

4th Grade Curriculum

This is an outline of the standards that your child will learn in Fourth Grade. Please see the teacher for more detailed information.



Revised June 2015

Standards

The standards contained in this guide were developed by the Diocese of Madison based Common Core Standards, Wisconsin State Standards, and best practices.

This is an evolving work, and standards will be revised to meet the every 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.

Computer and Information Sciences Standards Highlighted standards appear on the report card

- IT.4.A Create original works as a means of personal or group expression.
IT.4.A.1 Create and modify original works using a variety of preselected software.
- IT.4.B Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
 IT.4.B.1 Create a project for a specific audience beyond the classroom using technology.
- 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 Create an age appropriate collaborative project using a variety of media.
- IT.4.D Locate, organize, analyze, evaluate, synthesize and cite information from a variety of sources and media.
 IT.4.D.1 Organize information utilizing teacher-directed tools.
IT.4.D.2 Locate, select and cite information for intended audience with guidance.

Why aren't all standards on the report card?

The concise answer is space. The report card would be very long and difficult to read. The standards selected to be on the report cards are essential learning that takes place within that grade.

IT.4.E Collect and analyze data to identify solutions and/or make informed decisions.

IT.4.E.1 Collect and categorize and analyze data to make informed decisions using technology.

IT.4.F Advocate and practice safe, legal and responsible use of information and technology.

IT.4.F.1 Demonstrate the age appropriate use of copyrighted materials.

IT.4.F.2 Practice safe and responsible use of information and technology.

IT.4.F.3 Applies the morals and teachings of the Catholic Church in social media and online communications (e.g. cyberbullying).

IT.4.G Understand and uses technology systems.

IT.4.G.1 Use efficient keyboarding skills.

IT.4.G.2 Communicates and demonstrate the use of network systems and hardware.

IT.4.H Select and use applications effectively and productively.

IT.4.H.1 Demonstrate ability to navigate within an application.

Language Arts Standards

Highlighted standards appear on 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.

- 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).

Math Standards

Highlighted standards appear on the 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.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.2 - Add using money.
- MA.4.G.20 - Change mixed numbers to improper fractions.
- 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.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.10 - Create simple symmetrical images.
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.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 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

Music Curriculum Standards

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, including partner songs

ME.1.C.4 - Identify and sing a full range of dynamics, using appropriate terminology

ME.1.D.4 - Perform patterns using syncopation, ties, and slurs

ME.1.E.4 - Demonstrate proper vocal technique

ME.1.F.4 - Sing and recognize 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 melodies on pitched instruments with proper technique

ME.2.B.4 - Identify and play harmonies that change intervals

ME.2.C.4 - Identify and play a full range of dynamics, using appropriate terminology

ME.2.D.4 - Perform rhythmic patterns using syncopation

ME.2.E.4 - Perform and recognize 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 with a variety of sound sources

ME.4.B.4 - Understand and demonstrate how standard notation applies to composition

ME.4.C.4 - Understand how the elements of music are represented in a composition

ME.4.D.4 - Create or arrange music for a reading or dramatization

ME.5 - Reading and notating music

ME.5.A.4 - Read melodic and rhythmic patterns using standard notation in a variety of time signatures

ME.5.B.4 - Notate melodic and rhythmic patterns using standard notation in a variety of time signatures

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 - Understand the roles that cultures, regions, events, and historical contexts have in generating various types of music

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 Standards

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

Social Studies Standards

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.

- **SS.4.E.1 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.).
 - Demonstrate behaviors that contribute to successful group work.
 - Illustrate examples of how individuals and groups have contributed to the growth of Wisconsin. (i.e., settlers, early leaders, etc.)
- SS.4.U. Understand the process of how humans develop, learn, and internalize their culture.
- Justify the appreciation of the diversity of cultures in Wisconsin.
 - Identify the various cultures found in Wisconsin and discuss their contributions to the development of the state.
 - Compare and contrast the customs and traditions of early Wisconsin Native American culture to contemporary culture.
- SS.4.V. Understand current social issues and respond to them according to Catholic identity.
- Describe how people and institutions work to solve societal problems. (i.e., church and school)
 - Identify areas of need within the state of Wisconsin (the poor, unemployed, homeless, etc.) and propose ways in which to help meet those needs.
 - Implement a service project that will meet a need in the community.
 - Give examples from Scripture to justify our responsibility, as Christians, to reach out to those in need

Religion Standards

Highlighted standards appear on report card

- CAT.4.A. Understand the revelation as God's action to make Himself know: 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)
 - **2. 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)
- 14. 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 its many uses within the Christian life.
(CCC 2759-2865)

Science Standards

Highlighted standards appear on 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 time line 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**

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- **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
- **5. Define climate**
- **6. 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
- **Recognize the symbols on a weather map.**
- **Describe the causes and effects of different types of severe weather**
- Describe the relationship between ocean and weather currents
- Describe the causes and effects of air and ocean currents

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 may fungi, insects and micro organisms, recycle matter form 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.

World Language Standards

Highlighted standards appear on report card

4.WL. 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.

4.WL.A.1- Students will ask and answer questions, including biographical information

4.WL.A.2 - Students will state personal preferences and feelings

4.WL.A.3 - Students will ask for repetition and repeat to ensure understanding

4.WL.A.4 - Students will ask for simplification and clarification.

4.WL.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.

4.WL.B.1 - Students will understand spoken language that incorporates familiar vocabulary and structures

4.WL.B.2 - Students will understand more complex written materials on a variety of topics and formats

4.WL.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.

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

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

4.WL.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

4.WL.D.2 - Students will participate in and learn about age-appropriate cultural activities (such as games, songs, and holiday celebrations)

4.WL.D.3 - Students will examine the role and importance of various social activities within the cultures studied (such as religious celebrations, historical events, rites of passage)

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

4.WL.E.1 Students will identify countries, regions, and geographic features where the target language is spoken

Art Standards

All standards appear on the report card

4.1 Understands concepts and techniques

4.2 Applies basic elements and principles of art

4.3 Demonstrates individuality and creativity

4.4 Respects efforts and contributions of peers and working artists
