



**4<sup>th</sup> Grade Personalized Learning Plan**

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_ Grade: \_\_\_\_\_

EF Name: \_\_\_\_\_ EF Number: \_\_\_\_\_ Year: \_\_\_\_\_ Fall/Spring

This document serves as a basis for the above student assignments, activities, assessments, and material requests. The student will complete goals appropriate for grade level standards. Please consult with your teacher in choosing and checking off the agreed standards to be met.

\_\_\_\_\_ **Language Arts**

- Reading: Use knowledge of plot to determine cause, draw conclusions, and identify a moral  
Use context to determine meaning of unknown words, identify affixes, & root words  
Identify structural characteristics of textbook materials, compare/contrast, theme, cause and effect, and fact vs. opinion
- Writing: Identify/write paragraphs with topic sentence, supporting detail, write reports using chronological order, and cause and effect  
Understand/write biography, response to literature, persuasive composition, analytical essay, research report, and business letters  
Know simple, compound, complex sentence structures, how to edit for awkward construction, identify subject-verb agreement, past tense, and comparative adjectives  
Spell consonant & vowel sounds with various spellings, inflectional endings & affixes

\_\_\_\_\_ **Mathematics**

- Number Sense: Count, read, write, order, compare, & round whole numbers to the millions  
Order and compare whole numbers to 9,999 and decimals to two places  
Add, subtract, multiply & divide multi-digit whole numbers  
Add & subtract simple decimals, factor small numbers  
Describe and compare simple fractions and decimals
- Algebra: Interpret and evaluate mathematical expressions with parentheses
- Geometry: Understand perimeter and area  
Use 2-dimensional coordinate grids to represent points, graph lines, & simple figures
- Reasoning: Organize, represent and interpret data  
Predict why some outcomes are more certain, likely, or impossible  
Use pictures, models, graphs and charts to solve problems

\_\_\_\_\_ **Science**

- Physical: Electricity & magnetism are related effects that have useful applications  
Electrical energy can be converted to heat, light, and motion
- Life: Producers & consumers are related in food chains and food webs  
Living organisms depend on one another and their environment for survival
- Earth: Know igneous, sedimentary, and metamorphic rocks by formation & properties  
Identify common rock forming minerals including quartz, calcite, feldspar, & mica
- Investigation: Differentiate observation from inference  
Formulate and justify predictions based on cause-and-effect relationships  
Measure and estimate the weight, length, or volume of objects

\_\_\_\_\_ **History/Social Science (California)**

- History: Know the major nations of CA Indians, including geographic distribution, economic activities, legends, and religious beliefs  
Understand the effects of the Mexican War for Independence, the role of the Franciscans, the Spanish exploration, and colonization of CA

- Geography: Identify the state capital and describe the basic regions of CA  
Use maps, charts, and pictures to describe how communities in CA vary in land use, vegetation, wildlife, climate, population density, and transportation
- Economy: Understand the influence of the Pony Express, Overland Mail Service, Western Union, the Transcontinental Railroad, and The Gold Rush, on CA economy  
Know the impact of 20<sup>th</sup> century Californians on the nation's artistic and cultural development (Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, and Dorothea Lange)
- Government: Understand the purpose of the CA Constitution, its key principles, and its relationship to the US Constitution  
Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials

\_\_\_\_\_ **Physical Education**

- Movement: Demonstrate correct technique and accuracy while manipulating an object  
Identify and participate in activities related to strength, endurance, and flexibility
- Self Image: Participate regularly in physical activities for the purpose of improving skills & health
- Social Image: Follow rules and procedures while participating in physical activity  
Accept responsibility for leading or following in group activities

**Optional Electives (Technology, Visual/Performing Arts, Foreign Language)**

- \_\_\_\_\_ Technology: Have a functional understanding of basic computer operations  
Present information using a variety of digital media (sound, text, video, and graphics)  
Develop knowledge of the Internet, use the navigator buttons, and learn to bookmark  
Format and edit text with appropriate commands in a word processing program
- \_\_\_\_\_ Visual/  
Performing  
Arts: Design a flag that represents various components of the student's life  
Verbalize descriptions, opinions, and feelings about works of art  
Experience a variety of media to create original 2- and 3-dimensional works of art  
Explore music formally and informally through various beats, rhythms, and play  
Compose melodies & accompaniments, use expression in music through creative movement  
Sing and dance a varied repertoire of songs representing diverse cultures
- \_\_\_\_\_ Foreign  
Language: Cultures: Gain knowledge and understanding of other cultures.  
Study the daily life, education, food, entertainment, economy, location, weather, music, family life, government, recreation, language, history, region, size of the country, religion, dress, and possible native contact/interaction.  
Communication: alphabet, numbers, telling time, greetings, farewells, obtaining information, express feelings and emotions, exchange opinions, interpret written and spoken language on a variety of topics, present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

**I agree to use curriculum and support activities that will help my student reach the above standards based goals for each subject area.**

\_\_\_\_\_ Please check and attach an addendum if any additions or revisions are to be made to the above agreed upon subject areas.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Educational Facilitator Signature

\_\_\_\_\_  
Date