

Grade 4 - all TransitPeople trips Related State Content Standards

English-Language Arts

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Comprehension

1.4 Give precise directions and instructions.

Organization and Delivery of Oral Communication

1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.

2.0 Speaking Applications (Genres and Their Characteristics)

2.1 Make narrative presentations:

a. Relate ideas, observations or recollections about an event or experience.

c. Provide insight into why the selected event or experience is memorable.

2.2 Make informational presentations:

a. Include facts and details that help listeners to focus.

History-Social Science

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

5. Use maps, charts and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.

Science

LIFE SCIENCES

3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:

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.

Visual Arts

(Δ = Standards that can be taught in trips including stops at metro rail stations, which include public art)

1.0 Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Visual Arts Vocabulary

1.1 Perceive and describe contrast and emphasis in works of art and in the environment.

Δ1.2 Describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art.

Δ1.3 Identify pairs of complimentary colors (yellow/violet; red/green; orange/blue) and discuss how artists use them to communicate an idea or mood.

Δ1.4 Describe the concept of proportion (in face, figure) as used in works of art.

Analyze Art Elements and Principles of Design

1.5 Describe and analyze the elements of art (color, shape/form, line, texture, space and value), emphasizing form, as they are used in works of art and found in the environment.

3.0 Historical and Cultural Context

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Describe how art plays a role in reflecting life (e.g., in photography, quilts, architecture).

Diversity of the Visual Arts

Δ3.2 Identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to California's history and art heritage.

4.0 Aesthetic Valuing
Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

Δ4.2 Identify and describe how a person's own cultural context influences individual responses to works of art.

Δ4.3 Discuss how the subject and selection of media relate to the meaning or purpose of a work of art.