubes to represent addition facts for the number 5, relate patterns on a hundreds chart to multiples, use base-10 blocks to represent decimals).

2. Link concepts to procedures and eventually to symbolic notation (e.g., represent actions like snap, clap, clap with symbols A B B, demonstrate  $\frac{3}{4}$  with a geometric array, divide a candy bar into 3 equal pieces that represent one piece as  $\frac{1}{3}$ ).

3. Recognize relationships among different topics within mathematics (e.g., the length of an object can be represented by a number, multiplication facts can be modeled with geometric arrays, can be written as .5 and 50%).

4. Use mathematical strategies to solve problems that relate to other curriculum areas and the real world (e.g., use a timeline to sequence events, use symmetry in art work, explore fractions in quilt designs and to describe pizza slices).

#### **Process Standard 5: Representation** 1. Create and use a variety of representations

appropriately and with flexibility to organize, record, and communicate mathematical

ideas (e.g., dramatizations, manipulatives, drawings, diagrams, tables, graphs, symbolic representations).

2. Use representations to model and interpret physical, social, and mathematical situations (e.g., counters, pictures, tally marks, number sentences, geometric models; translate between diagrams, tables, charts, graphs).

The following concepts and skills should be mastered by all students upon completion of fourth grade. The **Major Concepts** should be taught in depth using a variety of methods, applications, and connections to other concepts when possible so that all students have accessibility to and an understanding of these concepts.

### **MAJOR CONCEPTS**

- **Develop quick recall of multiplication facts and related division facts (fact families) and fluency with whole number multiplication.**
- **Develop an understanding of decimals and their connection to fractions.**
- **Develop an understanding of area and acquire strategies for finding area of two-dimensional shapes.**

**Fourth Grade Suggested Materials Kit:** snap cubes, number cubes, pattern blocks, 1-inch color tiles, grid paper, hundreds charts, cereal and shoe boxes, children’s books, journals, rods, counters, beans, base-10 blocks, calculators, geoboards, dot paper, clay, toothpicks, mirrors, flexible straws, pipe cleaners, egg cartons, containers, balance scales, rulers, tape measures, thermometers, cups, spoons, coins, clocks, graph mats, spinners, painted beans or two-color counters

**Standard 1: Algebraic Reasoning: Patterns and Relationships - The student will use a variety of problem-solving approaches to create, extend, and analyze patterns.**

1. Discover, describe, extend, and create a wide variety of patterns using tables, graphs, rules, and verbal models (e.g., determine the rule from a table or “function machine”, extend visual and number patterns).

2. Find variables in simple arithmetic problems by solving open sentences (equations) and other problems involving addition, subtraction, multiplication, and division with whole numbers.
3. Recognize and apply the associative property of multiplication (e.g.,  $6 \cdot (2 \cdot 3) = (6 \cdot 2) \cdot 3$ ).

**Standard 2: Number Sense and Operation – The student will use numbers and number relationships to acquire basic facts. The student will estimate and compute with whole numbers and fractions.**

1. Number Sense

a. Place Value

- i. Apply the concept of place value through 6 digits (e.g., write numbers in expanded form).
- ii. Model, read, write and rename decimal numbers to the hundredths (e.g., money, numerals to words).

b. Whole Number, Fraction, and Decimal

- i. Compare and order whole numbers and decimals to the hundredths place (e.g., pictures of shaded regions of two-dimensional figures, use  $>$ ,  $<$ ,  $=$  symbols).
- ii. Use 0,  $\frac{1}{2}$ , and 1 or 0, 0.5, and 1 as benchmarks and place additional fractions, decimals, and percents on a number line (e.g.,  $\frac{1}{3}$ ,  $\frac{3}{4}$ , 0.7, 0.4, 62%, 12%).
- iii. Compare, add, or subtract fractional parts (fractions with like denominators and decimals) using physical or pictorial models. (e.g., egg cartons, fraction strips, circles, and squares).
- \*iv. Explore and connect negative numbers using real world situations (e.g. owing money, temperature, measuring elevations above and below sea level).



## 2. Number Operation

- a. Estimate and find the product of up to three-digit by three-digit using a variety of strategies to solve application problems.
- b. Division Concepts and Fact Families
  - i. Demonstrate fluency (memorize and apply) with basic division facts up to  $144 \div 12$  and the associated multiplication facts (e.g.,  $144 \div 12 = 12$  and  $12 \times 12 = 144$ ).
  - ii. Estimate the quotient with one- and two-digit divisors and a two- or three-digit dividend to solve application problems.
  - iii. Find the quotient (with and without remainders) with 1-digit divisors and a 2- or 3-digit dividend to solve application problems.

### **Standard 3: Geometry - The student will use geometric properties and relationships to analyze shapes.**

1. Identify, draw, and construct models of intersecting, parallel, and perpendicular lines.
2. Identify and compare angles equal to, less than, or greater than 90 degrees (e.g., use right angles to determine the approximate size of other angles).
3. Identify, draw, and construct models of regular and irregular polygons including triangles, quadrilaterals, pentagons, hexagons, heptagons, and octagons to solve problems.
4. Describe the effects on two-dimensional objects when they slide (translate), flip (reflect), and turn (rotate) (e.g., tessellations).

### **Standard 4: Measurement - The student will solve problems using appropriate units of measure in a variety of situations.**

1. Measurement
  - a. Estimate the measures of a variety of objects using customary units.
  - b. Establish benchmarks for metric units and estimate the measures of a variety of objects (e.g., mass: the mass of a raisin is about 1 gram, length: the width of a finger is about 1 centimeter).

- c. Select appropriate customary and metric units of measure and measurement instruments to solve application problems involving length, weight, mass, area, and volume.
  - d. Develop and use the concept of area of different shapes using grids to solve problems.
2. Time and Temperature
- a. Solve elapsed time problems.
  - b. Read thermometers using different intervals (intervals of 1, 2, or 5) and solve for temperature change.
3. Money: Determine the correct amount of change when a purchase is made with a twenty dollar bill.

**Standard 5: Data Analysis - The student will demonstrate an understanding of collection, display, and interpretation of data and probability.**

1. Data Analysis
- a. Read and interpret data displays such as tallies, tables, charts, and graphs and use the observations to pose and answer questions (e.g., choose a table in social studies of population data and write problems).
  - b. Collect, organize and record data in tables and graphs (e.g., line graphs (plots), bar graphs, pictographs).
2. Probability: Predict the probability of outcomes of simple experiments using words such as certain, equally likely, impossible (e.g., coins, number cubes, spinners).
3. Central Tendency: Determine the median (middle), and the mode (most often) of a set of data.

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**Note:** Asterisks (\*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

**SCIENCE**  
**OAC 210:15-3-74**

**Standards for Inquiry, Physical, Life, and  
Earth/Space Science**

The *Priority Academic Student Skills (PASS)* should be taught by investigating broad concepts, and principles of major themes in Physical, Life, and Earth/Space Sciences.

**SCIENCE**  
**Grade 4**  
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**SCIENCE PROCESSES AND INQUIRY**

**Grade 4**

**Process Standard 1: Observe and Measure - Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.**


1. Observe and measure objects, organisms, and/or events (e.g., mass, length, time, volume, temperature) using International System of Units (SI) (i.e., grams, milligrams, meters, millimeters, centimeters, kilometers, liters, milliliters, and degrees Celsius).
2. Compare and/or contrast similar and/or different characteristics (e.g., color, shape, size, texture, sound, position, change) in a given set of objects organisms or events.

**Process Standard 2: Classify - Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.**





1. Classify a set of objects, organisms, and/or events using two or more observable properties (e.g., simple dichotomous keys).

2. Arrange objects, organisms, and/or events in serial order (e.g., least to greatest, fastest to slowest).

**Process Standard 3: Experiment - Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. The student will accomplish these objectives to meet this process standard.**


- \*1. Ask questions about the world and formulate an orderly plan to investigate a question. 
2. Evaluate the design of a scientific investigation.
- \*3. Design and conduct a scientific investigation.
4. Recognize potential hazards and practice safety procedures in all science investigations.

**Process Standard 4: Interpret and Communicate - Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard.**

- \* 1. Report data using tables, line, bar, trend, and/ or simple circle graphs. 
2. Interpret data tables, line, bar, trend and/or simple circle graphs. 
3. Make predictions based on patterns in experimental data. 
4. Communicate the results of investigations and/ or give explanations based on data. 

**Process Standard 5: Inquiry - Inquiry can be defined as the skills necessary to carry out the process of scientific or systemic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.**

- \*1. Use different ways to investigate questions and evaluate the fairness of the test.

- \*2. Use a variety of measurement tools and technology.
- \*3. Formulate a general statement to represent the data.
- \*4. Share results of an investigation in sufficient detail so that data may be combined with data from other students and analyzed further. 

## PHYSICAL SCIENCE

### Grade 4

**Standard 1: Position and Motion of Objects - The position of a moving object can be described relative to a stationary object or the background. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:**

1. The position and motion of objects can be changed by pushing or pulling. The size of the change is related to the strength of the push or pull.
2. The motion of an object can be described by tracing and measuring its position over time.

**Standard 2: Energy – Energy is the ability to do work or to cause a change in matter. Forms of energy include electricity, heat (thermal), light and sound. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:**

1. Electricity is the flow of electrical power or charge.
  - a. The flow of electricity is controlled by open and closed circuits.
  - b. Some materials are conductors of electricity while others are insulators.
2. Heat results when substances burn, when certain kinds of materials rub against each other, and when electricity flows through wires.
  - a. Metals are good conductors of heat and electricity.
  - b. Increasing the temperature of any substance requires the addition of heat energy.
3. Light is a form of energy made of electromagnetic waves.
  - a. Light waves travel in a straight line.
  - b. Substances may cause light waves to change direction of travel (e.g., reflection, refraction).
  - c. Sound is a form of energy caused by waves of vibrations that spread from its source.

## LIFE SCIENCE

### Grade 4

**Standard 3: Characteristics of Organisms - Each type of organism has structures that enable it to function in unique and specific ways to obtain food, reproduce and survive. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:**

1. Organisms can survive only in environments in which their needs can be met (e.g., food, shelter, air, reproduction, and water).
2. Living organisms may be grouped by various characteristics or the environment in which they live (e.g., habitats, anatomy, behaviors).
3. Many observable characteristics of an organism are inherited from the parents of the organisms (e.g., color of flowers, number of limbs on an animal).
4. Energy from the Sun is passed to organisms through food chains.

## ELEMENTARY EARTH/SPACE SCIENCE

### Grade 4

**Standard 4: Properties of Earth and Moon-The Earth and its Moon have specific properties. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:**

1. Earth materials consist of rocks, soils, water, and air.
2. The processes of erosion, weathering, and sedimentation affect Earth materials (e.g., earthquakes, floods, landslides, volcanic eruptions).
3. The processes of erosion, weathering, and sedimentation affect Earth materials (e.g., earthquakes, floods, landslides, volcanic eruptions).
4. Fossils provide evidence about the plants and animals that lived long ago and the nature of the environment at that time (e.g., the formation of fossils).
5. The observable shape of the moon changes from day to day in a cycle that lasts about a month.

\* Revised science standards approved by the Oklahoma State Board of Education on Thursday, March 24, 2011; Final approval pending by Oklahoma Governor and Legislature.



## **SOCIAL STUDIES** **OAC 210:15-3-94**

The primary focus for the fourth grade is to explore regional United States geography, including the physical and human characteristics of the state of Oklahoma. Fourth graders use geographic tools to analyze the influence of the environment on the growth and development of all major regions of the United States. Economic and civics concepts are also presented within the context of United States geography.

### **Standard 1: The student will develop and practice the process skills of social studies.**

1. Demonstrate the ability to utilize research materials, such as encyclopedias, almanacs, atlases, newspapers, photographs, visual images, and computer-based technologies.
2. Construct timelines of events in the development of the regions of the United States.
3. Identify and give examples of different perspectives and points of view (e.g., in the media, political commercials, advertisements, and literature).

### **Standard 2: The student will analyze the regions of the United States from a spatial perspective.**

1. Interpret geographic information using primary and secondary sources, atlases, charts, graphs, and visual images. 
2. Identify, use, and interpret basic political, physical, and thematic maps and globes. 
3. Construct and use maps of the regions of the United States, the continents, and the world to demonstrate understanding of relative location, direction, latitude, longitude, scale, size, and shape, using appropriate geographic vocabulary, tools, and technologies.
4. Locate on a map and identify the states, their capitals, and major metropolitan centers of the United States by region (e.g., New York City, Los Angeles, Dallas, and Miami).




**Standard 3: The student will examine the unique and common features of the physical systems of the regions of the United States.**

1. Identify the major landforms and bodies of water of the United States.
2. Compare and contrast the vegetation, climate, and spatial distribution of natural resources of the regions.
3. Analyze how the major physical features (e.g., landforms and bodies of water) were formed and continue to change.

**Standard 4: The student will describe the human systems (e.g., migrations, settlements, cultural mosaics, and economic interdependence) identified with the major regions of the United States, including human interaction with the environment.**


1. Compare and contrast the human characteristics of early and contemporary human settlements in the regions of the United States.
2. Explain how people are influenced by, adapt to, and alter their environment, including agricultural efforts, housing, occupations, industries, transportation, and communication.
3. Describe how people attempt to resolve geographic challenges (e.g., bridges, dams, tunnels, irrigation systems, and landfills).
4. Describe the development of economic specialization in each region of the United States, including examples of interdependence among regions and connections to global trade.
5. Describe the causes of movement of large groups of people into the United States from other countries and within the United States now and long ago.

**Standard 5: The student will demonstrate an understanding of the unique features which contributed to the settlement of the state of Oklahoma.** 

1. Identify major historical individuals, entrepreneurs, and groups, and describe their major contributions (e.g., Sequoyah, the Boomers and the Sooners, and Frank Phillips).
2. Describe major events of Oklahoma's past, such as settlements by Native Americans, cattle drives, land runs, statehood, and the discovery of oil.

3. Analyze the use of Oklahoma's natural resources (e.g., salt, bison, oil, coal, timber and sod) by early visitors and settlers.
4. Identify state and local governing bodies (e.g., the state legislature and city councils) and officials (e.g., governor and mayors) that make laws and carry out laws, with an emphasis on civic participation (e.g., the importance of studying the issues and voting).
5. Develop an understanding of and an appreciation for the cultural diversity of his or her community by examining the historical and contemporary racial, ethnic, and cultural groups of the area.

**NOTE:** Asterisks (\*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

Book icons () identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

**THE ARTS**  
**OAC 210:15-3-115**

**Standard 1: Language of Visual Art - The student will identify visual art terms (e.g., architecture, contour, medium, mixed media, perspective, symbol).**

1. Know how works of art are made with respect to the materials, media, techniques, and sources of ideas.
2. Describe and use the principles of design: rhythm, balance, contrast, movement, variety, center of interest (emphasis), and repetition in works of art.
3. Describe and use the elements of art: line, color, form, shape, texture, value (light and dark), and space in works of art.
4. Discuss observations of visual and expressive features seen in the environment (such as colors, textures, shapes).

**Standard 2: Visual Art History and Culture - The student will recognize the development of visual art from an historical and cultural perspective.**


1. Describe and place a variety of specific significant art objects by artist, style and historical and cultural context. (📖)
2. Identify themes and purposes of works of art and artifacts in history and culture. (📖)
3. Demonstrate a basic knowledge of several fields of art such as painting, sculpture, drawing, computer graphics, printmaking, architecture, and fiber arts.
4. Identify how visual art is used in today's world including the popular media of advertising, television, and film. (📖)

**Standard 3: Visual Art Expression - The student will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.**

1. Make original works of art using a variety of materials (media), and techniques (skills), and sources for ideas.
2. Use observation, memory and imagination in making original works of art.
3. Apply knowledge of a basic art vocabulary through experiences in making original works of art.

**Standard 4: Visual Art Appreciation - The student will learn to appreciate visual art as a vehicle of human expression.**

1. Demonstrate appropriate behavior while attending a visual art exhibition in a museum or art gallery.
2. Demonstrate respect for personal artwork and the artwork of others.
3. Demonstrate thoughtfulness and care in completion of artworks.

**NOTE:** Book icons () identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

## GENERAL MUSIC

### Standard 1: Language of Music - The student will read, notate and interpret music.

1. Use correct terminology to discuss the elements of music.
  - a. Melody (steps, wide and narrow leaps, octave leap, and repeated tones, melody patterns, melodic contour, same, different, similar phrases).
  - b. Rhythm (strong and weak beats, steady beat, offbeat, silent beat, meter in 2/4, 3/4, 4/4 and 6/8).
  - c. Harmony (chordal harmony, chord changes, ostinato patterns, countermelody, rounds, thick and thin texture).
  - d. Form (introduction, coda, repetition/contrast, solo/chorus, AB, ABA, rondo, D.C. al fine).
  - e. Tone Color - sound quality of individual and group performances by voice or instrument to include duets, trios, quartets, chorus, etc. and ranges (soprano, alto, tenor, bass).
  - f. Pitch - high and low.
  - g. Tempo - allegro (fast), lento (slow), andante (walking), moderato (moderate).
  - h. Dynamics - forte (loud), piano (soft), mezzo forte (medium loud), mezzo piano (medium soft).
2. Use a system of syllables, numbers or letters to demonstrate basic notation:
  - a. Rhythmic (quarter note, quarter rest, paired eighth notes, half note, half rest, whole note, whole rest, dotted half note, sixteenth notes, single eighth note, single eighth rest, syncopation, 2/4, 3/4, 4/4, 6/8).
  - b. Melodic (sol, mi, la, do, re, high do, low la, low sol or 5, 3, 6, 1, 2, 8, low 6, low 5, treble clef).
3. Experiment with variations in and demonstrate understanding of tempo (speed), timbre or tone color (sound quality), dynamics (degree of loudness), and phrasing for expressive purposes.

4. Identify visually and aurally:
  - a. Instrumental ensembles (symphony orchestra, jazz band).
  - b. Families of orchestral instruments (strings, woodwinds, brass and percussion).
  - c. Classification of voice ranges (soprano, alto, tenor, bass).
5. Notate (written representation of music) simple pitch and rhythm patterns presented aurally (listening).

**Standard 2: Music History and Culture - The student will recognize the development of music from an historical and cultural perspective.**

1. Sing or play a variety of folk, ethnic, classical, and contemporary musical pieces.
2. Listen and describe music from a variety of styles, periods and cultures including European, Native American, African American, Hispanic, and Asian.
3. Identify music and instruments from different cultures. (i.e. bagpipe, wooden flute, koto, panpipes). (📖)
4. Identify and describe roles of musicians in various music settings and cultures. (📖)


**Standard 3: Music Expression - The student will perform, imitate, compose a variety of music within specific guidelines.**

1. Participate in music through singing (echo singing, rounds and partner songs) and/or playing instruments (body percussion and melodic ostinatos).
2. Match pitches, sing in tune (C-scale range) and use appropriate tone and expression.
3. Respond to the beat or rhythm in music by clapping, playing classroom instruments.
4. Play simple and syncopated rhythm patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
5. Play simple melodies on instruments, such as bells or xylophones.
6. While listening to a musical piece, use directional hand movements to follow the melodic contour (sound or progression of single tones).

7. Respond to unfinished short melodic patterns using voice or classroom instruments.
8. Perform solos and with groups.
9. Sing two-part rounds, partner songs/ostinatos

**Standard 4: Music Appreciation - The student will learn to appreciate music and expand listening beyond music currently familiar to the student.**

1. Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
2. Demonstrate respect for music performed by the student and by other students and professional performers.
3. Use appropriate terms to explain preferences for musical works and styles.

**NOTE:** Book icons () identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialists.

## WORLD LANGUAGES

### OVERVIEW OF ESSENTIAL SKILLS AND KNOWLEDGE

**Grade 4 is the beginning of a required sequential language program in Oklahoma schools through which all students begin to develop skill in a language other than English.**

At the end of the Grade 4-8 program sequence, students should demonstrate skill at the novice level. They will be able to understand and produce memorized phrases, but they will be limited to familiar topics practiced in the classroom. Much more study will be needed to gain fluency. Students who began study at an earlier level or who have been in an immersion setting will demonstrate higher levels of skill if that study is uninterrupted.

As stated in the profession's national goals, **communication** is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through reading of literature. Through the study of other languages, students gain a knowledge and understanding of the **cultures** that use that language; in fact, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs.

Learning languages provides **connections** to additional bodies of knowledge that are unavailable to monolingual English speakers. Through **comparisons** and contrasts with the language studied, students develop greater insight into their own language and culture and realize that multiple ways of viewing the world exist. Together, these elements enable the student of languages to participate in multilingual **communities** at home and around the world in a variety of contexts and in culturally appropriate ways. As is apparent, none of these goals can be separated from the other (National Standards in Foreign Language Education Project, 2006, p. 31). Please note that *Priority Academic Student Skills (PASS)* are organized around these five goals: **communication, culture, connections, comparisons, and communities.**



**Novice Level Range  
Grades 4-12**

**Goal 1: Communication**

**Communicate in Languages Other Than English**

*Communication occurring in the Novice Level Range often includes some combination of the following topics:*

- *the self: family, friends, home, rooms, health, school, schedules, leisure activities, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals*
- *beyond self: geography, directions, buildings and monuments, weather and seasons, cultural and historical figures, places and events, calendar, time, food and customs, transportation, travel, professions, and work*

*Novice Level learners are typically in Levels I-II (see descriptions in the Overview).*

**Standard 1.1: Interpretive Communication - Listening/Reading/Viewing Students will understand and interpret written and spoken language on a variety of topics.**

**Progress Indicators: What will Novice Level learners be able to do in the target language?**

*By the end of the Novice Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.*

When listening, reading, and viewing, learners in the Novice Level Range will:

1. Comprehend simple daily communications on familiar topics, including simple instructions such as classroom procedures.
2. Understand key words in written material such as advertisements, schedules, and menus.
3. Comprehend the main idea of selected, age-appropriate authentic recordings and broadcasts and videos.
4. Comprehend the main idea of selected, short, authentic written materials that use familiar vocabulary and language structures.
5. Respond to simple commands, familiar vocabulary, and language structures.

**Performance Guidelines: *What characterizes Novice Level learners' performance in listening, reading and viewing?***

Learners in the Novice Level Range:

- A. Understand short, simple conversations and narratives (live or recorded), within highly predictable and familiar contexts.
- B. Recognize highly predictable key words and phrases and familiar structures by using contextual clues with strong visual support.
- C. Rely on personal background experience to assist in comprehension.
- D. Rely on repetition for understanding.
- E. Determine meaning by recognition of cognates, prefixes, suffixes, and thematic vocabulary.

**Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?***

Interpretive Tasks

- Recognize key words on store fronts and identify the type of store or services provided (e.g., book store, bakery, video store).
- Read and understand simple official forms (e.g., hotel registration, passport and visa applications).
- Listen to your teacher tell you to place certain items in different parts of the classroom, and respond accordingly.
- Listen to a patient explaining his/her symptoms of illness, including mention of various body parts, to a doctor and take simple notes listing what problems the patient is having.
- Read advertisements from authentic magazines and list all of the cognates found in the ads.
- Listen to authentic songs and write the main ideas expressed.

- Listen to a conversation of two native speakers. Answer simple comprehension questions in English.
- Listen to a simple story several times. Then draw what happened in the story.

**Standard 1.2: Interpersonal Communication - Speaking/Writing** Students will engage in conversations and/or written correspondence in which they provide and obtain information, express feelings and emotions, and exchange opinions.

*By the end of the Novice Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.*

**Progress Indicators: What will Novice Level learners be able to do in the target language?**

When speaking and/or writing in person-to-person communication, learners in the Novice Level Range will:

1. Initiate greetings, introductions, and leave-taking.
2. Ask and answer basic questions based on self and familiar material such as family members, personal belongings, school and leisure activities, location of people and objects, time, and weather.
3. Express personal needs, preferences, and feelings.
4. Initiate simple commands.

**Performance Guidelines: What characterizes Novice Level learners' performance in person-to-person speaking and writing?**

Learners in the Novice Level Range:

- A. Use memorized phrases and short sentences when communicating.
- B. Use words and phrases primarily as lexical items without awareness of grammatical structure.
- C. Comprehend and produce vocabulary that is related to everyday objects and actions on a limited number of familiar topics.
- D. Rely on visual aids, gestures and repetitions to enhance communication.

- E. Imitate modeled words and phrases using intonation and pronunciation similar to that of the model.
- F. Communicate with pauses, false starts, some recourse to their native language and make frequent errors when taking risks with the language.
- G. Are understood primarily by those very accustomed to interacting with language learners.

**Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?***

**Interpersonal Tasks**

- Make five statements about yourself to a partner who must then agree or disagree with your self-perception.
- Rank sports by preference and using highly practiced language, tell a friend why you like or dislike certain sports, and ask him/her what sports he/she likes.
- Ask/Answer questions with a partner about the age and names of family members.
- Write an e-mail to a friend listing the items in your school backpack, and then ask what is in his/her backpack.
- Ask/answer questions with a friend about what you want to do this weekend, and at what time you want to do this.
- Introduce friends and family members to others.

**Standard 1.3: Presentational Communication - Speaking/Writing**

**Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.**

**Progress Indicators: *What will Novice Level learners be able to do in the target language?***

*By the end of the Novice Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.*

When presenting information by speaking or writing, learners in the Novice Level Range will:

1. Describe in written or spoken format basic information, such as self, family members and friends, events, interests, school activities, and personal belongings.
2. Give simple commands and make requests of another person or group.
3. Retell a simple story using familiar vocabulary and language structures.
4. Write personal journals and send brief messages to friends.
5. Dramatize student-created and/or authentic songs, short poems, skits or dialogues.

**Performance Guidelines: *What characterizes Novice Level learners' performance in spoken and written presentations?***

Novice Level learners will:

- A. Use memorized, short phrases and sentences in oral and written presentations based on familiar material.
- B. Demonstrate some accuracy in pronunciation and intonation when presenting well-rehearsed material on familiar topics.
- C. Rely heavily on repetition, gestures, facial expressions and visual aids to communicate their message orally.
- D. Reproduce familiar material in written presentations.
- E. Communicate with pauses, false starts, some recourse to their native language, and make frequent errors when taking risks with the language and attempting to produce language beyond the memorized.
- F. Are understood primarily by those very accustomed to interacting with language learners.

**Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?***

Presentational Tasks

- Give short, simple directions to a person about how to get to the grocery store from your school parking lot.

- Write a thank-you postcard to your grandmother/aunt/brother for a birthday gift that you received.
- Prepare short messages in video or audio formats to be sent to your peers in the target culture on the things that you like to do.
- Design a poster for a nutrition class showing foods that should and should not be eaten. Present it to the class in the target language.
- Use a highly practiced vocabulary and visuals; retell a children’s story to the class or group.

## **Goal 2: Cultures**

### **Gain Knowledge and Understanding of Other Cultures**

#### **Standard 2.1: Practices of Culture**

**Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture(s) studied.**

**Progress Indicators: *What are Novice Level learners able to do in the target language?***

Learners in the Novice Level Range will:

1. Imitate patterns of behavior such as greetings or gestures used in formal and informal settings in the target culture.
2. Identify some customs and traditions such as celebrations and holiday practices of the target culture. 📖
3. Participate in cultural activities such as games, songs, and dances of the target culture.
4. Identify some viewpoints of the target culture, such as those relating to time, school, transportation, pastimes, and the roles of family members. 📖
5. Recognize and explore the process of stereotyping other cultures. 📖

**Performance Guidelines: *What characterizes the Novice Level learners’ performance in communicating about cultural practices in the target language?***

Learners at the Novice Level:

- A. Imitate the use of culturally appropriate vocabulary, idiomatic expressions, and nonverbal behaviors modeled by the teacher.
- B. Use memorized phrases and short sentences when communicating in spoken or written formats.
- C. Rely on visual aids, gestures, and repetition to enhance comprehensibility.
- D. Comprehend written and spoken language better when content has been previously presented in an oral and/or visual context.
- E. Understand a story line or event in written or oral contexts that reflect a cultural background similar to their own.
- F. Use the student's native language only when the investigation of cultural perspectives extends beyond the novice proficiency range.

**Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?***

- Collaborate in creating a class book with illustrations and written descriptions of various aspects of daily life in the target cultures.
- Write your key-pal with lists of personal interests (the contents of your backpack, the programs you watch on TV, or a list of your school holidays) and ask your key-pal to respond with lists of personal interests.
- Identify and illustrate or perform a traditional custom or celebration.
- Initiate and respond to formal and informal telephone calls.

**Standard 2.2: Products of Culture Students will demonstrate an understanding of the relationship between the products and perspectives of the culture(s) studied.**

**Progress Indicators: *What are Novice Level learners able to do in the target language?***

1. Identify objects, images and symbols, such as flags, currency, food, dress, and toys, that are commonly used in the target culture. 📖

2. Identify some major contributions and historical figures from the target culture, including contributions in science, mathematics, government, and fine arts. 📖
3. Identify some historical and contemporary influences from the target culture that are significant in the U.S. culture, such as explorers and settlers, music and sports. 📖
4. Identify countries, regions, and geographic features where the target language is spoken. 📖
5. Extract samples of the culture's perspectives from popular media in the target culture. 📖

**Performance Guidelines: *What characterizes the Novice Level learners' performance in communicating about cultural products in the target language?***

Learners at the Novice Level Range will:

- A. Use memorized phrases and short sentences when communicating in spoken or written formats about cultural products.
- B. Rely on visual aids, gestures, and repetition to enhance comprehensibility about cultural products.
- C. Comprehend written and spoken language about cultural products better when content has been previously presented in an oral and/or visual context.
- D. Understand a story line or event in written or oral contexts that reflects a cultural background similar to their own.
- E. Use the student's native language only when the investigation of cultural perspectives extends beyond the novice proficiency range.

**Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?***

- Recite a poem/sing a song of the target language.
- Demonstrate understanding of a story, folk tale, or legend by answering questions or retelling the story with or without visuals.
- Listen to the teacher's description of the physical attributes and/or contributions of a famous person of the target culture and identify who it is.



### **Goal 3: Connections**

#### **Connect with Other Disciplines and Acquire Information**

##### **Standard 3.1: Interdisciplinary Studies**

**Students will reinforce and further their knowledge of other content areas through the foreign language.**

**Progress Indicators:** *What will Novice Level learners be able to do in the target language?*

1. Identify and/or use selected information and skills from other content areas (such as the arts, health, social studies, sciences, mathematics, and English) in the target language classroom.
2. Using authentic target language resources, (such as the Internet, books, magazines), identify and/or use selected information to reinforce or expand learning in other content-area classrooms (such as the arts, health, social studies, sciences, mathematics, English).

**Performance Guidelines:** *What characterizes the performance of Novice Level learners?*

Learners in the Novice Level Range will:

- A. Use memorized phrases and short sentences when communicating about selected content areas.
- B. Rely on visual aids, gestures and repetitions to enhance communication about other content areas.
- C. Understand short, simple conversations and narratives about other content areas (live or recorded), within highly predictable and familiar contexts.
- D. Recognize highly predictable key words and phrases and familiar structures by using contextual clues with strong visual support.
- E. Rely on personal background experience to assist in comprehension.
- F. Rely on repetition for understanding.
- G. Determine meaning by recognition of cognates, prefixes, suffixes and thematic vocabulary.

**Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?***

- Use currency of the target culture to make change using bills and coins.
- Prepare a healthy menu using typical foods of the target culture.
- Use authentic instruments of the target culture to explore music and rhythms.
- Learn the solar system, parts of a plant, life cycle of a butterfly.

**Standard 3.2: Distinctive Viewpoints**

**Students will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.**

**Progress Indicators: *What will Novice Level learners be able to do in the target language?***

Learners in the Novice Level Range will:

1. Extract information about the target culture from selected authentic sources (such as the Internet, books, magazines). 📖
2. Use authentic target language sources to gain insight about the distinctive perspectives of the target culture. 📖

**Performance Guidelines: *What characterizes the performance of Novice Level learners?***

Learners in the Novice Level Range will:

- A. Understand general oral and written information when enhanced by illustrations within highly predictable contexts.
- B. Increase their comprehension by looking for and recognizing key words or phrases.
- C. Rely on personal background information to help in understanding something they read or hear.
- D. Rely on memorized phrases and short sentences to describe distinctive viewpoints of the target culture.

- E. Use the student's native language only when the discussion of distinctive viewpoints extends beyond the novice proficiency range.

**Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?***

- With several other students, act out familiar folktales, fables, or legends known to children of the target culture while another student reads the story aloud.
- Use the target language to describe an animal or plant that is indigenous to a particular region or country of the target culture.
- Use authentic sources to identify the current popular products of the target culture.

**Goal 4: Comparisons**

**Develop Insight into the Nature of Language and Culture**

**Standard 4.1: Language Comparisons**

**""Students demonstrate understanding of the nature of language through comparisons of the ""language studied with their own.**

**Progress Indicators: *What will Novice Level learners be able to do in the target language?***

Learners in the Novice Level Range will:

1. Recognize cognates and borrowed words and be aware of their usefulness in comprehending language.
2. Identify and compare the sound and writing systems of the target language with their own, including stress, intonation, punctuation.
3. Identify basic grammatical structures of the language studied and compare these structures to their own language, including word order, gender, agreement.
4. Recognize identified idiomatic expressions that cannot be directly translated into their own language.

**Performance Guidelines: *What characterizes Novice Level learners' performance?***

Learners in the Novice Level Range will:

- A. Rely primarily on memorized phrases or short sentences when describing language structure comparisons between cultures.
- B. Rely heavily on visuals to get ideas across to the audience.
- C. Rely on personal background information to help in understanding similarities and differences of grammatical structures between the cultures.

**Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?***

- Create a graphic organizer to compare language structures in English and the target language.
- Discuss the variations in vocabulary in English (apartment/flat, elevator/lift) as well as the variations in vocabulary among target language countries.
- Listen as the teacher models how to express language structures (e.g., word order, number and gender agreement, question formation) in the target language and identify how it is different from English.

**Standard 4.2: Culture Comparisons"**

**Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.**

**Progress Indicators: *What will Novice Level learners be able to do in the target language?***

Learners in the Novice Level Range will:

1. Identify similarities and differences in verbal and nonverbal behavior between cultures.
2. Recognize cross-cultural similarities and differences in the practices of the culture studied. 📖
3. Identify cross-cultural similarities and differences in the products of the culture studied. 📖
4. Recognize cross-cultural similarities and differences in the perspectives within the target culture. 📖

**Performance Guidelines: *What characterizes Novice Level learners' performance?***

Learners in the Novice Level Range:

- A. Rely primarily on memorized phrases or short sentences when describing comparisons between cultures.
- B. Rely heavily on visuals to get ideas across to the audience.
- C. Rely on personal background information to help in understanding cultural similarities and differences between the culture studied and their own. 📖

**Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?***

- Follow the teacher's model to practice the table manners of the target culture and compare them with the student's own culture.
- Identify the significance of signs and symbols in the target culture.
- Make a Venn diagram comparing a celebration in the U.S. with the same or equivalent celebration in the target culture.
- Compare the greetings, leave takings, and the use of personal space in the target culture and in the U.S.
- Looking at pictures of restaurant scenes in the U.S. and the target country, compare similarities and differences of the scenes.

**Goal 5: Communities**

**Participate in Multilingual Communities at Home and Around the World**

**Standard 5.1: School and Community**

"

**Students will use the language both within and beyond the school setting. Progress Indicators:**

*'Y j cv'y kntPqxleg'Ngxgnlgtcptg u'dg'tdrg'iq'f q'lp 'ij g'xti g'lxpi wci gA*

"

*'Ngctpgt u'lp 'ij g'Pqxleg'NgxgnlTcpi g'y knκ*

"

- 1. Identify professions/occupations which are enhanced by proficiency in another language. 📖
- 2. Practice oral or written use of the foreign language with people outside the classrooms.

3. Communicate on a personal level with speakers of the language via short letters, e-mail, audio, and videotapes.
4. Produce short skits, stories, poems, multimedia shows, and present their works at school and/or in the community. 📖

**Performance Guidelines: *What characterizes Novice Level learners' performance?***

Learners in the Novice Level Range will:

- A. Use memorized phrases or short sentences with very familiar topics.
- B. Write simple tasks, such as short messages or notes.
- C. Be accurate in pronunciation when presenting well-rehearsed materials.
- D. Understand general information when enhanced by visuals or gestures.

**Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?***

- Keep an in-class log or chart of personal encounters with the target language outside of the school.
- Establish a pen-pal/key-pal correspondence with someone from the target culture.
- Locate/visit stores within the community that cater to the target culture.
- Listen to radio broadcasts and list recognizable words from the target culture.
- Teach basic expressions and level-appropriate songs and games from the target culture to children in a neighboring elementary or preschool or at home to members of the family.


**Standard 5.2: Personal Enrichment**

**Students will show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.**

**Progress Indicators: *What will Novice Level learners be able to do in the target language?***

Learners in the Novice Level Range will:

1. Demonstrate a willingness to interact with native speakers.
2. Discover and explore a variety of entertainment sources representative of the target culture.

3. Identify current issues of interest within the target culture. 
4. Discover and explore samples of art, literature, music, representative of the target culture.




**Performance Guidelines: *What characterizes Novice Level learners' performance?***

Learners in the Novice Level Range will:

- A. Be understood primarily by those very accustomed to interacting with language learners.
- B. Exhibit increased comprehension when constructing meaning through recognition of key words or phrases embedded in familiar contexts.
- C. Rely heavily on visuals to enhance comprehensibility in both oral and written presentations.
- D. Use primarily memorized phrases and short sentences during highly predictable interactions on very familiar topics.

**Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?***

- Use Web sites in the target language to make plans for a vacation in the target culture.
- Select an audio clip of favorite music in the target language and share it with other members of the class.
- Attend cultural events of the target culture within the community.
- Visit art exhibits of artists from the target culture.
- Learn a dance of the target culture and host a dance with music only from the target culture.

**NOTE:** Book icons () identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.