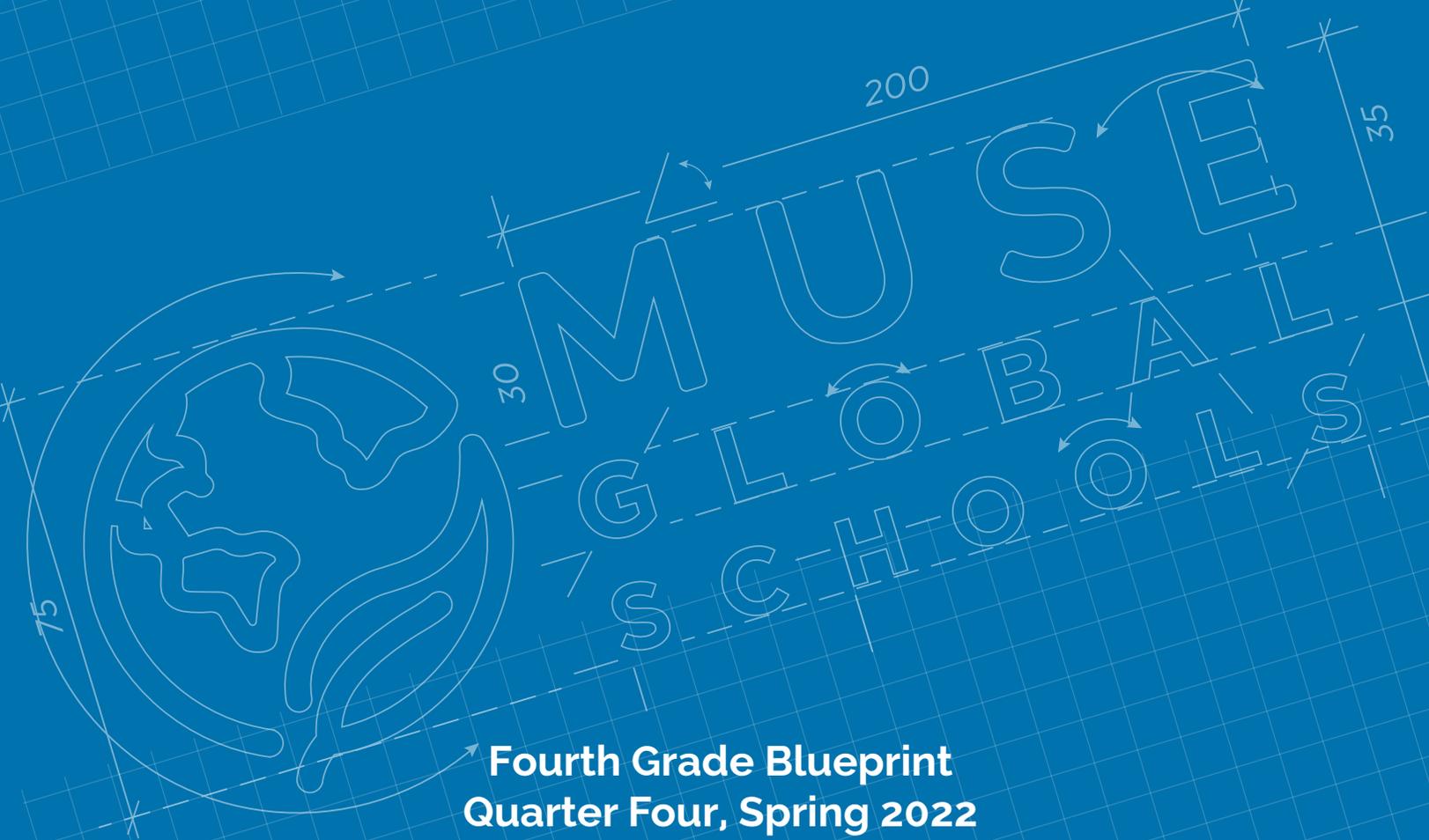


MUSE GLOBAL BLUEPRINT



Fourth Grade Blueprint
Quarter Four, Spring 2022



MUSE
GLOBAL
SCHOOLS

Conference with Teacher required: <insert “Yes” or “No”>

ATTENDANCE

	1 st Semester		2 nd Semester	
	1	2	3	4
Total Days in Quarter				
Present				
Tardy				
Absent				
Excused Absences				
Narrative:				

1. Select This Image
2. Right Click and Choose “Change Picture”
3. Navigate to Your Student’s Picture and Select “Insert”

NOTE: Image must be in similar size and deminsions to this example (rectangle)

PASSION-BASED LEARNING

MUSE Global School infuses Passion-Based Learning with Core Academics to create learning opportunities which are challenging, individualized and unique. Children are encouraged through their interests and passions to learn at a deep and meaningful level.

Passion-Based Learning Narrative

<insert narrative>

ACADEMICS

Our academic scale assesses student development, above, on and below grade level. Students are evaluated on academic progress in a variety of ways. In evaluating the performance of students in a given subject area, teachers take into account both oral and written work. In addition, student evaluations include passion projects, group projects, written work and oral presentations.

Skill Building (S)	Still building skills to begin working at grade level
Emerging (E)	Has been introduced to the standard and has begun to acquire skills related to the standard
Developing (D)	Begins to demonstrate understanding with teacher assistance
Proficient (P)	Demonstrates understanding and competency independently
Mastery (M)	Demonstrates a deep level of understanding and an ability to use the standard in a variety of situations consistently and independently.

Literacy Standards

Literature	1st	2nd	3rd	4th
Determine a theme of a story, drama or poem from the details in the texts				
Describe in depth a character, setting or event in a story or drama, drawing				

on specific details in the text				
Explain differences between poems, drama and prose, and refer to the structural elements of poems and drama when writing or speaking about a text				
Determine the meaning of words and phrases as that are used in a text, including those that allude to significant characters				
<i>Narrative</i>				

<i>Informational Text</i>	1st	2nd	3rd	4th
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text				
Determine the meaning of domain-specific words or phrases in a text				
Determine the main idea of a text and explain how it is supported by the key details; summarize the text				
Describe the overall structure of events, ideas, concepts or information in a text or part of a text				
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably				
<i>Narrative</i>				

<i>Foundational Skills</i>	1st	2nd	3rd	4th
Use combined knowledge of all letter sound correspondences and syllabication patterns to read unfamiliar multisyllabic words				
Read with sufficient accuracy and fluency to support comprehension				
<i>Narrative</i>				

<i>Writing</i>	1st	2nd	3rd	4th
Write opinion pieces with an introduction that states the opinion, list of reasons, linking words and phrases and conclusion				
Write informative/explanatory texts, with a proper introduction that states facts with details and examples, linking words and conclusion				
Write narratives with a clear organized sequence, use dialogue and descriptions to expand on experiences and events, with linking words and closure				
Use technology to produce and publish writing as well as to interact and collaborate with others				
Develop and strengthen writing as needed by planning, revising, and editing				

Write five or more paragraphs routinely over short or extended time frames				
<i>Narrative</i>				

<i>Language</i>	1st	2nd	3rd	4th
Form and use prepositional phrases				
Use correct capitalization, punctuation and spelling when writing				
Correctly use frequently confused words (e.g., to, too, two; there, their)				
Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking)				
Use commas correctly, in quotation marks and with conjunctions in compound sentences				
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word				
Explain the meaning of simple similes and metaphors (e.g., pretty as a picture) in context				
Recognize and explain the meaning of common idioms, adages, and proverbs				
Create readable documents with legible print				
<i>Narrative</i>				

Mathematics Standards

<i>Operations in Algebraic Thinking</i>	1st	2nd	3rd	4th
Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations				
Multiply or divide to solve word problems				
Be familiar with factors and multiples				
<i>Narrative</i>				

<i>Number and Operations in Base Ten</i>	1st	2nd	3rd	4th
Generalize place value understanding for multi-digit whole numbers (millions to hundredths)				
Round and estimate multi-digit whole numbers to any place.				
Fluently add and subtract multi-digit whole numbers within the millions				
Multiply whole numbers of up to four digits by a one-digit whole number or two two-digit numbers (1,249x4 or 24x49)				
Find whole-number quotients and remainders with up to four-digit dividends				

and one-digit divisors,				
<i>Narrative</i>				

<i>Number and Operations in Fractions</i>	1st	2nd	3rd	4th
Recognize and generate equivalent fractions				
Compare two fractions with different numerators and different denominators				
Compare whole numbers, fractions or decimals with symbols $>$, $=$, or $<$, and justify the conclusions				
Understand addition and subtraction of fractions				
Add and subtract mixed numbers with like denominators				
Understand decimal notation for fractions				
<i>Narrative</i>				

<i>Measurement and Data</i>	1st	2nd	3rd	4th
Measure using the standard and metric measurement system				
Apply area and perimeter formulas for rectangles in real world and mathematical problems				
Make a line plot to display a data set of measurements				
Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems				
<i>Narrative</i>				

<i>Geometry</i>	1st	2nd	3rd	4th
Draw and identify lines and angles, and use this knowledge to classify 2-D shapes				
Recognize a line of symmetry, identify line-symmetric figures and draw lines of symmetry				
<i>Narrative</i>				

Science Standards

<i>Physical Sciences</i>	1st	2nd	3rd	4th
Use evidence to construct an explanation relating the speed of an object to the energy of that object				
Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents				

Ask questions and predict outcomes about the changes in energy that occur when objects collide				
Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment				
Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen				
<i>Narratives</i>				

<i>Life Sciences</i>	1st	2nd	3rd	4th
Use evidence to classify mammals, birds, fish, reptiles, and amphibians and as vertebrates and invertebrates				
Understand the circulation, respiration, digestion and the process of removing waste within plant and animal structures				
Identify plant and flower parts and their function				
Understand and be able to describe how plants make their own food				
Describe the flowering plant life cycles as well as the conifer life cycles				
Identify parts and functions of plant and animal cells and compare the structure of each				
<i>Narrative</i>				

<i>Earth Sciences</i>	1st	2nd	3rd	4th
Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time				
Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.				
Analyze and interpret data from maps to describe patterns of Earth's				
Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans				
<i>Narrative</i>				

<i>Investigation and Experimentation</i>	1st	2nd	3rd	4th
Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move				
Generate and compare multiple solutions that use patterns to transfer information				
Apply scientific ideas to design, test, and refine a device that converts energy from one form to another				

<i>Narrative</i>				

Social Studies Standards

<i>Historical Connections</i>	1st	2nd	3rd	4th
Explain the lives of the people, native and nonnative, who occupied the presidios, missions, ranchos and pueblos				
Place key events and people of the historical era in a chronological sequence and interpret timelines				
Summarize the key events of the era studied and explains the contexts of those events				
Use maps, charts and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, services and transportation				

<i>Narrative</i>				

<i>Map Skills</i>	1st	2nd	3rd	4th
Use map and globe skills to determine the absolute locations				
Interpret information available through a map's or globe's legend				

<i>Narrative</i>				

<i>Economics</i>	1st	2nd	3rd	4th
Analyze the impact of twentieth century development, including the rise of the entertainment century				
Describe the role of the Franciscans in changing the economy of California from hunter-gatherer to agricultural				
Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environments and economy				

<i>Narrative</i>				

<i>Government</i>	1st	2nd	3rd	4th
Understand the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries and Natives				
Understand how California became a state and how its new government differed from those during the Spanish and Mexican periods				

<i>Narrative</i>				

SPECIALISTS ACADEMICS

World Language Standards

<i>General Standards</i>	2nd	4th
Able to say and read words with correct pronunciation.		
Able to write words.		
Able to use basic vocabulary (colors, numbers 1-100, body parts, animals, feelings, weather, seasons, foods...).		
Able to greet and answer greetings.		
Able to share personal information (name, origin, favorite color, favorite food...)		
Able to express I like ... / I do not like.		
Able to understand easy short stories in the target language with the help of drawings and gestures.		
Able to memorize songs in target language		
<i>Narrative</i>		

Visual Art Standards

<i>General Visual Art Standards</i>	2nd	4th
Has basic knowledge of portrait drawing		
Able to combine live drawing and creative elements		
Shows basic understanding of different art styles		
Able to work/sculpt with clay		
Shows understanding of art vocabulary		
<i>Narrative</i>		

Seed to Table Standards

<i>General Seed to Table Standards</i>	2nd	4th
Expands their knowledge of California Native Plants with a focus on native trees		
Propagates native plants and trees to help with habitat restoration		
Studies California history and the role citrus trees played in the development of Southern California		
Conducts a photosynthesis experiment and records their observations		
Practices the safe use of kitchen stove and oven		
Can follow a recipe to independently prepare food from the garden		
<i>Narrative</i>		

Performing Arts Standards

Inspiring and preparing young people to live consciously with themselves, one another, and the planet.

<i>General Performing Arts Standards</i>	2nd	4th
Begins to understand and connect their emotions and the emotions of their peers		
Creates characters and stories and presents them in front of their class by themselves.		
Continues to develop mind/body coordination and voice projection/articulation		
Collaborates with peers and are able to give and receive constructive criticism and apply it.		
Can properly articulate tongue twisters, showing articulation and projection		
Able to identify roles/jobs in a theatrical production		
Can explain and demonstrate basic vocal technique		
Can identify and play the solfege scale on a keyboard		
Can identify the four basic vocal ranges		
<i>Narrative</i>		

SELF-EFFICACY

Self-efficacy is the belief that one is capable of being successful in performing a task or managing a situation. A student with high self-efficacy believes they have the skills to steer through life and reach their goals. Perhaps most importantly, self-efficacy is about learning how to persevere when one does not succeed. MUSE Global School students participate in MUSORY on a weekly basis. MUSORY is designed to allow students to set goals, reflect on goals, discuss issues and topics important to them and participate in teacher-led activities about self-efficacy.

MUSORY

MUSORY is a time when students focus on self-efficacy and communication. Students set and reflect on their goals, participate in self-efficacy lessons, discuss and address community issues, practice compassionate confrontations, and discuss journal elements of communication and personality. MUSORY topics are guided by the self-efficacy and communication standards.

MUSORY Standards

<i>MUSORY: Personal Growth and Community Awareness</i>	2nd	4th
Learns about self, others, and community. Grows towards the skill set of openness, resourcefulness, and persistence. Discusses and reflects on topics alone and in a shared group setting. Strives to learn about one's own personality and the personality of others.		
<i>Narrative</i>		

Self-Efficacy Development Standards

Our self-efficacy scale assesses student development in three stages in a variety of ways. Teachers consider social and emotional interactions with peers, parents and teachers. In addition, students evaluate their own progress through goal setting, goal reflections and anecdotal notes in MUSORY.

Emerging (E)	Has begun to learn the concepts of openness, resourcefulness, and persistence as
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	they pertain to self-efficacious growth
Developing (D)	Given guidance, student demonstrates the concepts of openness, resourcefulness, and persistence with support from Advisor
Proficient (P)	Independently demonstrates understanding and competence in the areas of openness, resourcefulness, and persistence

<i>Perspective rather than tunnel vision</i>	2nd	4th
Tries different approaches, learning from mistakes along the way. Demonstrates an open mindset.		
<i>Narrative</i>		

<i>Effective rather than justified</i>	2nd	4th
Admits mistakes and seeks out honest feedback. Engages in passionate dialogue in a positive manner.		
<i>Narrative</i>		

<i>Forward failing rather than backward failing</i>	2nd	4th
Is empowered to take new risks and perseveres. Maintains a positive mindset when facing mistakes and failures, understanding that failure is integral to progress.		
<i>Narrative</i>		

<i>Able to connect with a variety of personalities</i>	2nd	4th
Works to connect with others and celebrates different perspectives when problem solving. Is knowledgeable about peers' diversity.		
<i>Narrative</i>		

<i>Creative conflict rather than ineffective conflict</i>	2nd	4th
Contributes to a productive, safe environment so that everyone can be heard. Listens with the goal of understanding others' feelings, opinions, and ideas.		
<i>Narrative</i>		

<i>Collaboration rather than competition</i>	2nd	4th
Welcomes all ideas and looks for hybrid solutions to accomplish a goal. Practices collaboration and compromise. Acknowledges and utilizes peers' different skill sets.		

<i>Narrative</i>		

<i>Empowerment rather than control</i>	2nd	4th
Invite others to expand on their visions and ideas. Supports failing forward.		

<i>Narrative</i>		

<i>Seeks connection rather than exception</i>	2nd	4th
Delights in great ideas, regardless of where they come from. Expresses appreciation for others' input. Entertains opposing points-of-view.		

<i>Narrative</i>		

COMMUNICATION

MUSE Global School teaches communication using the Process Communication Model (PCM). PCM helps students better understand themselves and others. It is a platform to understand their own behavior, to understand the behavior of others, and to analyze conflict and miscommunication. With this skill set, students are better equipped to communicate with many types of people and to find resolutions during conflict.

PCM Development Standards

Our communication scale assesses student development in three stages in a variety of ways. Teachers consider social and emotional interactions with peers, parents and teachers. In addition, students evaluate their own progress through goal settings, goal reflections and anecdotal notes in MUSORY.

Emerging (E)	Has begun to learn the concepts of openness, resourcefulness, and persistence as they pertain to self-efficacious growth
Developing (D)	Given guidance, student demonstrates the concepts of openness, resourcefulness, and persistence with support from Advisor
Proficient (P)	Independently demonstrates understanding and competence in the areas of openness, resourcefulness, and persistence

<i>Review Channels</i>	2nd	4th
Understands that there are four channels of communication (play, care, ask, tell), can identify their preferred channel, and practices opening and closing channels.		

<i>Narrative</i>		

<i>Review Environmental Preferences</i>	2nd	4th
Identifies the four environmental preferences (alone, one-to-one, small group and large group) and can identify preferred environmental preference for classroom time;		

demonstrates the ability to ask for own environmental preference as well as grow ability to function in all four environmental preferences.		
<i>Narrative:</i>		

<i>Introduce Character Strengths</i>	2nd	4th
Demonstrates all 18 character strengths (compassionate, sensitive, warm, logical, organized, responsible, observant, conscientious, dedicated, adaptable, charming, persuasive, creative, spontaneous, playful, imaginative, calm, reflective); aware of personal character strengths and growth areas, as well as acknowledge and value others' character strengths.		
<i>Narrative:</i>		

<i>Review Perceptions</i>	2nd	4th
Understand that everyone perceives the world and people differently and therefore interact with the world and people differently; aware of personal perception and can use someone else's preferred language when interacting.		
<i>Narrative:</i>		

SUSTAINABILITY

Sustainability is an intrinsic part of MUSE Global School. It begins with fostering a personal connection between our students and nature. We respect and encourage diversity, honor and care for Earth's cycles, study our interconnectedness, and think of creative responses to a world facing a climate crisis. Using the United Nations' Sustainable Development Goals, students take a holistic approach to sustainability that includes human rights, equity, health, prosperity, peace, and justice. Through solution oriented projects, students acquire the skills, knowledge, and mindset to become transformative leaders.

Emerging (E)	Has begun to learn the concepts of openness, resourcefulness, and persistence as they pertain to self-efficacious growth
Developing (D)	Given guidance, student demonstrates the concepts of openness, resourcefulness, and persistence with support from Advisor
Proficient (P)	Independently demonstrates understanding and competence in the areas of openness, resourcefulness, and persistence

Sustainability Standards

<i>General Sustainability Standards</i>	2nd	4th
Student is aware of the United Nations' 17 Sustainable Development Goals and takes a holistic approach to sustainability that includes biological and cultural diversity. Student displays a personal connection to the global community and is proactive and creative in discussing solutions to environmental threats and demonstrates an understanding of the		

interconnectedness between ecosystems and social issues. Student completes either individual or group projects demonstrating their sustainable understanding(s). Assessments based on observation as well as passion connections and sustainability project(s).		
<i>Narrative</i>		

ACTION PLAN

The action plan is a plan created collaboratively by students and teachers. Students and teachers work together to identify goals related to MUSE Global School’s five pillars and together create a plan that involves the student, teacher(s) and at-home support.

1. <insert Action Item>
 - a. < insert how to accomplish, add more if necessary>
 - b.
2. <insert Action Item>
 - a. < insert how to accomplish, add more if necessary>
 - b.
3. <insert Action Item>
 - a. < insert how to accomplish, add more if necessary>
 - b.