

# **Grade 4 - Aquarium of the Pacific Related State Content Standards**

## **English-Language Arts**

### LISTENING AND SPEAKING

#### 2.0 Speaking Applications (Genres and their Characteristics)

##### 2.1 Make narrative presentations:

- a. Relate ideas, observations or recollections about an event or experience.
- b. Provide a context that enables the listener to imagine the circumstances of the event or experience.
- c. Provide insight into why the selected event or experience is memorable.

## **History-Social Science**

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

4. Identify the locations of the Pacific Ocean, rivers, valleys and mountain passes and explain their effects on the growth of towns.

## **Science**

### LIFE SCIENCES

#### 2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:

- 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.

#### 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.

- c. Students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter.

## EARTH SCIENCES

- 5. Waves, wind, water, and ice shape and reshape Earth's land surface. As a basis for understanding this concept:
  - 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.
  - 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).

## Visual Arts

- 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.

### *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.