

Saint John the Baptist Catholic School

Fourth Grade Curriculum

2017-2018



Saint John the Baptist Catholic School
Waunakee, Wisconsin

A Blessed Foundation

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Saint John the Baptist Catholic School Fourth Grade Standards

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This is an outline of the standards for the Fourth Grade Curriculum. This is evolving work and standards will be revised to meet the changing needs of the students as they prepare to be productive citizens in the 21st century.

All standards will be taught and the highlighted standards will be part of your child's report card. The standards selected to be on the Fourth Grade are identified as essential learning and skills that will be taught during the school year.

These standards are based on:

The Mission Statement of Saint John the Baptist Catholic School:

"The Mission of Saint John the Baptist Catholic School is to empower our students to be faithful Catholics by nurturing and educating each individual to become compassionate leaders in an ever-changing global community."

The Diocese of Madison Catechetical Standards and Benchmarks for Fourth Grade Students:

- Profession of Faith: Catholic school/religion education students in the Diocese of Madison will know and understand the fundamental teachings of Jesus Christ in His Church, according to the articles of our Profession of Faith.
- Liturgy and Sacraments: Catholic school/religion education students in the Diocese of Madison will know and appreciate the centrality of the Eucharist and the importance of sacraments in the life of Catholics.
- Life in Christ: Catholic school/religion education students in the Diocese of Madison will understand and reflect the dignity of the human person and his vocation to freely know, love and serve God and neighbor. With the help of grace, they will seek holiness by avoiding sin, growing in virtue and entrusting themselves to the mercy of God.
- Christian Prayer: Catholic school/religion education students in the Diocese of Madison will understand the revelation and tradition of the Catholic life of prayer.

The Diocese of Madison Academic Standards

Religion Standards

Units of Study Include:

<p>Growing in Jesus Christ</p> <ul style="list-style-type: none"> ● Jesus- the Way, the Truth and the Life ● Jesus Leads Us to Happiness ● Sin In Our World ● Our Conscience, Our Guide ● Celebrating Penance and Reconciliation 	<p>The Commandments Help Us to Love God</p> <ul style="list-style-type: none"> ● Learning About God's Law ● The First Commandment ● The Second Commandment ● The Third Commandment ● Strengthened by the Eucharist
<p>The Commandments Help Us to Love Others</p> <ul style="list-style-type: none"> ● The Fourth Commandment ● The Fifth Commandment ● The Sixth Commandment ● The Seventh Commandment ● The Eighth Commandment 	<p>We Are Called to Holiness</p> <ul style="list-style-type: none"> ● The Ninth Commandment ● The Tenth Commandment ● We Grow in Holiness ● We Are the Church ● We Are Called to Discipleship
<p>The Liturgical Year</p> <ul style="list-style-type: none"> ● Ordinary Time ● Advent ● Christmas ● Lent ● Triduum ● Easter 	

Main Curriculum Resources:

Sadlier: We Believe - God's Law Guides Us

Highlighted standards appear on the Report Card

CAT.4.A. Understand the revelation as God's action to make Himself known: in creation, in his relationship with Israel, and in the Person of Jesus Christ.

- Know and retell the Story of Salvation History.
- Demonstrate how God communicated himself to us gradually. (CCC 53)
- **Articulate the meaning of covenant as God's response to sin as a promise of salvation, and explain God's covenants with his people throughout salvation history. Examples: Noah (Gen. 9:1-3); Abraham (Gen. 17:1-9); Moses (Ex. 19:1-8) (CCC 56-64)**
- Recall that on Mt. Sinai God gave his law to Moses and the people of Israel so that they might serve him as the one true God. (CCC 62)

CAT.4.B. Understand Faith as an assent to God who reveals Himself.

- Explain that Christian faith is Trinitarian: in the Father, through the Son, by the assistance of the Holy Spirit. Therefore our faith is not an isolated act either. No one can believe alone or live alone. (CCC 150-53, 182)

CAT.4.C. Understand Sacred Scripture as witness to God's Self-Revelation.

- Explain that Scripture is God's Word. Since God is the author, the saving message he shares with us must be true. (CCC 105, 107, 135)

CAT.4.D. Be familiar with the structure and contents of Sacred Scripture and be able to use it.

- Illustrate how the following Scriptural passages are experiences of God's love for us, our duty to love our neighbor, and our need for mercy and forgiveness:
 - a—Ten Commandments (Exodus 20:2-17),
 - b – Sermon on the Mount (Mt. 5:1-12)
 - c – Good Samaritan (Luke 10:25-37)
 - d -- Prodigal Son (Luke 15:11-24)
 - e –Temptation of Christ (Matthew 4:1-11)
- **Articulate the meaning of covenant and explain God's covenants with his people throughout salvation history. Examples: Noah (Gen. 17:1-9); Abraham (Gen. 17:1-9); Moses (Ex. 19:1-8) (CCC 56-64)**

CAT.4.E. **Know and understand the articles of the Apostles' Creed.**

- Identify that God is truth and God is all-knowing. (CCC 215-17)
- Recall "Christians are baptized in the name of the Father and of the Son and of the Holy Spirit." (CCC 232, 265)
- Demonstrate how our heavenly Father takes care of everything in his creation; we trust in his providence. (CCC 303-05, 321-22)
- Explain how we celebrate the new creation of redemption on Sunday. (CCC 349)
- Recall that at the beginning of history, Adam and Eve, tempted by Satan, disobeyed God and fell into sin. (CCC 390-396)
- Explain how Satan and the other devils are fallen angels who freely refused to serve God; they try to tempt man to disobey God and fall into sin. (CCC 391-94, 414)
- Summarizes that during his earthly life and sufferings, Jesus knew, loved and gave himself up for each one of us. (CCC 478)
- Recall that the Father's only Son was conceived in the Blessed Virgin's womb by the power of the Holy Spirit. (CCC 486, 497)
- **Discuss how in everything Jesus did, he is our model. (CCC 520-21, 562)**
- Restate that it is true that Jesus experienced death. But after his death his body did not decay in the tomb. (CCC 624, 627, 630)
- Explain that the Paschal Mystery includes the death and the resurrection of Jesus. (CCC 654)
- Recall that at Pentecost, the risen Lord pours out the Holy Spirit; only then is the holy Trinity fully revealed. (CCC 731-32, 746)
- Explain how everyone in the Church shares in the Christ's role as priest, prophet and king, and that lay people have a vocation to share this with the world. (CCC 783-86, 803, 897-99, 901-05, 909-912, 940-43)
- Explain that the Church is present in local Churches, over which the Church of Rome presides in charity. (CCC 832-34)
- Recall that the Church is the Kingdom of God present in mystery. (CCC 86)
- Articulate: Mary in heaven continues to pray for us. (CCC 969, 975)
- Explain that the Church has the power to forgive sins through the sacrament of Penance. (CCC 980, 986)
- Explain that the resurrection of the body will take place at the last day, but in some way we are already seated with Christ in Heaven. (CCC 1001-03)
- Explain how we will be judged especially on our treatment of the poor and suffering. (CCC 1033, 1039)

CAT.4.F. Understand and participate in liturgical seasons, feast, and celebrations. (CCC 1076-1199, 1273)

- Connect our Sunday Mass to the resurrection of Jesus (CCC 1166-67, 1193)
- Connect the liturgical seasons with the Paschal mystery. (CCC 1171)
- **Name the 7 sacraments. (CCC 1117)**
- Explain that the Church affirms that in the sacraments we meet God the Father, Son, and Holy Spirit and that sacraments are necessary for salvation. (CCC 1082-83, 1110-12, 1129)

CAT. 4.G. Name, define, and describe each of the seven sacraments of the Church and will know how to participate in the celebration of each. (CCC Baptism 1210-84, Confirmation 1285-1321, Eucharist 1322-1419, Reconciliation 1422-98, Anointing of the Sick 1499-1532, Holy Orders 1536-1600, Matrimony 1601-66)

- Identify the 3 types of sacraments, and classify each sacrament as a sacrament of initiation, healing, or vocation. (CCC 1212, 1275, 1423, 1499, 1603, 1536)
- Explain that both sins and forgiveness have a social as well as a personal dimension. (CCC 1440, 1462, 1469, 1445, 1482)
- Explain that Marriage is a commitment to do what is good for others (spouse and children) in this world and helps them attain the happiness of Heaven, (CCC 1534-35)
- Connect Christ's miracles of healing with the sacrament of the Anointing of the Sick. (CCC 1504, 1511)
- Describe how priests preach the Gospel, celebrate the Eucharist and serve their parish as leaders. (CCC 1566-67, 1595)
- Connect Confirmation with Pentecost and the outpouring of the Holy Spirit. (CCC 1285, 1286)
- Explain and give examples of sacramental, (i.e. tabernacle, crucifix, etc.) (CCC 1764)

CAT.4.H. Understand the Eucharist has a special and central place in the life of the Church and in their own lives because it contains the very act of redemption which Jesus accomplished in his life, death, and resurrection. (CCC 1322-1419)

- Explain that Christ is present in the Mass: in the scriptures, the priest, the congregation, but he is most especially present in the Eucharistic species, where he is "Wholly and entirely present." (CCC 1357-58, 1373-74)
- Explain how in the Mass, we join our prayer to those of Mary and the saints in heaven. (CCC 1370)

CAT.4.I. Understand the dignity of every human person stemming from their creation in the image and likeness of God. (CCC-1691-1876)

- Explain that God created us with immortal souls and calls us to eternal happiness with himself that live forever. The Beatitudes show us the path to the happiness in this life and in heaven. (CCC 1703, 1716, 1724-25)
- Explain that God created us in his own image with a spiritual soul, including intellect and free will. (CCC 1711)
- **Recite the Beatitudes and demonstrate ways to apply them. (CCC 1716)**
- Recall the three necessary conditions for mortal sin: grave matter, sufficient knowledge and free will. (CCC 1857-1859)
- Explain how venial sin wounds us and draws us away from God. (CCC 1862-63, 1865)
- Explain that we are responsible for our deliberate actions. (CCC 1734, 1736, 1745)
- Identify the three sources for evaluating the morality of human acts as the object, the intention, and the circumstances. (CCC 1757, 1750-54)

- Explain that our feelings and emotions are gifts of God, but they are not always indicators of right and wrong. (CCC 1764, 1768)
- Recognize that when our conscience accuses us, it means that God may be calling us to conversion. (CCC 1797)
- Identify sin as a deliberate choice against God's law. (CCC 1874)
- **List the seven capital sins: pride, envy, anger, lust, gluttony and laziness. (CCC 1866)**

CAT.4.J. Understand that the human person is made for communion, both with God and the human community. (CCC 1877-1948)

- Explain that God wants us to obey all legitimate authority. (CCC 1900)

CAT.4.K. Understand that wounded by sin, man needs salvation by God who comes to him in Christ who teaches us the law of love and recreates us in his image through the gift of his grace. (CCC 1949-2051)

- Explain that the Church has the right and duty to teach what is right and wrong. (CCC 2032, 2037)
- Connect the grace we receive through the sacraments and doing the will of the Father through the promptings of the Holy Spirit with the universal call holiness. (CCC 2013, 2028)
- Recognize that the Gospel of Jesus Christ fulfills the Old Law by orienting its promises to the Kingdom of Heaven. (CCC 1967, 1982, 1984)

CAT.4.L. Understand how to judge the morality of acts and how the conscience is properly formed. (CCC 1730-1802)

- Describe how God uses a well-formed conscience to direct your behavior. (CCC 1776, 1795)

CAT.4.M. Understand the Ten Commandments. (CCC 2052-2557)

- Explain why all human life is sacred. (CCC 2258)
- **Identify and distinguish between the *Works of Mercy*. (CCC 2447)**
- Explain that we look upon sacred images with reverence, not for themselves, but for the persons they represent. (CCC 2131-32, 2141)
- Contrast the "respectful veneration" and honor we pay to the saints with the worship and adoration due to God alone. (CCC 2132)
- Explain blasphemy as the use of the name of God, of Jesus Christ, or the Virgin Mary, and of the saints in an offensive way. (CCC 2162)
- Discuss how on Sundays and holy days of obligation Catholics must not only attend Mass but should also rest from all unnecessary work. (CCC 2185, 2192-93)
- Explain how the family is an image of the Holy Trinity. (CCC 2205)
- Give examples of those in authority, besides our own parents, the fourth commandment calls us to respect. (CCC 2234, 2248)
- Recognize that the fifth commandment opposes murder – the deliberate killing of an innocent person. (CCC 2261, 2268-69, 2320)
- Explain how deliberate hatred is contrary to charity and a violation of the fifth commandment. (CCC 2303)
- Discuss how men and women (boys and girls) have equal personal dignity, and complementary differences. (CCC 2333-34, 2393)
- Explain that the sixth commandment opposes adultery, the breaking of the promise by a husband or wife to love only the other faithfully and fully. (CCC 2380)
- Identify false witness and perjury as grave offenses against truth. Give examples. (CCC 2476)

- Recognize the tenth commandment as being opposed to greed and covetousness. (CCC 2534, 2536, 2552)

CAT.4.N. Understand what prayer is and revelation of prayer. (CCC 2559-2649)

- Explain that prayer connects us with Trinity as one and separately as Father, Son, and Holy Spirit. (CCC 2565)
- Recognize Jesus as a model of prayer. (CCC 2609, 2613, 2621)
- Create a personal prayer of praise. (CCC 2628)
- Give an example of when you use mental prayer as a way of listening to God.(CCC 2560-2)

CAT.4.O. Understand the Catholic Christian tradition of prayer. (CCC 2650-2696)

- Witness how prayer in Liturgy leads to prayer in life. (CCC 2655)
- Compare Mary’s experience with Jesus to your experience with Jesus through the mysteries of the rosary. (CCC 2708)

CAT.4.P. Understand and experience the Catholic Christian life of prayer (CCC 2697-2758)

- **Recite the Rosary and a Morning Offering.**

CAT.4.Q. Understand the Lord’s Prayer as a summary of the whole gospel and it’s many uses within the Christian life. (CCC 2759-2865)

Language Arts Standards

Units of Study Include:

<p>Forms of Writing: Descriptive Writing, Narrative Writing, Expository Writing, Persuasive Writing, Writing a Book Review, Writing for Assessment, Writing Stories, Writing Poems, Writing a Summary Report, Writing a Research Report, Developing a Multimedia Presentation</p>
<p>Vocabulary: Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Suffixes, Synonyms, Verbs, Vowels,</p>
<p>Language/Style: Capitalization, Punctuation, Parts of Speech, Prefixes, Plurals, Sentence Structure, Word Usage Errors, Spelling</p>
<p>Reading Skills: Word Recognition, Comprehension, Word Meaning, Structure of Texts, Inferring, Making Connections, Synthesizing, Visualizing, Author’s Purpose, Cause/Effect, Main Idea, Sequencing, Compare/Contrast</p>

Main Curricular Resources:

Houghton Mifflin Harcourt: Write Source

Renaissance Learning: Accelerated Reader

Highlighted standards appear on the Report Card

LA.4.A. Use effective reading strategies to achieve their purposes in reading.

- Use word recognition skills such as analyzing word structures.
- Analyze how illustrations, graphs, and maps support written text.
- Infer the meaning of unfamiliar words by examining known words and phrases, including roots, prefixes and suffixes.
- Apply phonemic awareness by pronouncing and understanding unfamiliar words and text.
- Comprehend text by identifying key elements such as genre, setting, plot, and characters.

- Read aloud with fluency, accuracy, and expression.
- Use visual features of texts, such as headings, paragraphs, and format, to improve understanding.
- Independently use parts of a textbook such as table of contents, glossary, and index.

LA.4.B. Read, interpret, and critically analyze literature.

- Describe elements and details of story structure, such as sequence of events, character, plot, and setting.
- Identify a variety of reading materials relating to worldwide culture.
- Summarize ideas from stories by interpreting events and main ideas.
- Compare and contrast ideas from different works to real-life experiences to extend the literal meaning of the text.
- Explain the purpose of dialogue within text.

LA.4.C. Read and discuss literary and informational texts to gain understanding.

- Analyze and summarize main ideas and key points from literature, informational texts, and other print and digital sources.
- Distinguish fiction from nonfiction, realistic fiction from fantasy, biography from autobiography, and various forms of poetry (i.e. haiku, limerick, cinquain, free verse).
- Explore a variety of materials for discovery and appreciation.
- Discuss literary and informational content (text and electronic media) presented in diverse format.

LA.4.D. Read to acquire information.

- Identify a topic of interest, then seek information by investigating available resources (including encyclopedias, newspapers, internet and simple reference materials).
- Compare information found in various texts.
- Independently follow activity directions.

LA.4.E. Create or produce writing to communicate with different audiences for a variety of purposes.

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- Write nonfiction narrative, expository, descriptive, and persuasive pieces.
- Write nonfiction and technical pieces (i.e. summaries, messages, informational essays, basic directions, "how to" instructions, simple reports that convey essential details).
- Write a persuasive piece that includes a clear position
- Write expressive pieces in response to reading, viewing, and life experiences.
- Write creative pieces (fiction and plays) employing basic principles appropriate to each genre such as a story with a distinct beginning, middle, and ending.
- Write poetry in various forms.
- Write in a variety of situations including note-taking and journaling.
- Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and format to audience and situation.

LA.4.F. Plan, revise, edit, and publish clear and effective writing.

- Proofread drafts and make revisions with a teacher and/or peer.
- Produce multiple drafts including finished pieces that demonstrate clear, organized ideas.
- Use prewriting strategies to organize information.
- Recognize and construct complete sentences.

- Produce a developed, organized, and effective response in correct English within a given amount of time.
- Develop and construct a topic sentence and supporting details within a paragraph.

LA.4.G. Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.

- Understand and use parts of speech effectively, including nouns, pronouns, adjectives, and verbs.
- Capitalize and punctuate proper nouns, titles, abbreviations, and initial words of sentences.
- Use punctuation marks and conjunctions, as appropriate, to separate sentences and connect ideas.
- Use commas with appositives, lists, dates, and places.
- Use punctuation marks to distinguish statements, questions, exclamations, commands, and dialogue.
- **Spell frequently used words correctly.**

LA.4.H. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.

- Participate in group readings, such as choral, echo and partner reading.
- Communicate precise information in clearly organized and sequenced detail.
- Develop oral presentations, including such factors as eye contact, projection, tone, volume, fluency, and articulation.
- Read aloud effectively for an audience from previously read material.
- Perform and create dramatic readings and presentations.
- Tell an original story with a beginning, middle, and ending.
- Distinguish between fact and opinion and provide evidence to support both.
- Produce and present autobiographical or fictional stories that recount events to large and small audiences.

LA.4.I. Listen and comprehend oral communications.

- Apply the rules of good listening as part of an audience.
- Follow basic and multiple-step directions.
- Identify and summarize key points of a story or discussion in proper sequence.
- Differentiate between a statement and a question.
- Recognize different viewpoints and judge the accuracy of information.

LA.4.J. Participate effectively in discussion.

- Volunteer relevant information, ask relevant questions, and answer questions directly.
- Use appropriate eye contact and other nonverbal cues.
- Reflect on the ideas and opinions of others and respond thoughtfully.
- Use appropriate strategies to keep a discussion going (citing evidence, posing ""what-if"" or rhetorical questions, and relating the situation to personal experience).
- Ask for clarification and explanation of unfamiliar words and ideas.
- Accept and use helpful criticism.

LA.4.K. Develop a vocabulary of words, phrases, and idioms as a means of improving communication.

- Consult dictionaries, thesauruses, and other resources to find and compare definitions, choose among synonyms, and spell words correctly.
- Identify common figures of speech including similes and metaphors and use them appropriately.
- Use knowledge of roots, prefixes, and suffixes to interpret and convey the meaning of words.
- Evaluate word choice.

LA.4.L. Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.

- Make appropriate choices when speaking and writing, such as formal or informal language, considering the purpose and context of the communication.

LA.4.M. Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.

- Recognize, record, organize, and acknowledge information pertinent to a project.
- Construct a plan of action to solve a problem.
- Identify heading and subheading in a text.
- Conduct research by identifying, locating, exploring, and effectively using multiple sources such as the internet.
- Formulate initial questions, narrow the focus of a topic, identify prior knowledge, and develop a basic plan for gathering information.
- Conduct interviews and field studies.
- Present the results of inquiry, reporting and commenting on the content and process of learning, orally and in writing.

Library Standards

Highlighted standards appear on the report card

IT.4.C. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media to produce original works or solve problems.

- **IT.4.C.1 Creates an age appropriate collaborative project using a variety of media.**

L.A.4.A Use effective reading strategies to achieve their purposes in reading.

- **L.A.4.A.5 Comprehend text by identifying key elements such as genre, setting, plot, and characters.**

L.A.4.B Read, interpret, and critically analyze literature.

- **L.A.4.B.1 Describe elements and details of story structure, such as sequence of events, character, plot and setting.**
- **L.A.4.B.3 Summarize ideas from stories by interpreting events and main ideas.**

L.A.4.C Read and discuss literary and informational texts to gain understanding.

- **L.A.4.C.3 Explore a variety of materials for discovery and appreciation.**

L.A.4.D Read to acquire information.

- **L.A.4.D.1 Identify a topic of interest, then seek information by investigating available resources (including encyclopedias, newspapers, internet and simple resource materials).**

Fourth Grade Math Standards

Units of Study Include:

<p>Place Value</p> <ul style="list-style-type: none">● Place Value● Read and Write Multi-Digit Numbers● Compare Numbers● Order Numbers	<p>Add and Subtract Whole Numbers</p> <ul style="list-style-type: none">● Addition Properties and Subtraction Rules● Addition and Subtraction Patterns● Add and Subtract Mentally● Estimate Sums and Differences● Add Whole Numbers● Subtract Whole Numbers● Subtract Across Zeros● Draw a Diagram● Solve Multi-Step Word Problems
<p>Understand Multiplication and Division</p> <ul style="list-style-type: none">● Relate Multiplication and Division● Relate Division and Subtraction● Multiplication as a Comparison● Compare to Solve Problems● Multiplication Properties and Division Rules● The Associative Property of Multiplication● Factors and Multiples● Reasonable Answers	<p>Multiply with One-Digit Numbers</p> <ul style="list-style-type: none">● Multiples of 10, 100 and 1,000● Round Estimate Products● Use Place Value to Multiply● Use Models to Multiply● Multiply a Two-Digit Number● Regrouping● The Distributive Property● Multiply with Regrouping● Multiply by a Multi-Digit Number● Estimate and Exact Answer● Multiply Across Zeros
<p>Multiply with Two-Digit Numbers</p> <ul style="list-style-type: none">● Multiply by 10'2● Estimate Products● Use the Distributive Property to Multiply● Multiply by a Two-Digit Number● Solve Multi-Step Word Problems● Make a Table	<p>Divide by a One-Digit Number</p> <ul style="list-style-type: none">● Divide Multiples of 10, 100 and 1,000● Estimate Quotients● Use Place Value to Divide● Divide with Remainders● Interpret Remainders● Place the First Digit● Distributive Property and Partial Quotients● Divide Greater Numbers● Quotients with Zero● Solve Multi-Step Word Problems
<p>Patterns and Sequences</p> <ul style="list-style-type: none">● Nonnumeric Patterns● Numeric Patterns● Sequences● Look for a Pattern● Addition and Subtraction Rules● Multiplication and Division Rules● Equations with Two Operations● Equations with Multiple Operations	<p>Fractions</p> <ul style="list-style-type: none">● Factors and Multiples● Prime and Composite Numbers● Equivalent Fractions● Simplest Form● Compare and Order Fractions● Use Benchmark Fractions to Compare and Order● Use Logical Reasoning● Mixed Numbers● Mixed Numbers and Improper Fractions

<p>Operations with Fractions</p> <ul style="list-style-type: none"> ● Use Models to Add Like Fractions ● Add Like Fractions ● Use Models to Subtract Fractions ● Subtract Like Fractions ● Work Backwards ● Add Mixed Numbers ● Subtract Mixed Numbers ● Model Fractions and Multiplication ● Multiply Fractions by Whole Numbers 	<p>Fractions and Decimals</p> <ul style="list-style-type: none"> ● Place Value Through Tenths and Hundredths ● Tenths ● Hundredths ● Model Decimals and Fractions ● Decimals and Fractions ● Use Place Value to Add ● Compare and Order Decimals ● Extra or Missing Information
<p>Customary Measurements</p> <ul style="list-style-type: none"> ● Customary Units of Length ● Convert Customary Units of Length ● Customary Units of Capacity ● Convert Customary Units of Capacity ● Customary Units of Weight ● Convert Customary Units of Weight ● Convert Units of Time ● Display Measurement Data in a Line Plot ● Solve Measurement Problems ● Guess, Check and Revise 	<p>Metric Measure</p> <ul style="list-style-type: none"> ● Metric Units of Length ● Metric Units of Capacity ● Metric Units of Mass ● Make an Organized List ● Convert Metric Units ● Solve Measurement Problems
<p>Perimeter and Area</p> <ul style="list-style-type: none"> ● Measure Perimeter ● Solve a Simpler Problem ● Model Area ● Measure Area ● Relate Area and Perimeter 	<p>Geometry</p> <ul style="list-style-type: none"> ● Draw Points, Lines and Rays ● Draw Parallel and Perpendicular Lines ● Model Angles ● Classify Angles ● Measure Angles ● Solve Problems with Angles ● Triangles ● Quadrilaterals ● Draw Lines of Symmetry ● Make a Model

Main Curricular Resource:

McGraw Hill: My Math Grade Four

Renaissance Learning: Accelerated Math

Highlighted Standards Appear on Report Card

MA.4.3. - Recognize mathematical ideas as they appear in other subject areas.

MA.4.A. - Communicate mathematical ideas in a variety of ways.

- MA.4.A.1 - Use manipulatives or pictures to demonstrate a solution process to a grade-appropriate math problem.
- MA.4.A.2 - Use graphs to represent and interpret data.
- MA.4.A.3 - Construct a number sentence.
- MA.4.A.4 - Use models and diagrams to represent mathematical ideas.

MA.4.B. - Use appropriate mathematical vocabulary, symbols, and notation with understanding based on prior conceptual work.

- MA.4.B.1 - Introduce appropriate vocabulary for each topic of study.

MA.4.C. - Use reasoning skills.

- MA.4.C.1 - Geometric patterns.
- MA.4.C.1a - Identify
- MA.4.C.1b - Extend
- MA.4.C.1c - Create
- MA.4.C.2 - Numerical patterns.
- MA.4.C.2a - Identify
- MA.4.C.2b - Extend
- MA.4.C.2c - Create
- MA.4.C.3 - Demonstrate relationship between multiplication and division.
- MA.4.C.4 - Identify basic multiplication and division fact families.
- MA.4.C.5 - Use a variety of problem-solving strategies.

MA.4.D.1 - Use operations to solve everyday real world problems.

MA.4.E. - Explain concepts clearly and logically and support solutions with evidence.

- MA.4.E.1 - Explain in written form solutions to problems.

MA.4.F. - Read, represent, order, and interpret various rational numbers.

- MA.4.F.1 - Identify place value to millions.
- MA.4.F.10 - Read more complex fractions including improper and mixed numbers.
- MA.4.F.11 - Write more complex fractions including improper and mixed numbers.
- MA.4.F.12 - Order more complex fractions including improper and mixed numbers.
- MA.4.F.13 - Round to the nearest thousands.
- MA.4.F.14 - Estimate sums to thousands.
- MA.4.F.15 - Estimate differences to thousands.
- MA.4.F.16 - Identify prime and composite numbers.
- MA.4.F.2 - Read the expanded form for numbers up to millions.
- MA.4.F.3 - Write the expanded form for numbers up to millions.
- MA.4.F.4 - Read decimals to the tenths.
- MA.4.F.5 - Write decimals to the tenths.
- MA.4.F.6 - Order decimals to the tenths.
- MA.4.F.7 - Compare whole numbers using appropriate symbols to millions.
- MA.4.F.8 - Compare fractions with like denominators.
- MA.4.F.9 - Identify and represent equivalent fractions for halves, fourths, eighths, tenths, sixteenths.

MA.4.G. - Perform and explain operations using rational numbers.

- MA.4.G.1 - Add up to 5 digit numbers with regrouping.
- MA.4.G.2 - Add using money.
- MA.4.G.3 - Subtract up to 5 digit numbers with regrouping.
- MA.4.G.4 - Subtract using money.
- MA.4.G.5 - Memorize multiplication facts 0-12.
- MA.4.G.6 - Multiply 1 digit up to 4 digit.
- MA.4.G.7 - Multiply 2 digit by 2 digit.
- MA.4.G.8 - Multiply 1 digit number using money.
- MA.4.G.9 - List the factors of a given number.

- MA.4.G.10 - Memorize division facts 0-12.
- MA.4.G.11 - Solve long division with/without remainders using 1 digit divisors and up to 3 dividends.
- MA.4.G.12 - Use mental math to find products of multiples of 10 and 100.
- MA.4.G.13 - Use mental math to find quotients of multiples of 10 and 100.
- MA.4.G.14 - Simplify fractions.
- MA.4.G.15 - Add fractions with like denominators.
- MA.4.G.16 - Add fractions with unlike denominators.
- MA.4.G.17 - Subtract fractions with like denominators.
- MA.4.G.18 - Subtract fractions with unlike denominators.
- MA.4.G.19 - Change improper fractions to mixed numbers.
- MA.4.G.20 - Change mixed numbers to improper fractions.

MA.4.H. - In problem-solving situations select and use appropriate procedures using rational numbers.

- MA.4.H.1 - Select appropriate methods for problem solving. (e.g., mental math, estimation, paper and pencil, pictures)
- MA.4.H.2 - Select algorithms for:
 - MA.4.H.2a - Addition
 - MA.4.H.2b - Subtraction
 - MA.4.H.2c - Multiplication
 - MA.4.H.2d - Division
- MA.4.H.3 - Use opposite operations to check computation.

MA.4.I. - Describe geometric figures.

- MA.4.I.1 - Identify plane and solid figures. (e.g. triangle, quadrilateral, hexagon, pentagon, octagon, sphere, prism, cube)
- MA.4.I.2 - Classify and identify parts of solid figures. (e.g. corner, edge, face)
- MA.4.I.3 - Identify and name parallel and intersecting lines.
- MA.4.I.4 - Identify and name angles as acute, obtuse, right, and straight.
- MA.4.I.5 - Measure and identify parts of angles.
- MA.4.I.6 - Classify triangles.
- MA.4.I.7 - Classify quadrilaterals.
- MA.4.I.8 - Identify parts of a circle.
- MA.4.I.9 - Identify and draw lines of symmetry.
- MA.4.I.10 - Create simple symmetrical images.

MA.4.J. - Understand the use of a rectangular coordinate system.

- MA.4.J.1 - Identify points on a coordinate plane.
- MA.4.J.2 - Plot points on a coordinate plane.

MA.4.K. - Perform transformations.

- MA.4.K.1 - Distinguish between slides, flips and turns.

MA.4.L. - Identify and use relationships among figures.

- MA.4.L.1 - Identify the difference between congruent and similar figures.
- MA.4.L.2 - Compare and contrast quadrilaterals.

MA.4.M. - Recognize and describe measurable attributes/units of measure.

- MA.4.M.1 - Demonstrate the use of the appropriate tools and units to measure.
- MA.4.M.2 - Express time in a variety of ways. (e.g., 2:15=quarter after 2)
- MA.4.M.3 - Change customary units of length, capacity, and weight in the customary system.

MA.4.N. - Understand and demonstrate basic facts, principles, and techniques of measurement.

- MA.4.N.1 - Measure to the nearest $\frac{1}{4}$ inch.
- MA.4.N.2 - Measure to the nearest millimeter.
- MA.4.N.3 - Use digital and analog clocks to read, write, and translate time to one minute intervals using A.M. and P.M.
- MA.4.N.4 - Compute elapsed time.
- MA.4.N.5 - Read temperatures on a thermometer in Celsius and Fahrenheit.

MA.4.P. - Collect, organize and display data.

- MA.4.P.1 - Create circle, bar, line, pictograph, and line plot.
- MA.4.P.2 - Apply correct scale to graphs.
- MA.4.P.3 - Collect data using observations, surveys and experiments.
- MA.4.P.4 - Create tables and graphs to represent data.
- MA.4.P.5 - Solve problems making an organized list.

MA.4.Q. - Extract, interpret, and analyze information from organized and displayed data.

- MA.4.Q.1 - Interpret pictographs, line plots, and circle, bar, and line graphs.
- MA.4.Q.2 - Find mean, median, range, and mode.
- MA.4.Q.3 - Draw reasonable conclusions based on data.

MA.4.R. - Determine the likelihood of an occurrence of events.

- MA.4.R.1 - Experiment to determine possible outcomes.
- MA.4.R.2 - Predict and list possible outcomes
- MA.4.R.3 - Use simple models to conduct probability experiments.
- MA.4.R.4 - Recognize fair and unfair outcomes.

MA.4.S. - Use variables to represent an unknown number, quantity, or object.

- MA.4.S.1 - Substitute numbers for variables to solve an expression and an equation.
- MA.4.S.2 - Determine what mathematical symbols (e.g. $<$, $>$, $+$, $=$) are used to represent relationships .
- MA.4.S.3 - Write a number sentence using a variable.

MA.4.U. - Recognize, describe, and analyze functional relationships.

- MA.4.U.1 - Identify rule to describe pattern change.

MA.4.V. - Solve equations and inequalities in a variety of ways.

- MA.4.V.1 - Solve problems involving an unknown using manipulatives.
- MA.4.V.2 - Solve multi-step word problems using multiplication and division.

MA.4.W - Recognize and use generalized properties and relations.

- MA.4.W.1 - Recognize and use Commutative, Associative, and Identity Properties of addition.
- MA.4.W.2 - Recognize and use Commutative, Associative, Identity, and Zero Properties of multiplication

Fifth Grade Math Standards

Units of Study Include:

<p>Numbers and Operations in Base 10</p> <ul style="list-style-type: none">● Place Value● Multiply Whole Numbers● Divide by a One-Digit Divisor● Divide by a Two-Digit Divisor● Add and Subtract Decimals● Multiply and Divide Decimals	<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none">● Expressions and Patterns● Numerical Expressions● Working backwards● Generating/Graphing Patterns● Map Locations● Ordered Pairs
<p>Number and Operations - Fractions</p> <ul style="list-style-type: none">● Fractions and Decimals● Add and Subtract Fractions● Multiply and Divide Fractions	<p>Measurement and Data</p> <ul style="list-style-type: none">● Convert Metric Units● Estimate and Measure Metric Mass● Convert Metric Units of Mass● Convert Metric Units of Capacity
<p>Geometry</p> <ul style="list-style-type: none">● Polygons● Sides and Angles of Triangles● Classifying Triangles● Sides and Angles of Quadrilaterals● Classifying Quadrilaterals● Three-Dimensional Figures● Volume● Prisms● Composite Figures	

Main Curricular Resource:

McGraw Hill - My Math Grade 5

Renaissance Learning: Accelerated Math

Highlighted Standards Appear on Report Card

MA.5.A. - Communicate mathematical ideas in a variety of ways.

- MA.5.A.1 - Use pictures or manipulatives to demonstrate a solution process to a grade-appropriate problem.
- MA.5.A.2 - Use graphs to represent and interpret data.
- MA.5.A.3 - Construct a number sentence.
- MA.5.A.4 - Use models and diagrams to represent mathematical ideas.

MA.5.B. - Use appropriate mathematical vocabulary, symbols, and notation with understanding based on prior conceptual work.

- MA.5.B.1 - Introduce appropriate vocabulary for each topic of study.

MA.5.C. - Use reasoning skills.

- MA.5.C.1 - Identify and extend intermediate geometric patterns.
- **MA.5.C.2 - Intermediate numerical patterns.**
- MA.5.C.2a – Identify
- MA.5.C.2b - Extend
- MA.5.C.3 - Demonstrate relationship between fractions and decimals.

MA.5.C.4 - Use a variety of problem-solving strategies.

MA.5.D. - Recognize mathematical ideas as they appear in other subject areas.

- **MA.5.D.1 - Use operations to solve everyday real world problems.**

MA.5.E. - Explain concepts clearly and logically and support solutions with evidence.

- MA.5.E.1 - Explain in written form solutions to problems.

MA.5.F. - Read, represent, order, and interpret various rational numbers.

- MA.5.F.1 - Identify place value to billions.
- MA.5.F.2 - Read, write, and order more complex fractions including improper and mixed numbers.
- MA.5.F.3 - Read and write the expanded form for numbers up to billions.
- MA.5.F.4 - Read, write, and order decimals to the thousandths.
- MA.5.F.5 - Compare decimals.
- MA.5.F.6 - Compare whole numbers using appropriate symbols to billions.
- MA.5.F.7 - Compare whole numbers and fractions with unlike denominators.
- MA.5.F.8 - Generate and explain equivalent fractions.
- MA.5.F.9 - Compare decimals to fractions, to percents.
- MA.5.F.10 - Round to the nearest millions.
- MA.5.F.11 - Estimate numbers to thousandths.
- MA.5.F.12 - Estimate sums to millions.
- MA.5.F.13 - Identify prime and composite numbers.
- MA.5.F.14 - Write numbers using exponents

MA.5.G. - Perform and explain operations using rational numbers.

- MA.5.G.1 - Add up to 6 digit numbers with regrouping.
- MA.5.G.3 - Multiply up to a 3 digit by 3 digit.
- MA.5.G.4 - Solve long division with up to 2 digit divisors.
- MA.5.G.5 - Use mental math to find products of multiples up to 1,000.
- MA.5.G.6 - Use mental math to find quotients of multiples up to 1,000.
- MA.5.G.7 - Simplify fractions.
- MA.5.G.8 - Add fractions with unlike denominators.
- MA.5.G.9 - Subtract fractions with unlike denominators.
- MA.5.G.10 - Change improper fractions to mixed numbers.
- MA.5.G.11 - Change mixed numbers to improper fractions.
- MA.5.G.12 - Add and subtract mixed numbers.
- MA.5.G.13 - Multiply fractions.
- MA.5.G.14 - Multiply mixed numbers.
- MA.5.G.15 - Identify Greatest Common Factor.
- MA.5.G.16 - List multiples of numbers.
- MA.5.G.17 - Identify Least Common Multiple.
- MA.5.G.18 - Divide fractions.
- MA.5.G.19 - Add using decimals.
- MA.5.G.2 - Subtract up to 6 digit numbers with regrouping.
- MA.5.G.20 - Subtract using decimals.
- MA.5.G.21 - Multiply decimals with whole numbers.
- MA.5.G.22 - Multiply decimals with decimals.
- MA.5.G.23 - Divide decimals by whole numbers.

- MA.5.G.24 - Find the reciprocal of a number.
- MA.5.G.25 - Find percent of a number.

MA.5.H. - In problem-solving situations select and use appropriate procedures using rational numbers.

- MA.5.H.1 - Select appropriate methods for problem solving. (e.g., mental math, estimation, paper and pencil, pictures)
- MA.5.H.2 - Select algorithms for:
 - MA.5.H.2a - Addition
 - MA.5.H.2b - Subtraction
 - MA.5.H.2c - Multiplication
 - MA.5.H.2d - Division
- MA.5.H.3 - Use opposite operations to check computation.
- MA.5.H.4 - Use divisibility rules for 2, 3, 5, 6, 9, & 10.

MA.5.I. - Describe geometric figures.

- MA.5.I.1 - Identify plane and solid figures. (e.g. triangle, quadrilateral, hexagon, pentagon, octagon, sphere, prism, cube)
- MA.5.I.2 - Classify and identify parts of solid figures. (e.g. vertex, edge, face)
- MA.5.I.3 - Identify and name parallel and intersecting lines.
- MA.5.I.4 - Identify and name angles as acute, obtuse, right, and straight.
- MA.5.I.5 - Measure and identify parts of angles.
- MA.5.I.6 - Classify triangles.
- MA.5.I.7 - Classify quadrilaterals.
- MA.5.I.8 - Identify parts of a circle.
- MA.5.I.9 - Identify and draw lines of symmetry.
- MA.5.I.10 - Create symmetrical images.

MA.5.J. - Understand the use of a rectangular coordinate system.

- MA.5.J.1 - Identify points on a coordinate plane.
- MA.5.J.2 - Plot points on a coordinate plane.

MA.5.K. - Perform transformations.

- MA.5.K.1 - Distinguish between and draw slides, flips and turns.

MA.5.L. - Identify and use relationships among figures.

- MA.5.L.1 - Identify the difference between congruent and similar figures.
- MA.5.L.2 - Compare and contrast quadrilaterals.
- MA.5.L.3 - Find the sum of the angles in a triangle.

MA.5.M. - Recognize and describe measurable attributes/units of measure.

- MA.5.M.1 - Demonstrate the use of the appropriate tools and units to measure.
- MA.5.M.2 - Change customary units of length, capacity, and weight in the customary system.
- MA.5.M.3 - Change metric units of length, capacity, and weight in the metric system.

MA.5.N. - Understand and demonstrate basic facts, principles, and techniques of measurement.

- MA.5.N.1 - Measure to the nearest 1/8 inch.

- MA.5.N.2 - Measure to the nearest millimeter.
- MA.5.N.3 - Measure perimeter and circumference using geometric formulas.
- MA.5.N.4 - Measure area for square, rectangle, parallelogram, and triangles.
- MA.5.N.5 - Measure surface area and volume of rectangular prisms.
- MA.5.N.6 - Read temperatures on a thermometer and calculate changes in temperature.
- MA.5.N.7 - Add, subtract, multiply, and divide units of measure.

MA.5.P. - Collect, organize and display data.

- MA.5.P.1 - Create circle, bar, line, stem and leaf, and line plots.
- MA.5.P.2 - Apply correct scale to graphs.
- MA.5.P.3 - Collect data using observations, surveys and experiments.
- MA.5.P.4 - Create tables and graphs to represent data.
- MA.5.P.5 - Solve problems making an organized list.

MA.5.Q. - Extract, interpret, and analyze information from organized and displayed data.

- MA.5.Q.1 - Interpret pictographs, line plots, and circle, bar, stem and leaf, and line graphs.
- MA.5.Q.2 - Find mean, median, range, and mode.
- MA.5.Q.3 - Draw reasonable conclusions based on data.

MA.5.R. - Determine the likelihood of an occurrence of events.

- MA.5.R.1 - Experiment to determine possible outcomes.
- MA.5.R.2 - Predict and list possible outcomes.
- MA.5.R.3 - Use simple models to conduct probability experiments.
- MA.5.R.4 - Recognize fair and unfair outcomes.

MA.5.S. - Use variables to represent an unknown number, quantity, or object.

- MA.5.S.1 - Substitute numbers for variables to evaluate an expression and solve an equation.
- MA.5.S.2 - Determine what mathematical symbols (e.g. $<$, $>$, $+$, $=$) are used to represent relationships .
- MA.5.S.3 - Write a number sentence using a variable.

MA.5.U. - Recognize, describe, and analyze functional relationships.

- MA.5.U.1 - Identify rule to describe pattern change.

MA.5.V. - Solve equations and inequalities in a variety of ways.

- MA.5.V.1 - Solve 1-step, single variable equations.
- MA.5.V.2 - Solve multi-step problems.

MA.5.W. - Recognize and use generalized properties and relations.

- MA.5.W.1 - Recognize and use Commutative, Associative, and Identity Properties of addition.

Music

Highlighted standards appear on the report card

ME.1 - Singing, alone and with others, a varied repertoire of music

- ME.1.A.4 - Sing melodic phrases in various types of texture
- ME.1.D.4 - Perform a variety of patterns in simple and compound meter
- ME.1.E.4 - Demonstrate proper vocal technique with appropriate expression

- ME.1.F.4 - Sing and understand music representing various cultures, genres, and styles

ME.2 - Performing on instruments, alone and with others, a varied repertoire of music

- ME.2.A.4 - Perform phrases or melodies on pitched instruments in more than one part with proper technique
- ME.2.B.4 - Identify and play harmonies that change intervals as a member of an ensemble
- ME.2.D.4 - Perform a variety of rhythmic patterns in simple and compound meter
- ME.2.E.4 - Perform and understand music representing various cultures, genres, and styles

ME.4 - Composing and arranging music within specified guidelines

- ME.4.A.4 - Compose short pieces within specified guidelines that express a particular idea or feelings
- ME.4.C.4 - Demonstrate the use of elements of music in a composition
- ME.4.D.4 - Create or arrange an accompaniment to a given melody

ME.5 - Reading and notating music

- ME.5.A.4 - Read melodic and rhythmic patterns using standard notation in a variety of time signatures, including syncopated patterns and expressive qualities
- ME.5.B.4 - Notate melodic and rhythmic patterns using standard notation in a variety of time signatures, including syncopated patterns
- ME.5.C.4 - Dictate traditional notation for simple melodic and/or rhythmic patterns that have been performed by someone else

ME.8 - Understanding relationships between music, the other arts, other subject areas, and Catholic Identity

- ME.8.A.4 - Understand similarities and differences within artistic genres
- ME.8.B.4 - Understand the relationship between music and other subjects
- ME.8.C.4 - Understand music of the Catholic Tradition and participate appropriately within the context of the Mass

ME.9 - Understanding music in relation to history and culture

- ME.9.A.4 - Identify by genre and style examples of music from various cultures and historical periods
- ME.9.B.4 - Understand how uses of music are suitable for specific occasions while respecting differences in values
- ME.9.C.4 - Demonstrate appropriate audience behavior and understand roles of varied performers

Physical Education

Highlighted standards appear on the report card

PE.1 - The physically literate individual will demonstrate competency in a variety of motor skills and movement patterns

- PE.1.A.4 - Combine locomotor skills within the context of individual and team activities
- PE.1.B.4 - Combine locomotor movement patterns and dance steps to create and perform an original dance
- PE.1.C.4 - Apply balance and weight transfer while using an apparatus

- **PE.1.D.4 - Demonstrate ability to manipulate with a variety of implements**
- PE.1.E.4 - Demonstrate ability to manipulate with varying objects
- PE.1.F.4 - Demonstrate ability to manipulate with a variety of implements

PE.2 - The physically literate individual will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance

- **PE.2.A.4 - Apply the concept of moving in open and closed spaces to combination skills**
- PE.2.B.4 - Demonstrate movement concepts of speed and endurance with appropriate force and direction
- PE.2.C.4 - Apply simple offensive and defensive strategies in chasing and fleeing activities

PE.3 - The physically literate individual will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

- PE.3.A.4 - Apply opportunities for participating in physical activity outside of physical education class
- **PE.3.B.4 - Identify the components of health-related fitness**
- PE.3.C.4 - Discuss the importance of hydration and hydration choices relative to physical activities

PE.4 - The physically literate individual will exhibit responsible personal and social behavior that respects self and others

- PE.4.A.4 - Display responsible behavior in independent group situations
- PE.4.B.4 - Listen respectfully to corrective feedback from others
- PE.4.C.4 - Accept players of all skill levels
- **PE.4.D.4 - Exhibit etiquette and adherence to rules in a variety of physical activities**
- PE.4.E.4 - Work safely with peers and equipment

PE.5 - The physically literate individual will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

- **PE.5.A.4 - Understand the health benefits of participating in physical activity**
- PE.5.C.4 - Understand the challenges that come from learning new physical activities
- PE.5.D.4 - Understand the enjoyment of participating in different physical activities
- PE.5.E.4 - Understand how to work with partners, small groups, and large groups

Science Standards

Unit of Study Include

Energy and Electromagnetism

- Ask questions that can be answered about electricity and magnetism
- Plan and conduct investigations about electromagnetism, record and organize data using appropriate tools for the task.
- Analyze observations, build reasonable explanations, discuss and justify the merits of explanations.
- Conduct an experiment to determine how the force of attraction between two magnets changes with the distance between the magnets
- Conduct an experiment to determine how the number of winds in an electromagnet coil affects the strength of the magnetism.
- Design and build a telegraph system.
- Use tools and techniques to make observations and build explanations about light.

Living Systems

- Observe change over time and draw conclusions regarding the decomposition of organic material
- Use models to explain how biological systems function, such as transport systems in plants and animals
- Design and conduct investigations to discover how food is processed in living systems
- Design and conduct investigations to discover how the nervous system controls animal activities
- Compare reproductive processes for different organisms

Weather on Earth

- Investigate properties of air
- Describe the atmosphere, using visual displays
- Use weather instruments to measure temperature, atmospheric pressure, humidity, wind direction and wind speed
- Conduct experiments with heating of earth materials and with solar water heaters to build explanations
- Interpret the data displayed on weather maps and look for patterns over time

Main Curricular Source:

Delta Education: Full Option Science System (FOSS)

Highlighted standards appear on the report card

SCI.4.A: Scientists, Inventors and Inventions

- Identify a scientist and explain how his/her contribution has changed scientific knowledge

SCI.4.B: Current Events

- Summarize a current event and describe its significance in science
- Explain the process of science is heavily influenced/dependent on what else is happening in society or history

SCI.4.C: Science is ever changing

- Identify a topic, design and construct a timeline of a change in scientific knowledge
- Given a topic, compare and contrast the change in scientific knowledge over time
- Given a topic, identify and create a depiction of a possible scientific development

SCI.4.D: Scientific resources, tools and instruments

- Describe how specific tools are used in various topics in science
- Use tools to obtain data to problem solve
- Explain how technology has helped people
- Use various sources of information to summarize for a method of presentation

SCI.4.E: Relationship between science and our faith

- Show our love for God through caring for plants, animals and our environment
- **Participate in discussions that connect scientific knowledge in our faith**
- Distinguish scientific fact from fiction

SCI.4.F: Problem Solving

- Use the scientific method as one model to solve problems
- **Follow a procedure to solve a given problem**

- **Analyze data to draw conclusions**
- **Participate in groups to brainstorm solutions to a problem**

SCI.4.G: Sharing Knowledge with others

- Present scientific knowledge in a variety of forms

SCI.4.H: Models, graphs and diagrams

- Construct models, graphs and diagrams that demonstrate knowledge
- Interpret data from graphs and diagrams
- Demonstrate that different models can be used to represent the same physical phenomena, concept, proposition or theory

SCI.4.I: Interconnectedness of Science

- Explain how a concept is integrated into different topics in science

SCI.4.J: Careers

- Investigate careers in science
- Connect careers in science with personal interest
- Identify and investigate the skills people needed for a career in science or technology

Grade Four: Physical Science: Energy and Electromagnetism

SCI.4.L: Forms and Properties of Energy

- Demonstrate the relationship between kinetic and potential energy
- Identify the sources of energy
- **Investigate and categorize the different forms of energy**

SCI.5.L: Forms and Properties of Energy

- **Demonstrate how one form of energy can be changed to another form**
- Identify the various forms of radiant energy
- Describe the electromagnetic spectrum

SCI.4.M: How Matter and Energy Connect

- Explain why objects stay at rest or in motion
- **Explain how energy moves through a system**
- Explain how objects become electrically charged
- Distinguish between conductors and insulators
- Explain why materials have electric resistance
- Describe how a magnet works
- Explain a magnetic field
- **Describe the relationship between electricity and magnetism**
- Explain how electricity can produce magnetism
- Explain how magnetism can produce electricity

SCI.5.M: How Matter and Energy Connect

- Demonstrate how objects become electrically charged

Grade Four: Earth Science: Weather on Earth

SCI.3.N: Weather and Climate

- Observe that the natural environment is in a constant state of change
- **Define climate**
- Describe that air is the substance that surrounds us, takes up space, and moves around as wind.

SCI.4.N: Weather and Climate

- Identify weather patterns in Wisconsin
- **Describe the weather cycle**
- Use various weather instruments to collect data about weather
- Relate geographical features and location to climate

SCI.5.N: Weather and Climate

- Identify weather patterns in the US and how they move
- **Investigate how scientists predict the weather**
- Construct and use various weather instruments to collect data about weather

Grade Four: Life and Environmental Science: Living Systems

SCI.3.R: Ecology

- **Categorize populations of organisms into groups of producers, consumers and decomposers.**
- Recognize that a population consists of all organisms living together at a given place and time.

SCI.4.R: Ecology

- Describe how plants animals meet their basic needs in order to survive
- Explain how in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.
- Explain how decomposers, including many fungi, insects and microorganisms, recycle matter from dead plants and animals
- Describe how 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.
- **Explain food chains and food webs**
- Create a food chain for a given ecosystem
- **Explain how ecosystems are characterized by the interdependence of living and nonliving components**

SCI.4.S: Environmental Science

- Describe ways to reuse, reduce and recycle
- Explain that characteristics of organisms are inherited or environmentally influenced.

SCI.4.T: Diversity of Life

- Explain how extinction may occur.
- Investigate that fossils provide evidence of previous life forms and fossils can be compared

SCI.4.W: Plants and Animals

- **Describe the life cycles of insects, plants and animals**

- Explain how plants and animals use living and nonliving things to survive
- Describe how plants depend on animals for pollination and seed dispersal, and how animals depend on plants for food and water

SCI.4.X: Ethics

- Categorize harmful and beneficial aspects of scientific innovations.

Health Education Standards

Units of Study Include:

<p>Body Systems at Work</p> <ul style="list-style-type: none"> ● You Are Growing ● Manage Stress ● The Brain and Nervous System ● The Digestive System ● The Respiratory and Circulatory Systems ● The Skeletal and Muscular Systems
<p>Personal Health</p> <ul style="list-style-type: none"> ● Your Skin and It's Care ● Your Teeth and Their Care ● Your Vision and Hearing ● Being a Health Consumer ● Getting Health Information
<p>Food and Your Health</p> <ul style="list-style-type: none"> ● Nutrients for Your Body ● Food and the Nutrients It Contains ● Using a Food Pyramid ● Food Guideline and Labels ● Keeping Food Safe
<p>Fitness and Activity</p> <ul style="list-style-type: none"> ● Good Posture ● Physical Fitness ● Your Personal Fitness Plan
<p>Safe At Home</p> <ul style="list-style-type: none"> ● Responding to Emergencies ● Staying Safe at Home ● Staying Safe Near Water
<p>Safe Away From Home</p> <ul style="list-style-type: none"> ● Staying Safe Outdoors ● Staying Safe on the Road ● Staying Safe in a Conflict
<p>Guarding Against Disease</p> <ul style="list-style-type: none"> ● Why People Become Ill ● Communicable Diseases ● Fighting Communicable Diseases ● Noncommunicable Diseases

<ul style="list-style-type: none"> ● Live a Healthy Lifestyle
<p>Medicine Drugs and Health</p> <ul style="list-style-type: none"> ● Medicines Affect the Body ● Substances That Can Be Harmful ● Marijuana and Cocaine ● Refusing Drugs ● How Drug Abusers Get Help
<p>Harmful Effects of Tobacco and Alcohol</p> <ul style="list-style-type: none"> ● How Tobacco Harms Body Systems ● How Alcohol Harms Body Systems ● Saying No to Alcohol and Tobacco ● Tobacco and Alcohol Users Can Get Help ● Tobacco, Alcohol and the Media
<p>Your Needs and Feelings</p> <ul style="list-style-type: none"> ● Learning About Yourself ● We All Have Needs ● We All Have Feelings ● The Challenge of Friendship ● Working with Others ● Dealing with Peer Pressure
<p>Families Together</p> <ul style="list-style-type: none"> ● Families Meet Their Needs ● Families Communicate ● Families Work Together
<p>Living in a Healthful Community</p> <ul style="list-style-type: none"> ● Enjoying a Healthful Environment ● Protecting Your Community ● Our Natural Resources ● Preventing Pollution ● Ways to Practice Conservation

Main Curricular Source: Harcourt - Health and Fitness

Highlighted standards appear on Report Card

HE.1 Students will understand concepts of health promotion and disease prevention

- HE.1.4.A. Identify Describe the relationship between healthy behaviors and personal health
- HE1.4.B. Identify examples of the dimensions of health; including spiritual, mental, intellectual, emotional, physical and social
- HE.1.4.C. Describe ways in which safe and healthy school and community environments can provide personal health
- HE.1.4.D. Describe ways to prevent common injuries and health problems
- HE.1.4.E. Describe when it is important to seek health care

HE.2 Students will understand the external influences on health behavior.

- HE.2.4.A. Describe how the family influences personal health practices and behaviors
- HE.2.4.B. Understand the influence of peers, school and community on health practices and behaviors

- HE.2.4.C. Understand how media and technology influences thoughts, feelings and health behaviors

HE.3 Students will access valid information, products and services to enhance health.

- HE.3.4.A. Recognize the various careers associated with health-related fields
- HE.3.4.B. Recognize the validity of health information, products and services

HE.4 Students will demonstrate the ability to use decision-making skills to enhance health.

- HE.4.4.A Understand when assistance is needed in making a health-related decision
- HE.4.4.B. Recognize that options of health-related decisions effect outcomes

HE.5 Students will demonstrate the ability to use goal-setting skills to enhance health.

- HE.5.4.A. Recognize personal health goal and track progress toward its achievement
- HE.5.4.B. Identify sources to assist in achieving a personal health goal
- HE.5.4.C. Demonstrate advocacy for healthy individuals, families and schools

Social Studies Standards

Units of Study Include:

Connecting to Our State’s Story	Wisconsin: A Place with a Past
Wisconsin’s First People	The Fur Trade Era: Exploration and Exchange in Wisconsin
Becoming Wisconsin: From Indian Lands to Territory to Statehood	The Came to Wisconsin and They’re Still Coming: Immigration and Settlement
Wisconsin and the Civil War	Lead, Soil and Sawdust: 1820-1914
Transportation and Industry Change Wisconsin	Good Times, Hard Times and Better Times
New Opportunities, New Challenges	A Place with a Future

Main Curricular Resource:

Wisconsin Historical Society: Wisconsin - Our State Our Story

American Legacy Publishing: Wisconsin Studies Weekly Newsletter

Highlighted standards appear on report card

SS.4.A. Summarize and draw conclusions regarding information on graphs, charts and timelines.

- **Use globes, maps, atlases, grid systems, and charts to gather, and interpret information.**
- Identify physical features using a map key (i.e. continents, oceans, landforms, etc.).
- Identify natural features using a map key (i.e. natural resources, etc.).
- Use reference points, latitude, longitude, cardinal/ordinal directions, and map scale
- Locate features on maps using latitude/longitude, and map scale.
- Practice constructing maps from memory.
- Compare and contrast one city/state/region to another city/state/region.
- Identify human features using a map key (i.e. cities, states, national borders, bridges, airports).
- Compare and contrast different types of maps (political, physical, etc.).
- Construct a simple Wisconsin state map.

- Identify United States boundaries, geographic landforms and natural resources.

SS.4.B. Understand how geographic and human characteristics create culture and define regions.

- Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, and types of shelters.
- Identify major changes in the state and explain the causes and effect. (i.e.: ice age)

SS.4.C. Understand how human actions and the location of resources affect the development of communities, environments, and the movement of populations.

- Generalize the geographical reasons for the settling of United States regions.
- Paraphrase how current issues impact people, places and environments.

SS.4.E. Understand how cultures, groups, and individuals influence society and government.

- **Identify and explain the significance of Wisconsin symbols and state flag.**
- Give examples and describe important social contributions by Wisconsin citizens & institutions.
- **Identify and describe important events and famous people in Wisconsin.**
- **Relate the history of Native Americans in WI. (i.e., cultural contributions, cooperation and interdependence, tribal sovereignty, and current status)**
- Explain the significance of immigrants to Wisconsin.
- Compare and contrast social, economic, political, and cultural changes in contemporary WI life in the past.

SS.4.F. Understand the effects of geography on historical events.

- Identify historical events that have been influenced by geographical factors in Wisconsin.

SS.4.G. Understand the historical sources in the order to interpret events and issues.

- Identify and use resources to understand the past (i.e. stories, artifacts, maps, and pictures).

SS.4.H. Understand the historical patterns, periods of time, and the relationship among these elements.

- Construct a timeline to select, organize, and sequence information that describes eras in Wisconsin history.

SS.4.J. Understand the rights and responsibilities of each citizen, and demonstrate the value of lifelong civic action.

- Give examples of civic responsibility in response to current events.
- Identify and explain the individual's responsibility to family, peers, church, and community. (i.e., the need for civility, respect for diversity, etc.)

SS.4.K. Understand the concepts of our American system of government.

- Explain the purpose of government in American society, including the executive, legislative, and judicial branches at the state level.
- Explain how laws are developed, how the purposes of government are established, and how the powers of government are acquired, maintained, justified and sometimes abused.
- Describe how Wisconsin became a state.

SS.4.M. Understand the role of the United States and social responsibility in current world affairs.

- Identify and discuss current events of Wisconsin.

SS.4.N. Understand how economic needs and wants influence individual and group decisions.

- Identify the opportunity costs of allocating limited economic resources (i.e. stewardship, alleviation of poverty, power of economic resources to affect change).

SS.4.O. Understand how economic conditions impact people's lives.

- Identify WI businesses and industries that produce goods and provide services.
- Examine the geographic and economic advantages Wisconsin offers to certain businesses and agriculture.
- Examine why certain businesses and industries (i.e. dairy farming, mining, manufacturing) flourished in Wisconsin.

SS.4.P. Understand the functions of economic institutions.

- Explain how a bank can help people save money.
- Explain where money is made (U.S. Treasury, Mint).

SS.4.Q. Understand how governments throughout the world influence economic behavior.

- Define sales tax and explain its purpose.
- Identify imports and exports important to Wisconsin.

SS.4.S. Understand universal economic concepts.

- Differentiate between cost and price.

SS.4.T. Understand the role an individual in group dynamics.

- Identify the roles relevant to working in a cooperative group (i.e., note taker, time keeper, organizer, etc.).

Technology Education

Units of Study Include:

Introduction to Google, specifically Gmail	Inside a computer
Citing Sources	Advance Presentation Applications
Blogging (example: Blogger)	Introduction to Coding
Collaborative Wisconsin Research and Projects	Type to Learn
Internet Safety	Use of Appropriate Resources (ex. Badgerlink, Wisconsin.gov, Britannica)
Prezi	Online drawing tools

Main Curricular Resources:

Many projects/activities are collaboratively planned with other curricular areas and staff members.
Highlighted standards appear on the report card

Technology Education Standards

IT.1 Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology

- IT.1.4.A. Recognize the ability to use existing knowledge to generate new products.
- IT.1.4.B Create original works as a means of personal or group expression when prompted.

IT.2 Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- IT.2.4.A. Recognize the ability to communicate and publish collaboratively.

IT.3 Students apply digital tools to gather, evaluate and use information.

- IT.3.4.A. Recognize that information sources may or may not be appropriate for specific tasks.

IT.4 Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- IT.4.4.A. Conduct research using appropriate digital tools and resources.

IT.5 Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior.

- IT.5.4.A. Demonstrate safety while collaborating.
- IT.5.4.B. Demonstrate the use of technology for collaborative learning.
- IT.5.4.C. Demonstrate responsible and ethical use of technology.

IT.6 Students demonstrate an understanding of technology concepts, systems and operations.

- IT.6.4.A Recognize different functions of digital tools.

Visual Art

The theme for 4th grade is “Artifacts, an introduction to design fundamentals.” This series of lessons places emphasis on the fundamental elements and principles of art including line, shape, movement, color, pattern, size, balance, value and harmony which forms the basis of all artworks. The lessons encourage students to work with one concept at a time, exploring and interacting with each to develop their art making skills. Through observation, discussion and hands-on art making experiences, students will learn to recognize these elements within an artwork and understand their purpose.

Units of Study Include:

The Long and Short of it: A Study of Line Print: Parade of Objects Artist: DuBuffet
Geometric Jigsaw: A Study of Shape Print: The Lamb Artist: Marc
Rhythm in Motion: A Study of Movement Print: Succession Artist: Kandinsky
Dewy Hues: A Study of Color Print: Blue Atmosphere Artist: Frankenthaler
Pennant Patterns: A Study of Patterns Print: Allies Day Artist: Hassam

Personal Proportions: A Study of Size Print: I and the Village Artist: Chagall
"Big Top" Tricks: A Study of Balance Print: Bareback Riders Artist: Brown
Face Value: A Study of Values/Self-Portrait Print: American Gothic Artist: Wood
Symposium on Similarities: A Study on Harmony Print: Victorian Interior Artist: Pippin

Main Curricular Resource:
Creative Curricula Inc: Art Works
Highlighted Standards Appear on the Report Card

VA.1 Create art using various media, techniques and processes.

- Apply originality while creating artwork
- Identify criteria to revise a work in progress

VA.2 Investigate and apply the principles of design and elements of art.

- Understand and utilize elements of line, shape and form
- Identify complementary and analogous colors
- Understand rhythm

VA.3 Perceive and analyze artistic work

- Understand that experiencing art affects emotion
- Identify principles of design

VA.4 Relate artistic ideas and works with societal, cultural and historic context

- Identify various art styles

World Language Standards

Units of Study Include:

Spanish	
Pronunciation of Vowels Spanish Names - Getting to Know People Family Members - Making Plurals Classroom Expressions - Indefinite Articles -ar Verbs Negative Sentences - Asking Questions Numbers 0-30 and 31 - 100 -er Verbs Describing items in Spanish Professions and Trades -ser verbs -ir verbs Estar verb and expressions with estar Telling Time	Parts of the Body Tener verb Days, months seasons Possessive adjectives Food Verbs Gustar and Querer Articles of Clothing Colors Este and Ese Weather Expressions Verbs Hacer and IR Animals Verb Decir

Main Curricular Resources:

AMSCO - Spanish is Fun Book A

Ease reader: Las aventuras de Miguelito - practicing pronunciation, reading and understanding.

Answering questions at the end of each chapter. The chapters are short and use a lot of conversational Spanish vocabulary.

Highlighted standards appear on report card

WL.4. A - Students in Wisconsin will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in a language other than their own.

- WL.4.A.1 - Students will ask and answer questions, including biographical information
- WL.4.A.2 - Students will state personal preferences and feelings
- WL.4.A.3 - Students will ask for repetition and repeat to ensure understanding
- WL.4.A.4 - Students will ask for simplification and clarification.

WL.4.B - Students in Wisconsin will understand and interpret a language other than their own in its written and spoken form on a variety of topics.

- WL.4.B.1 - Students will understand spoken language that incorporates familiar vocabulary and structures
- WL.4.B.2 - Students will understand more complex written materials on a variety of topics and formats

WL.4. C - Students in Wisconsin will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.

- WL.4.C.1 - Students will dramatize student-created and/or authentic songs, short poems, skits, or dialogues

WL.4.D - Students in Wisconsin will demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

- WL.4.D.1 - Students will observe and imitate appropriate patterns of behavior (such as greetings or gestures) used with friends and family in the cultures studied
- WL.4.D.2 - Students will participate in and learn about age-appropriate cultural activities (such as games, songs, and holiday celebrations)
- WL.4.D.3 - Students will discuss and compare beliefs and attitudes within the cultures studied and their own in relation to home, school, community and nation

WL.4.E - Students in Wisconsin will demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

- WL.4.E.1 - Students will identify objects and symbols, such as flags or currency, that are used day-to-day and represent other cultures
- WL.4.E.2 - Students will identify countries, regions, and geographic features where the target language is spoken