

RELIGION

I give you a new commandment: love one another. As I have loved you, so you also should love one another. (Jn 13:34)

FOURTH GRADE

Overview

Living the Christian Life – Through the Ten Commandments, God offered guidance to the Israelites. In the Beatitudes and the Law of Love, Jesus taught His followers a way of life.

Faith Background

Generally, the fourth grade student is in transition from imaginative and very concrete thinking to a more rational approach to life. Children of this age consider information about God and Jesus to be entirely true. These learners are capable of regarding Jesus realistically as people like themselves. However, their perception of the human Jesus is often that of a miracle worker, rather than the Messiah or Savior.

Stories of faith, the saints, and other model Christians will appeal to the fourth grade student's sense of hero worship. Children of this age are quite often concerned about the feelings of others. Therefore, it is an ideal time to provide the foundation for justice and peace education. Although students of this age are not always able to grasp deeper religious meanings, they are becoming more verbal in their prayers and responses.

Creed

4RELIGI-1	God – The student will understand how God's love is shown to us.
4RELIGI-1A	Recognize that God gives us grace to live good lives.
4RELIGI-1B	Define free will.
4RELIGI-1C	Explain how our conscience indicates right or wrong.
4RELIGI-1D	Describe how God is merciful and forgiving.
4RELIGI-1E	Tell the story of Moses and the Commandments.
4RELIGI-1F	Understand that the celebration of the Sacrament of Reconciliation restores our relationship with God.
4RELIGI-2	Jesus – The student will describe how Jesus teaches us to live.
4RELIGI-2A	Retell the story of Jesus and the Beatitudes.
4RELIGI-2B	Explain how Jesus came to teach us to love God and one another.
4RELIGI-2C	Tell how Jesus explains God's law.
4RELIGI-2D	Explain Jesus' Law of Love.
4RELIGI-2E	Describe how Jesus is a sign of love.
4RELIGI-3	Holy Spirit – The student will understand that the Holy Spirit helps us to live as Jesus did.
4RELIGI-3A	Explain the Pentecost and the sending of the Holy Spirit.

4RELIGI-3B	Explain how the Holy Spirit guides us to choose good rather than evil.
4RELIGI-3C	Know that the Holy Spirit guides us to think, speak, act, listen, and love the way Jesus did.
4RELIGI-4	Blessed Virgin Mary – The student will recognize how Mary teaches us obedience.
4RELIGI-4A	Explain why Mary is a model of faith.
4RELIGI-4B	Explain why Mary is a model of prayer.
4RELIGI-4C	Name and celebrate Mary’s feast days.
4RELIGI-4D	Experience May devotions to Mary.
4RELIGI-4E	Experience praying the Rosary.
4RELIGI-5	Saints – The student will describe saints as role models.
4RELIGI-5A	Explain the celebration of All Saints’ Day (November 1).
4RELIGI-5B	Tell life stories of various saints.
4RELIGI-6	Community – The student will understand that the people of God share the mission of Jesus.
4RELIGI-6A	Recognize that the people of God live the Beatitudes and follow the Ten Commandments.
4RELIGI-7	Sacred Scripture – The student will determine how the Bible teaches us about choices and how to live good lives.
4RELIGI-7A	Read and listen to Sacred Scripture.
4RELIGI-7B	Recognize that the book of Exodus recounts the story of Moses and the Chosen People.
4RELIGI-7C	Compare and contrast the Great Commandment with the New Covenant.
4RELIGI-7D	Recognize that the Book of Psalms is a collection of songs and poems.
4RELIGI-7E	Use Bible reference skills in locating text.
4RELIGI-8	Church – The student will understand that the Church is called to be a community of believers.
4RELIGI-8A	Recognize that the members of the Church are called to be disciples of Christ and witnesses to the Kingdom of God.
4RELIGI-8B	Describe the four parts of the Mass: Introductory Rites, Liturgy of the Word, Liturgy of the Eucharist, and Concluding Rites.
4RELIGI-8C	Explain the difference between faith and religion.
4RELIGI-8D	Participate actively in Mass through verbal and physical response.
4RELIGI-8E	Participate in a liturgy through undertaking specific roles per the directive of the pastor.
4RELIGI-9	Liturgical Year – The student will develop a deeper understanding of the Catholic customs of the liturgical seasons.
4RELIGI-9A	Understand the Catholic customs of Advent and Christmas.
4RELIGI-9B	Understand the Catholic customs of Lent and Easter Season.
4RELIGI-9C	Explain the Tridium (Jesus’ Last Supper, Passion, and death).
4RELIGI-9D	Understand the season of Ordinary Time.
4RELIGI-9E	Identify the Holy Days of Obligation.

Christian Living

4RELIGI-10	Christian Response – The student will recognize that we are called to show care and concern for ourselves, for others in our families, in our communities, and in our world.
4RELIGI-10A	Recognize Jesus in self and others and respect all people as children of God.
4RELIGI-10B	Respect individual differences as gifts to be appreciated.
4RELIGI-10C	Develop and share personal gifts with others.
4RELIGI-11	Morality – The student will recognize that the Christian way of life is based on understanding and applying the Ten Commandments and the Beatitudes.
4RELIGI-11A	Use the Ten Commandments and the Beatitudes as guides for an examination of conscience for making moral choices.
4RELIGI-11B	Recognize that the first three Commandments focus on our relationship with God.
4RELIGI-11C	Recognize that the last seven Commandments focus on our relationship with others.
4RELIGI-11D	Identify personal sin as a failure to love God and neighbor.
4RELIGI-11E	Differentiate between sins and mistakes.
4RELIGI-11F	Recognize the difference between mortal and venial sin.
4RELIGI-11G	Understand the consequences of our actions.
4RELIGI-11H	Understand that God is always ready to forgive us if we are sorry for our sins.
4RELIGI-11I	Recognize that the virtues of faith, hope, and love help us to live good lives.
4RELIGI-12	Human Life – The student will respect and reverence the gift of life.
4RELIGI-12A	Develop good health habits.
4RELIGI-12B	Understand relationships with others.
4RELIGI-12C	Discuss the Catholic social teachings with regards to the respect for life.
4RELIGI-12D	Recognize things that are harmful to our body, mind, and spirit.

Prayer

4RELIGI-13	Prayer – The student will experience different forms of prayer: shared prayer, spontaneous prayer, reflective prayer, and praying with scripture.
4RELIGI-13A	Make the sign of the cross reverently.
4RELIGI-13B	Pray together as a class, school community, family and church.
4RELIGI-13C	Pray the Lord’s Prayer.
4RELIGI-13D	Pray the Hail Mary.
4RELIGI-13E	Pray the Blessing Before Meals.
4RELIGI-13F	Pray the Glory Be.
4RELIGI-13G	Pray the Act of Contrition.
4RELIGI-13H	Pray the Apostles’ Creed.
4RELIGI-13I	Recognize the Nicene Creed.
4RELIGI-13J	Offer God thanks and praise.
4RELIGI-13K	Pray for personal needs and the needs of others.
4RELIGI-13L	Recognize the Spiritual Works of Mercy and the Corporal Works of Mercy.
4RELIGI-13M	Recognize the Acts of Faith, Hope, and Love.

4RELIGI-13N	Recognize the <i>Magnificat</i> .
4RELIGI-13O	Pray the Morning Offering.

LANGUAGE ARTS

FOURTH GRADE

Overview

Students in the fourth grade will apply reading strategies and skills automatically and strategically to comprehend text. They will read to gain information, to perform a task, and for literary experience.

Students will use a variety of strategies and writing process elements. They will become increasingly proficient in active listening and speaking. Children in fourth grade will deepen and extend their understanding and use of English language conventions in oral presentations and written products.

Reading

4LAREAD-1	The student will read narrative and expository text with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.
4LAREAD-1A	Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic).
4LAREAD-1B	Use context clues to identify unknown words within a passage.
4LAREAD-1C	Use punctuation as a cue for pacing and expression.
4LAREAD-1D	Orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.
4LAREAD-2	The student will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.
4LAREAD-2A	Identify author's purpose (persuade, inform, entertain).
4LAREAD-2B	Use prior knowledge to comprehend text.
4LAREAD-2C	Use different reading strategies to comprehend text (e.g. rereading, discussion, graphic organizers, independent reading, partner reading).
4LAREAD-2D	Make, confirm, and revise predictions using illustrations, key words, foreshadowing clues, and prior knowledge.
4LAREAD-2E	Use text features such as type, headings, graphics, maps, and drawings to predict and comprehend informational texts.
4LAREAD-2F	Make inferences, draw conclusions and make generalizations from text.
4LAREAD-2G	Identify main idea in text.
4LAREAD-2H	Locate and order events in a story (e.g. first, second, third) or identify missing items in a sequence of events.
4LAREAD-2I	Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.
4LAREAD-2J	Skim a short passage for a review of the material and/or to search for key words to answer questions.
4LAREAD-2K	Identify characteristics of fact versus opinion.
4LAREAD-2L	Identify cause and effect relationships.
4LAREAD-2M	Read and apply directions for a specific task.
4LAREAD-2N	Compare and contrast information in texts.

4LAREAD-3	The student will demonstrate familiarity with a variety of literature.
4LAREAD-3A	Use prereading strategies (preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, and establish purpose).
4LAREAD-3B	Read a variety of genres and identify their characteristics (fiction, nonfiction, poetry, drama, fantasy, fairy tales, fables, folktales, legends, myths, historical fiction, biography, autobiography).
4LAREAD-3C	Participate in creative responses to a text (art, drama, oral presentation, and/or technology or media).
4LAREAD-3D	Identify and interpret elements of fiction and/or nonfiction (plot, setting, characters, theme, main idea and supporting details, conflict/resolution, author's choice of words).
4LAREAD-3E	Recognize figurative language (e.g. similes, metaphors, analogies, idioms, and personification).
4LAREAD-3F	Read literature to better understand other time periods and cultures.
4LAREAD-4	The student will demonstrate knowledge of words and word meanings.
4LAREAD-4A	Identify synonyms, antonyms, homonyms, and homophones.
4LAREAD-4B	Use the correct meaning of a word with multiple meanings.
4LAREAD-4C	Identify and use text vocabulary.
4LAREAD-4D	Use knowledge of root words, prefixes, and suffixes to determine the meaning of unknown words.
4LAREAD-4E	Use reference materials (e.g. glossary, dictionary, thesaurus) to identify and comprehend unknown words.

Listening and Speaking

4LALIST-1	The student will listen and respond to oral communication.
4LALIST-1A	Understand the appropriateness of various listening behaviors in different situations (e.g. liturgy, lessons, discussions, programs, talking with friends).
4LALIST-1B	Ask appropriate questions to understand the speaker's message.
4LALIST-1C	Summarize major ideas presented in spoken messages and formal presentations.
4LALIST-1D	Listen and respond appropriately to oral communication.
4LALIST-1E	Interpret various verbal and non-verbal cues (e.g. gestures, body language, and facial expressions).
4LALIST-1F	Execute oral instructions and directions.

4LALIST-2	The student will speak clearly and coherently.
4LALIST-2A	Develop appropriate delivery skills (e.g. volume, rate, enunciation) and language skills (e.g. pronunciation, word choice, usage) when communicating orally.
4LALIST-2B	Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas.
4LALIST-2C	Use details, examples, or experiences to explain or clarify information.
4LALIST-2D	Engage the audience with appropriate words and phrasing, facial expressions, gestures, volume, and pace.

Grammar and Usage

4LAGRAM-1	The student will recognize types and functions of nouns.
4LAGRAM-1A	Identify and use nouns as subjects.
4LAGRAM-1B	Identify and use nouns as objects.
4LAGRAM-1C	Identify singular, plural, and possessive nouns.
4LAGRAM-1D	Distinguish between proper and common nouns.

4LAGRAM-2	The student will recognize types and functions of pronouns.
4LAGRAM-2A	Identify singular and plural pronouns.
4LAGRAM-2B	Distinguish between subject, object pronouns, and possessives.
4LAGRAM-2C	Identify the antecedent/reference of a pronoun.
4LAGRAM-3	The student will recognize types and functions of verbs.
4LAGRAM-3A	Identify action, linking, and helping/auxiliary verbs.
4LAGRAM-3B	Use past, present, and future tense.
4LAGRAM-3C	Use regular and irregular verbs.
4LAGRAM-3D	Use correct subject-verb agreement.
4LAGRAM-4	The student will recognize types and functions of modifiers.
4LAGRAM-4A	Identify and use adjectives (proper, descriptive, articles).
4LAGRAM-4B	Identify and use adverbs (time, place, and manner).
4LAGRAM-4C	Identify and use positive, comparative and superlative adjectives and adverbs.
4LAGRAM-4D	Recognize a double negative.
4LAGRAM-5	The student will recognize prepositional phrases and their parts.
4LAGRAM-5A	Identify prepositions.
4LAGRAM-5B	Identify prepositional phrases.
4LAGRAM-5C	Identify the object of the preposition.
4LAGRAM-6	The student will recognize types and functions of connectors.
4LAGRAM-6A	Identify and use conjunctions.
4LAGRAM-7	The student will recognize types and structures of sentences.
4LAGRAM-7A	Identify complete, simple, and compound subjects and predicates.
4LAGRAM-7B	Identify types of sentences (declarative/statement, interrogative/question, imperative/command, and exclamatory).
4LAGRAM-7C	Identify and use simple and compound sentences.
4LAGRAM-8	The student will capitalize correctly.
4LAGRAM-8A	Use capital letters for proper nouns.
4LAGRAM-8B	Use capital letters for titles of works (e.g. books, stories, movies, magazines).
4LAGRAM-8C	Use capital letters for titles of people (e.g. President Lincoln).
4LAGRAM-8D	Capitalize the appropriate parts of a letter (greeting and closing).
4LAGRAM-8E	Use capital letters when writing initials and abbreviated titles.
4LAGRAM-8F	Use a capital letter for the first word of a direct quotation.
4LAGRAM-9	The student will use appropriate punctuation.
4LAGRAM-9A	Use end punctuation (period, quotation mark, exclamation).
4LAGRAM-9B	Use period after initials and abbreviations.
4LAGRAM-9C	Use apostrophes in contractions and possessives.
4LAGRAM-9D	Use underlining and quotation marks to identify titles of works.
4LAGRAM-9E	Use quotation marks in dialogue.
4LAGRAM-9F	Use commas in dialogue, series, direct address, compound sentences, dates, and to separate city and state.
4LAGRAM-9G	Use correct punctuation in a friendly letter.
4LAGRAM-10	The student will develop spelling strategies and skills.
4LAGRAM-10A	Correctly spell basic sight words and frequently used words.
4LAGRAM-10B	Identify and correctly spell homophones.
4LAGRAM-10C	Correctly spell roots, inflections, suffixes, prefixes, and syllable constructions.

4LAGRAM-10D	Correctly spell abbreviations.
4LAGRAM-10E	Alphabetize correctly.
4LAGRAM-10F	Apply phonics/spelling words to daily writing.

Writing

4LAWRIT-1	The student will develop handwriting skills.
4LAWRIT-1A	Correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.
4LAWRIT-2	The student will develop writing skills.
4LAWRIT-2A	Write complete sentences.
4LAWRIT-2B	Write a variety of sentence types (e.g. declarative, interrogative).
4LAWRIT-2C	Use prewriting strategies (brainstorming, graphic organizers, free writing) to generate topics.
4LAWRIT-2D	Develop drafts by categorizing ideas and organizing them into paragraphs.
4LAWRIT-2E	Edit and revise drafts.
4LAWRIT-2F	Compose final drafts applying standard usage, mechanics and spelling, and varied sentence structure.
4LAWRIT-2G	Develop various types of writing (paragraphs, stories, friendly letters).
4LAWRIT-2H	Compose multiple-paragraph compositions that contain a beginning, middle, and end.

Information and Research

4LAINFO-1	The student will identify and use sources of different types of information.
4LAINFO-1A	Identify and use the parts of a book and the information it includes (e.g. glossary, table of contents, index).
4LAINFO-1B	Recognize and use dictionary skills (e.g. guide words, word meaning, pronunciation guide, syllabication, and alphabetical order).
4LAINFO-1C	Use graphic sources to interpret and organize information (e.g. tables, graphs, maps, diagrams, timelines, and webs).
4LAINFO-1D	Use a library and its informational sources (digital and print).
4LAINFO-2	The student will gather information from a variety of sources.
4LAINFO-2A	Take notes to paraphrase or summarize information.
4LAINFO-2B	Compile researched information into a written report, summary, or presentation.

MATHEMATICS

FOURTH GRADE

Number Sense and Operations

4MATHMA-1	The student will understand operations, numbers, relationships among numbers, and terminology.
4MATHMA-1A	Use appropriate mathematical vocabulary (e.g. quotient, difference, sum, factor, product, dividend, divisor, etc.).
4MATHMA-1B	Round and estimate whole numbers.
4MATHMA-1C	Read, write and compare numbers from hundredths through hundred millions place using standard, written and expanded notation.
4MATHMA-1D	Compare fractions with like and unlike denominators.
4MATHMA-1E	Order fractions with like and unlike denominators.
4MATHMA-1F	Recognize equivalent fractions.
4MATHMA-1G	Order and compare decimals to the hundredths.
4MATHMA-1H	Recognize negative numbers (e.g. on a number line, in counting, in temperatures).
4MATHMA-1I	Identify on a number line the relative position of positive and negative whole numbers.
4MATHMA-1J	Identify prime numbers through 100.
4MATHMA-1K	Round and estimate whole numbers to millions place.
4MATHMA-1L	Recognize and apply the commutative and distributive properties.
4MATHMA-1M	Recognize the inverse nature of operations through fact families.
4MATHMA-1N	Apply multiplication and division facts through the 12s.
4MATHMA-1O	Find products of single and multi-digit factors.
4MATHMA-1P	Find the quotient of multi-digit dividends by single digit divisors with and without remainders (using traditional long division).
4MATHMA-1Q	Recognize the process of division of double-digit divisors.
4MATHMA-1R	Add and subtract with fractions and decimals.
4MATHMA-1S	Identify the appropriate order of operations in multi-step problems.

Expressions and Equations

4MATHMA-2	The student will represent and analyze mathematical situations and structures using expressions and equations.
4MATHMA-2A	Recognize, create, identify and extend patterns using a variety of models (e.g. lists, number lines, symbols and tables).
4MATHMA-2B	Use nonnumeric symbols to represent quantities in expressions or equations to determine solutions.
4MATHMA-2C	Solve numeric equations involving inequalities.
4MATHMA-2D	Use parentheses when writing expressions containing more than two terms and different operations.

Geometry

4MATHMA-3	The student will explore basics of geometric thinking.
4MATHMA-3A	Identify points, lines, line segments, and angles (acute, right, and obtuse).
4MATHMA-3B	Identify intersecting, parallel, and perpendicular lines, and line segments and their midpoints.
4MATHMA-3C	Differentiate between congruent and non-congruent shapes.
4MATHMA-3D	Identify congruence of plane figures after geometric transformations such as rotations (turns), reflections (flips), and translations (slides).
4MATHMA-3E	Describe line and rotational symmetry.

Measurement

4MATHMA-4	The student will explore the basics of measurement.
4MATHMA-4A	Recognize approximate equivalent measurement within the U.S. Customary system (e.g. ounces and pounds, feet and yards).
4MATHMA-4B	Find equivalent measurement within the metric system (e.g. grams and kilograms, centimeters and meters).
4MATHMA-4C	Solve problems with elapsed time.
4MATHMA-4D	Measure the perimeter of rectangles and triangles.
4MATHMA-4E	Measure the area of rectangles.

Data Analysis and Probability

4MATHMA-5	The student will use appropriate statistical methods to interpret data.
4MATHMA-5A	Identify, locate and plot pairs of whole numbers on a graph or on a first quadrant of a coordinate system.
4MATHMA-5B	Display data in a variety of ways (circle graphs, line graphs, pictographs, and bar graphs).
4MATHMA-5C	Find mode, mean, and median from a set of data.
4MATHMA-5D	Investigate probability by experimenting with devices that generate random outcomes (e.g. coins, number cubes, spinners).
4MATHMA-5E	Predict outcomes of experimental probability situations both verbally and numerically (e.g. 1 out of 2, $\frac{1}{2}$).

SCIENCE

FOURTH GRADE

Overview

Students in the fourth grade discover that plants and animals rely on each other, as well as their environment, in order to meet their basic needs. The goal is to provide students with many opportunities to explore the interaction of plants and animals with their environment so they can develop concepts of ecosystems. Students will explore Earth's basic structure in relationship to changes on the Earth's surface. They will investigate how electricity and magnetism can be combined with simple machines to impact everyday life. The science program should continue to be experiential as skill levels develop.

Nature of Science: 3-5th grade

4NATSCI	Science Skills 1: The student will understand the nature of scientific knowledge associated with practices.
4NATSCI-1	Scientific Investigations
4NATSCI-1A	Science methods are determined by questions and observations.
4NATSCI-1B	Science investigations use a variety of methods, tools, and techniques.
4NATSCI-1C	Science findings are based on recognizing patterns.
4NATSCI-1D	Scientists use tools and technologies to make accurate measurements and observations.
4NATSCI-2	Scientific Revision
4NATSCI-2A	Science explanations can change based on new evidence.
4NATSCI-3	Science Models, Laws, Mechanisms, and Theories
4NATSCI-3A	Science theories are based on a body of evidence and many tests.
4NATSCI-3B	Science explanations describe the reasons for the occurrence of natural phenomena.
4NATSCI	Science Skills 2: The student will understand the nature of scientific knowledge associated with crosscutting concepts.
4NATSCI-4	Scientific Knowledge Assumes an Order and Consistency in Natural Systems
4NATSCI-4A	Science assumes consistent patterns in natural systems.
4NATSCI-4B	Basic laws of nature are universal.
4NATSCI-4C	Science findings are limited to what can be answered with empirical evidence.

4NATSCI-5	Science is a Human Endeavor
4NATSCI-5A	Science is both a body of knowledge and processes that add new knowledge and affects everyday life.
4NATSCI-5B	Men and women from all cultures and backgrounds choose careers as scientists and engineers.
4NATSCI-5C	Most scientists and engineers work in teams.
4NATSCI-5D	Creativity and imagination are important to science.

*Based on **The Next Generation Science Standards**

Reading Standards for Informational Text: 4th Grade

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

4SCILIT-1	Key Ideas and Details
4SCILIT-1A	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4SCILIT-1B	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4SCILIT-1C	Explain events, procedures, ideas, or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the text.
4SCILIT-2	Craft and Structure
4SCILIT-2A	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.
4SCILIT-2B	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
4SCILIT-2C	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
4SCILIT-3	Integration of Knowledge and Ideas
4SCILIT-3A	Interpret information presented visually, orally, or quantitatively (e.g. in charts graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
4SCILIT-3B	Explain how an author uses reasons and evidence to support particular points in a text.
4SCILIT-3C	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

4SCILIT-4	Range of Reading Level of Text Complexity
4SCILIT-4A	Read and comprehend informational texts independently and proficiently.

Science Processes and Inquiry

4SCIENC-1	The student will engage in investigations that lead to the discovery of science concepts.
4SCIENC-1A	Recognize potential hazards and practice safety procedures in all science investigations.
4SCIENC-1B	Observe and measure objects, organisms, and/or events using the International System of Units (SI/metric).
4SCIENC-1C	Use a variety of measurement tools and technology.
4SCIENC-1D	Compare and/or contrast characteristics in a given set of objects, organisms, or events.
4SCIENC-1E	Classify a set of objects, organisms, and/or events using observable properties.
4SCIENC-1F	Arrange objects, organisms and/or events in serial order.
4SCIENC-1G	Develop and use models to describe a scientific principle.
4SCIENC-1H	Create hypotheses based on observations or inferences.
4SCIENC-1I	Design and conduct scientific investigations.
4SCIENC-1J	Organize data using tables, line, bar, trend and/or simple circle graphs.
4SCIENC-1K	Interpret data tables, line, bar, trend, and/or simple circle graphs.
4SCIENC-1L	Evaluate the validity of scientific investigations.
4SCIENC-1M	Communicate and compare the results of scientific investigations.

Physical Science

4PHYSCI-1	Light -- The student will discover that light has a source and travels in a direction.
4PHYSCI-1A	Determine that objects are seen when light traveling/reflected from the object enters the eye.
4PHYSCI-1B	Analyze the reflection of light.
4PHYSCI-1C	Explore prisms and the color spectrum.
4PHYSCI -2	Sound -- The student will determine that sound is produced by vibrating objects.
4PHYSCI -2A	Explore how sound travels in waves through solids, liquids and gases.
4PHYSCI -2B	Identify different qualities of sound (e.g. pitch, volume).
4PHYSCI -3	Force and Motion -- The student will explore the effect of force on the motion of objects.
4PHYSCI -3A	Apply the basic knowledge of simple machines to create work.
4PHYSCI -3B	Describe the effect of gravitational force on objects.
4PHYSCI-3C	Identify the effects of velocity, speed and acceleration on the movement of an object.

4PHYSICI-4	Energy – The student will investigate changes in energy.
4PHYSICI-4A	Recognize that energy can be transferred from place to place by sound, light, heat, and electric currents.
4PHYSICI-4B	Define kinetic and potential energy.
4PHYSICI-4C	Analyze the interaction and transformation of the forms of energy.
4PHYSICI-4D	Determine that sources of stored energy take many forms, such as food, fuel, and batteries.
4PHYSICI-5	Waves --The student will understand that waves have measureable properties.
4PHYSICI-5A	Understand that waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks).
4PHYSICI-5B	Describe patterns in terms of amplitude and wavelength and to show that waves can cause objects to move.

Life Science

4LIFSCI-1	Plants/Animals – The student will analyze the interdependence of plants and animals.
4LIFSCI-1A	Determine that plants and animals have structures that serve different functions in growth, survival, behavior, and reproduction in different habitats.
4LIFSCI-1B	Explain how living and non-living organisms sense and respond to stimuli in an environment for survival purposes.
4LIFSCI-1C	Classify living organisms.
4LIFSCI-1D	Compare and contrast invertebrates and vertebrates.

Earth Science

4EARSCI-1	Earth's Surface – The student will explore how waves, wind, water, and ice shape and reshape the Earth's land surface.
4EARSCI-1A	Investigate and describe how the Earth's surface is constantly changing.
4EARSCI-1B	Determine that some changes in the Earth are due to slow processes, such as erosion, while some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.
4EARSCI-1C	Determine that natural processes cause weathering and erosion.
4EARSCI-1D	Recognize that the presence and location of certain fossil types indicate the order in which rock layers were formed.
4EARSCI-1E	Use appropriate maps to help locate the different land and water features on the Earth.
4EARSCI-1F	Describe how energy and fuels are derived from renewable and non-renewable resources and how their uses affect the environment. (CST # 5, 7)

UNITED STATES STUDIES

Regional Geography and History (RGH)

FOURTH GRADE

Overview

In Grade 4, students will examine the physical, cultural, political, economic, and the historic development of the United States including early European contact with Native Americans. Students will use geographic tools to analyze the influence of the environment on the growth and development of all major regions of the United States. Catholic Social Teachings will be incorporated throughout.

The Social Studies Process and Literacy Skills (PALS) are to be integrated throughout the Grade 4 content standards and methods of instructional delivery.

Process and Literacy Skills

	Process and Literacy Skills Standard 1: The student will develop and demonstrate informational text reading literacy skills.
4SOCLIT-1	Key Ideas and Details
4SOCLIT-1A	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4SOCLIT-1B	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4SOCLIT-1C	Explain events, ideas, or historic and geographic concepts based on specific information in the text.
4SOCLIT-2	Craft and Structure
4SOCLIT-2A	Determine the meaning of social studies-specific words or phrases in a text relevant to United States geography and history.
4SOCLIT-2B	Describe the overall structure (e.g., comparison, cause/effect, geographic/historic problem/solution) of events, ideas, concepts, or information in a text.
4SOCLIT-2C	Compare and contrast a firsthand (primary source) and secondhand account (secondary source) of the same event or topic.
4SOCLIT-3	Integration of Knowledge and Ideas
4SOCLIT-3A	Interpret qualitative and quantitative information and explain how the information contributes to an understanding of the text.
	Skills Standard 2: The student will develop and demonstrate writing literacy skills.
4SOCLIT-4	Text Types and Purposes
4SOCLIT-4A	Write opinion pieces on United States Regional and History topics or texts, supporting a point of view with reasons and information.
4SOCLIT-4B	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
4SOCLIT-4C	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
4SOCLIT-5	Production and Distribution of Writing
4SOCLIT-5A	Produce clear and coherent writing which the development and organization are appropriate to task, purpose, and audience.

4SOCLIT-5B	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.
4SOCLIT-5C	Conduct short research projects that build knowledge through investigation of different aspects of United States regional Geography and History.
4SOCLIT-5D	Recall and gather relevant information from experiences or print and digital sources; take notes and categorize information, and provide a list of sources.
4SOCLIT-5E	Draw evidence from literary or informational Social Studies texts to support analysis, reflection, and research.
	Process and Literacy Skills Standard 3: The student will develop and demonstrate speaking and listening skills.
4SOCLIT-6	Comprehension and Collaboration
4SOCLIT-6A	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on Grade 4 United States Regional Geography and History topics and texts, building on others’ ideas and expressing their own clearly.
4SOCLIT-6B	Paraphrase proportions of a Social Studies text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
4SOCLIT-6C	Identify the reasons and evidence a speaker provides to support particular points regarding a social studies topic.
4SOCLIT-7	Presentation of Knowledge and Ideas
4SOCLIT-7A	Report on a Social Studies topic or text, tell a Social Studies related story in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; and speak clearly at an understandable pace.
4SOCLIT-7B	Add audio recordings and visual displays (Power Points) to Social Studies presentations when appropriate to enhance the development of main ideas or themes.

Content Skills

4SOCSTU-1	Regional Geography and History 1: The student will analyze the physical, cultural, political, economic, and the historic features and places of the regions of the United States.
4SOCSTU-1A	RGH 1. The student will identify and locate both relative and absolute location (latitude and longitude), the physical features of the regions of the United States including bodies of water, major rivers and drainage systems, mountain ranges, and unique, natural geographic features.
	Locate landforms and bodies of water on a map of North America:
4SOCSTU-1B	<ul style="list-style-type: none"> Northeast (Atlantic Ocean, the Great Lakes, Chesapeake Bay, Appalachians, Hudson River)
4SOCSTU-1C	<ul style="list-style-type: none"> Southeast (Atlantic Ocean, Gulf of Mexico, Appalachians)
4SOCSTU-1D	<ul style="list-style-type: none"> Midwest (The Great Lakes, The Great Plains)
4SOCSTU-1E	<ul style="list-style-type: none"> Southwest (The Rocky Mountains, The Sonoran Desert, The Grand Canyon)
4SOCSTU-1F	<ul style="list-style-type: none"> West (The Great Lakes, The Great Salt Lake, Mount McKinley, The Continental Divide, and The Rocky, Sierra Nevada, and Cascade Mountain Ranges)
4SOCSTU-1G	Identify the major river drainage systems including the Mississippi, Ohio, Missouri, Arkansas, Colorado, Columbia, and Rio Grande Rivers. (CST 7)

	Identify, locate, and describe unique, natural geographic features of the United States including:
4SOCSTU-1H	<ul style="list-style-type: none"> Northeast (Niagara Falls)
4SOCSTU-1I	<ul style="list-style-type: none"> Southeast (Everglades)
4SOCSTU-1J	<ul style="list-style-type: none"> Midwest (The Badlands)
4SOCSTU-1K	<ul style="list-style-type: none"> Southwest (The Painted Desert, Petrified Forest)
4SOCSTU-1L	<ul style="list-style-type: none"> West (Death Valley, The Great Basin, The Mojave Desert, The Redwood Forest, and Yellowstone, Grand Teton, Yosemite, Hawaii Volcanoes National Parks)
4SOCSTU-1M	Locate the current boundaries of the United States including Alaska and Hawaii.
4SOCSTU-1N	Identify the states, state capitals, and major cities in each region.
	Identify the historic significance of major national monuments, historic sites, and landmarks: (CST 1-7)
4SOCSTU-1O	<ul style="list-style-type: none"> Northeast (Jefferson, Lincoln, Washington Monuments, The White House, The United States Capitol, US Supreme Court, Ellis Island, The Statue of Liberty, 9/11 Memorial, Independence Hall)
4SOCSTU-1P	<ul style="list-style-type: none"> Southeast (Mount Vernon, Monticello, Colonial Williamsburg, Jamestown, Dr. Martin Luther King Jr. National Historic Sites)
4SOCSTU-1Q	<ul style="list-style-type: none"> Midwest (The Gateway Arch, Mount Rushmore, Little Bighorn)
4SOCSTU-1R	<ul style="list-style-type: none"> Southwest (OK City National Memorial)
4SOCSTU-1S	<ul style="list-style-type: none"> West (The Golden Gate Bridge, Pearl Harbor)
4SOCSTU-1T	Compare and contrast the regional vegetation, climate, and use of natural resources. (CST 7)
4SOCSTU-1U	Analyze natural resources and how they impacted the economy of each region including fishing, farming, ranching, mining, manufacturing, tourism, oil and gas, and their connections to global trade. (CST 3, 5, 7)
4SOCSTU-1V	Summarize how people interact with their environment to resolve geographic challenges including housing, industry, transportation, communication, bridges, dams, tunnels, canals, freshwater supply, irrigation systems, and landfills. (CST 3, 4, 5, 7)
4SOCSTU-2	Regional Geography and History 2. The student will examine Native American groups and European explorations and settlements impacting the development of the major regions of the United States.
	Identify the major Native American groups and their ways of life in each region: (CST 1-7)
4SOCSTU-2A	<ul style="list-style-type: none"> traditional housing and economic activities
4SOCSTU-2B	<ul style="list-style-type: none"> customs and storytelling
4SOCSTU-2C	<ul style="list-style-type: none"> viewpoints on land usage and ownership
4SOCSTU-2D	<ul style="list-style-type: none"> their contributions to American culture and history
4SOCSTU-2E	Examine and summarize the reasons (e.g. Protestant Reformation, Counter Reformation, Spanish Reconquista) for the key expeditions of Spain, France, and England, and their impact on the development of each region. (CST 1, 3, 6)
4SOCSTU-2F	Describe the motivations, obstacles, accomplishments, and sponsors of the following explorers: (CST 1, 3, 4, 6)
4SOCSTU-2G	<ul style="list-style-type: none"> Columbus
4SOCSTU-2H	<ul style="list-style-type: none"> Ponce de Leon

4SOCSTU-2I	<ul style="list-style-type: none"> • DeSoto
4SOCSTU-2J	<ul style="list-style-type: none"> • Coronado
4SOCSTU-2K	<ul style="list-style-type: none"> • Marquette and Jolliet
4SOCSTU-2L	<ul style="list-style-type: none"> • LaSalle
4SOCSTU-2M	<ul style="list-style-type: none"> • Cabot
4SOCSTU-2N	<ul style="list-style-type: none"> • Hudson
4SOCSTU-2O	<ul style="list-style-type: none"> • Drake
4SOCSTU-2P	<ul style="list-style-type: none"> • Raleigh
4SOCSTU-2Q	Summarize how France, Spain, England, Russia, and the Netherlands culturally influenced different regions of the United States in which they settled including regional place names, architectural features, customs, and language. (CST 1, 2)
4SOCSTU-2R	Identify and evaluate instances of both cooperation and conflict between Native American groups and European settlers arising from the Columbian Exchange: (CST 1-7)
4SOCSTU-2S	<ul style="list-style-type: none"> • agriculture
4SOCSTU-2T	<ul style="list-style-type: none"> • trade
4SOCSTU-2U	<ul style="list-style-type: none"> • cultural exchange
4SOCSTU-2V	<ul style="list-style-type: none"> • military alliances
4SOCSTU-2W	<ul style="list-style-type: none"> • wars
4SOCSTU-2X	<ul style="list-style-type: none"> • treaties
4SOCSTU-2Y	<ul style="list-style-type: none"> • control of territory
4SOCSTU-2Z	Describe the role of broken treaties and the factors that led to the Indians' defeat, for example, The Trail of Tears. (CST 1, 4, 6)
	Explain the role of significant leaders of the time: (CST 2, 3)
4SOCSTU-2AA	<ul style="list-style-type: none"> • John Marshall
4SOCSTU-2BB	<ul style="list-style-type: none"> • Andrew Jackson
4SOCSTU-2CC	<ul style="list-style-type: none"> • Chief Tecumseh
4SOCSTU-2DD	<ul style="list-style-type: none"> • Sequoyah
4SOCSTU-2EE	<ul style="list-style-type: none"> • John White (Roanoke Island)
	Describe the diverse but unified nature of the American people by identifying the distinctive contributions to American culture:
4SOCSTU-2FF	<ul style="list-style-type: none"> • Native Americans
4SOCSTU-2GG	<ul style="list-style-type: none"> • African Americans
4SOCSTU-2HH	<ul style="list-style-type: none"> • major European groups
4SOCSTU-2II	<ul style="list-style-type: none"> • major Spanish speaking groups
4SOCSTU-2JJ	<ul style="list-style-type: none"> • Asian Americans
4SOCSTU-3	Regional Geography and History 3. The students will examine how government meets the needs of American citizens. (CST 1-7)
	Describe the structure and purpose of the following governments:
4SOCSTU-3A	<ul style="list-style-type: none"> • local
4SOCSTU-3B	<ul style="list-style-type: none"> • state
4SOCSTU-3C	<ul style="list-style-type: none"> • tribal
4SOCSTU-3D	<ul style="list-style-type: none"> • national
4SOCSTU-3E	Commemorate Celebrate Freedom Week (Week of Veterans' Day) by recognizing the sacrifices and contributions to American freedom.

TECHNOLOGY

FOURTH GRADE

Overview

The third, fourth, and fifth grade student will improve speed and accuracy in keyboarding skills and basic operations. The student will practice responsible use of technology systems, information, and software. The student will learn how to access content on the Internet for curriculum based projects and begin to evaluate the content for appropriateness and usefulness.

Students will become more proficient in the use of a variety of applications that will enable them to express themselves creatively. Students will begin to use the Internet more independently to conduct searches required for completing assignments. Activities using information drawn from the Internet will lend structure to classroom projects while encouraging critical thinking allowing the pursuit of individual student interests. Students will also learn more information about the legal and ethical use of information as well as the validity and value of information found on the Internet. The student will come to a deeper understanding of the Catholic Social Teachings through the use of technology.

Basic Operations and Concepts

4TECHNO-1	The student will demonstrate knowledge and skills in the use of technology.
4TECHNO-1A	Demonstrate correct keyboarding posture and finger placement for the home row keys and other keys as needed (e.g. Enter/Return, space bar, ESC, Shift, Delete, Control, arrow keys).
4TECHNO-1B	Recognize the basics of connectivity.
4TECHNO-1C	Use appropriate computer terminology. Expand technology vocabulary.
4TECHNO-1D	Begin to recognize problems and troubleshooting strategies (printing problems, frozen computer, common error messages, rebooting).
4TECHNO-1E	Demonstrate proper care and use of technology equipment.
4TECHNO-1F	Open and save files to an appropriate location.

Ethical, Legal, and Social Media

4TECHNO-2	The student will recognize and use responsible, ethical, and safe behaviors when using technology.
4TECHNO-2A	Discuss the ownership and privacy rights of computer-created work.
4TECHNO-2B	Recognize that copyright laws protect the creative works of individuals/groups/companies.
4TECHNO-2C	Recognize the existence of a digital footprint.
4TECHNO-2D	Discuss Catholic Social Teachings in relation to existing and emerging technologies.

Technology as a Tool for Productivity

4TECHNO-3	The student will use word processing as a tool for writing.
4TECHNO-3A	Review and use basic word processing features and terminology.
4TECHNO-3B	Produce documents with graphics.
4TECHNO-3C	Create and format a document.
4TECHNO-3D	Write, proofread, edit, and/or revise documents.
4TECHNO-3E	Open, save, and print documents.
4TECHNO-4	The student will use technology to produce projects and promote creativity.
4TECHNO-4A	Create a graphic document (e.g. poster, greeting card, sign, invitation).
4TECHNO-4B	Organize and arrange information for a multimedia presentation.
4TECHNO-5	The student will use spreadsheets to process data and report results.
4TECHNO-5A	Recognize spreadsheets as a tool to organize, calculate, and graph information.
4TECHNO-5B	Create simple graphs.

Technology as a Tool for Communication

4TECHNO-6	The student will understand that technology is used as a communication tool.
4TECHNO-6A	Recognize ways technology is used to transfer information.

Technology as a Tool for Research

4TECHNO-7	The student will utilize the Internet as a research tool.
4TECHNO-7A	Understand Internet terminology.
4TECHNO-7B	Follow guidelines for acceptable use of the Internet.
4TECHNO-7C	Access sites using bookmarks, URLs, and search engines.

Additional Instructional Opportunities

4TECHNO-8	Additional Instructional Opportunities
4TECHNO-8A	Discuss the use of computers in a variety of situations.
4TECHNO-8B	Use applications for drill and practice.
4TECHNO-8C	Use simulation programs.
4TECHNO-8D	Use applications that promote creative thinking and problem solving strategies.
4TECHNO-8E	Explore the concepts of coding.

VISUAL ART

FOURTH GRADE

Overview

Fourth Grade students will describe and use the elements and principles of design as a way to communicate through art. An appreciation for art from a Catholic, historical, and cultural perspective will be cultivated. The visual arts will provide opportunities for self-expression and creative thinking. Students will demonstrate respect for their own artwork and the artwork of others.

Language of Visual Art

4VISART-1	The student will identify and communicate using a variety of visual art terms.
4VISART-1A	Describe, understand, and use the elements of art including: line, color, form, shape, texture, value, and space in works of art.
4VISART-1B	Describe and apply knowledge of the principles of design including: rhythm, balance, contrast, movement, variety, emphasis, unity, and repetition in works of art.
4VISART-1C	Infer meaning from and discuss student observations of visual and expressive features seen in the environment (e.g. elements and principles).
4VISART-1D	Know how works of art are made with respect to the materials, media, techniques, and sources of ideas.

Visual Art History and Culture

4VISART-2	The student will recognize the development of visual art from a historical and cultural perspective.
4VISART-2A	Discover and appraise the art of the Catholic Church and its symbolism.
4VISART-2B	Identify art from various historical periods in terms of artistic style, theme, and subject matter.
4VISART-2C	Recognize and describe the cultural and ethnic traditions which have influenced the visual arts (e.g. American, Native American, African American, Asian, Australian, European, and Hispanic traditions).
4VISART-2D	Identify how the visual arts are used in business and industry including: advertising, television, and film.

Visual Art Expression

4VISART-3	The student will consider, select, and apply a variety of ideas and subject matter in creating original works of art.
4VISART-3A	Recognize that creating art is a prayerful expression of their relationship with God.
4VISART-3B	Create original visual art using a variety of art tools, media, techniques, and processes in various art disciplines (e.g. ceramics, drawing, fiber arts, painting, printmaking, media arts, and sculpture).

4VISART-3C	Use observation, memory, and imagination in creating original works of visual art.
4VISART-3D	Demonstrate developing skills of composition using the elements of art and principles of design.
4VISART-3E	Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Visual Art Appreciation

4VISART-4	The student will appreciate and utilize art to make interdisciplinary connections and informed aesthetic decisions.
4VISART-4A	Demonstrate appropriate behavior while viewing art and/or attending a visual art exhibition in a museum or art gallery.
4VISART-4B	Demonstrate respect for personal artwork and the artwork of others.
4VISART-4C	Demonstrate thoughtfulness and care in completion of artworks.
4VISART-4D	Make learning connections between visual art and other disciplines, such as mathematics, science, English language arts, social studies, and media` arts.
4VISART-4E	Critique artwork based on teacher-established criteria.

Additional Instructional Opportunities

4VISART-5	Additional Instructional Opportunities
4VISART-5A	Identify how the visual arts are used by artists and designers in today's world, including media arts, and the popular media of advertising, television, and film (e.g. illustrator, fashion designer, sculptor, display designer, painter, graphic designer, animator, and photographer).

GENERAL MUSIC

FOURTH GRADE

Overview

Fourth Grade students identify and explore the instruments of the orchestra and voice classification (soprano, alto, tenor, bass). They sing appropriate liturgical music and a variety of folk, ethnic, classical, and contemporary compositions. Reading music and basic notation on the treble clef are introduced. Students at this level begin to explore improvisation through singing and/or playing instruments.

Language of Music

4MUSIC4-1	The student will read, notate, and interpret music.
4MUSIC4-1A	Use correct terminology to discuss the elements of melody (steps, wide and narrow leaps, octave leap, repeated tones, melodic patterns, melodic contour, and same, different, and similar phrases).
4MUSIC4-1B	Use correct terminology to discuss the elements of rhythm (strong and weak beats, steady beat, offbeat, and meter in 2, 3, 4, and dotted rhythms).
4MUSIC4-1C	Use correct terminology to discuss the elements of harmony (chordal harmony, chord changes, ostinato patterns, countermelody, and rounds).
4MUSIC4-1D	Use correct terminology to discuss the elements of form (introduction, coda, repetition/contrast, solo/chorus, AB, ABA, rondo, and D.C. al fine).
4MUSIC4-1E	Use correct terminology to discuss the elements of tone color (sound quality of individual and group performances by voice or instrument).
4MUSIC4-1F	Use correct terminology to discuss the elements of pitch (high and low).
4MUSIC4-1G	Use correct terminology to discuss the elements of tempo (allegro, moderato, andante, and largo).
4MUSIC4-1H	Use correct terminology to discuss the elements of dynamics (forte, piano, mezzo forte, mezzo piano, and crescendo/decrescendo).
4MUSIC4-2	The student will identify basic notation.
4MUSIC4-2A	Read and count quarter note, quarter rest, paired eighth notes, half note, half rest, whole note, whole rest, dotted half note, tied notes, and 2/4, 3/4, and 4/4).
4MUSIC4-2B	Recognize melodic patterns (sol, mi, la, do, re, high do, low la, low sol, or 5, 3, 6, 1, 2, 8, low 6, and low 5).
4MUSIC4-2C	Read music using treble clef, lines, and spaces.
4MUSIC4-3	The student will identify ensembles, instruments, and voice ranges visually and aurally.
4MUSIC4-3A	Identify visually and aurally instrumental ensembles (marching band, orchestra, and jazz band).
4MUSIC4-3B	Identify visually and aurally families and orchestral instruments (strings, woodwinds, brass, and percussion).
4MUSIC4-3C	Explore classification of voice ranges (soprano, alto, tenor, and bass) aurally.

4MUSIC4-4	The student will notate rhythm patterns.
4MUSIC4-4A	Identify rhythm patterns presented aurally.

Music History and Culture

4MUSIC4-5	The student will recognize the development of music from a historical and cultural perspective.
4MUSIC4-5A	Recognize and sing appropriate liturgical music (seasons).
4MUSIC4-5B	Sing or play a variety of folk, ethnic, classical, and contemporary musical compositions.
4MUSIC4-5C	Listen to and explore music and instruments from a variety of styles, periods, and cultures.
4MUSIC4-5D	Identify and describe the various roles music and musicians have in musical settings and cultures.
4MUSIC4-5E	Research the life of a major composer and identify his/her music.
4MUSIC4-5F	Recognize and practice appropriate audience and/or performer behavior while demonstrating respect for the context and style of music performed.

Musical Expression

4MUSIC4-6	The student will present an existing work formally or informally with appropriate expressive and technical skills.
4MUSIC4-6A	Participate in music through singing (e.g. echo singing, rounds, and partner songs) and/or playing instruments (e.g. body percussion and melodic ostinati).
4MUSIC4-6B	Match pitches, sing in tune (C-scale range), and use appropriate tone and expression.
4MUSIC4-6C	Play simple and syncopated rhythmic patterns on classroom percussion instruments to accompany songs and rhythm activities.
4MUSIC4-6D	Play simple melodies by rote on instruments, such as bells or xylophones.
4MUSIC4-6E	Experiment with variations in and demonstrate understanding of tempo, timbre or tone color, dynamics, and phrasing for expressive purposes.
4MUSIC4-6F	Perform solos and in groups with expression and technical accuracy.

Music Appreciation

4MUSIC4-8	The student will use musical criteria to create and evaluate musical works.
4MUSIC4-8A	Answer unfinished short melodic patterns using voice or classroom instruments (improvisation).
4MUSIC4-8B	Explore improvisation through singing and/or playing instruments.
4MUSIC4-8C	Critique musical works and performances based on teacher-established criteria.
4MUSIC4-8D	Recognize basic features of familiar and unfamiliar songs.
4MUSIC4-8E	Use appropriate terms to explain musical works and styles.

Additional Instructional

4MUSIC4-9	Additional Instructional Opportunities
4MUSIC4-9A	Experience folk dancing.

PHYSICAL EDUCATION

FOURTH GRADE

Overview

Fourth grade students demonstrate growth in more complex muscle movements. There will be a focus on lifetime individual and team activities. Students will demonstrate Christ-like behavior through positive peer influence and fair play. Safety guidelines will be implemented related to specific activities. Students will explore physical fitness components and performance enhancement skills.

Motor Skills

4PHYSED-1	The student will demonstrate growth in coordinated locomotor and non-locomotor activities.
4PHYSED-1A	Demonstrate movement patterns which combine unilateral, bilateral, and oppositional movements to accomplish a specific goal.
4PHYSED-1B	Use basic offensive and defensive concepts in modified versions of individual and team games.
4PHYSED-1C	Identify specific equipment needed for a variety of activities.

Responsible Behaviors

4PHYSED-2	The student will develop responsible personal and social behavior. (CST 1A, 1B, 3B)
4PHYSED-2A	Apply safety guidelines related to a specific activity.
4PHYSED-2B	Demonstrate the appropriate use and care of equipment.
4PHYSED-2C	Demonstrate Christ-like behavior through cooperation and fair play in following the rules of games and activities (CST 1A, 1B, 2B, 3B, 6B)
4PHYSED-2D	Motivate and encourage others to participate in activities. (CST 1A, 1B, 2C)

Health and Fitness

4PHYSED-3	The student will participate in health and fitness activities.
4PHYSED-3A	Engage in lead up skills to prepare for lifetime activities and games.
4PHYSED-3B	Monitor fitness components (muscular strength, muscular endurance, flexibility, body composition, cardiovascular endurance).
4PHYSED-3C	Understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. (CST 2B)
4PHYSED-3D	Engage in performance enhancing skills (agility, balance, speed, power, coordination, reaction time).

WORLD LANGUAGES

KINDERGARTEN THROUGH FOURTH

Overview

The World Languages curriculum focuses on these areas: Catholicity, Communication, Cultural Practices, Connections, Comparisons, and Communities. Although each Diocesan school has a different configuration regarding World Languages scheduling, all students will still cover the main areas of focus, appropriate for their developmental level, regardless of the target language taught or the amount of time spent on learning a language other than English. The exception to this is Latin which is a classical language that is not used for communication or to interact with communities of today.

This curriculum is designed to give students an opportunity to:

- Develop and deepen individual faith through Catholic practices in order to connect with and participate more fully in the Universal Church.
- Communicate effectively in one or more languages in order to function in a variety of situations and for multiple purposes.
- Interact with cultural competence and understanding.
- Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
- Develop insight into the nature of language and culture in order to interact with cultural competence.
- Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Catholicity

K-4WORLDAN-1	The student will understand Creed as the faith professed.
K-4WORLDAN-1A	Listen and/or read excerpts from a Catholic Bible in the target language.
K-4WORLDAN-1B	Translate scripture excerpts from a Catholic Bible in the target language.
K-4WORLDAN-1C	Explore various Catholic Church documents in the target language.
K-4WORLDAN-2	The student will understand Sacraments as the faith celebrated.
K-4WORLDAN-2A	Identify and participate in Catholic customs and traditions of the target language related to the sacraments.
K-4WORLDAN-2B	Participate in some aspects of the Liturgy formally or informally in the target language.
K-4WORLDAN-2C	Use Catholic scripture in the target language to explore the origins of the sacraments.
K-4WORLDAN-3	The student will understand Christian morality as the faith lived.
K-4WORLDAN-3A	Identify and explore the target culture in relation to the Catholic Social Teachings.

K-4WORLAN-3B	Use the target language within and beyond the classroom to enhance participation in the Catholic faith.
K-4WORLAN-3C	Identify and explore influential figures from the target culture and their contributions to the Catholic Church.
K-4WORLAN-3D	Identify and explore expressions of the Catholic faith within the target culture.
K-4WORLAN-3E	Explore sacred art from the target culture.
K-4WORLAN-4	The student will understand Prayer as the faith prayed.
K-4WORLAN-4A	Read, recite, and/or sing common Catholic prayers and songs in the target language.
K-4WORLAN-4B	Compose original prayers in the target language.

Communication

K-4WORLAN-5	The student will understand, interpret, and analyze spoken and written language on a variety of topics.
K-4WORLAN-5A	Recognize memorized words and phrases when heard.
K-4WORLAN-5B	Understand words, phrases, and simple sentences related to everyday life when heard.
K-4WORLAN-5C	Recognize pieces of information and understand the main topic of what is being said.
K-4WORLAN-5D	Recognize letters and characters.
K-4WORLAN-5E	Understand learned or memorized words and phrases when read.
K-4WORLAN-5F	Understand familiar words, phrases, and sentences within short and simple texts related to everyday life.
K-4WORLAN-5G	Understand the main idea of what is read.
K-4WORLAN-6	The student will engage in conversation, provide and obtain information, share reactions, express feelings, and exchange opinions.
K-4WORLAN-6A	Communicate on very familiar topics using a variety of practiced and memorized words and phrases.
K-4WORLAN-6B	Communicate and exchange information about familiar topics using phrases and simple sentences.
K-4WORLAN-6C	Participate in short social interactions in everyday situations by asking and answering simple questions.
K-4WORLAN-7	The student will present information, concepts, and ideas to listeners or readers on a variety of topics.
K-4WORLAN-7A	Present information about self and some other very familiar topics using single words or memorized phrases.
K-4WORLAN-7B	Present information about self and some other very familiar topics using a variety of words, phrases, and memorized expressions.
K-4WORLAN-7C	Reproduce some familiar words, characters, or phrases.
K-4WORLAN-7D	Write lists and memorized phrases on familiar topics.
K-4WORLAN-7E	Write short messages and notes on familiar topics related to everyday life.

Culture

K-4WORLAN-8	The student will demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
K-4WORLAN-8A	Respond to cultural expressions and gestures for greetings and farewells in appropriate social situations.
K-4WORLAN-8B	Initiate and respond to routine courtesy exchanges.
K-4WORLAN-8C	Participate in cultural activities, traditions, and holidays of the target culture.
K-4WORLAN-8D	Participate in children’s games representative of the target culture.
K-4WORLAN-8E	Identify and color flags and a few landmarks of the target culture.
K-4WORLAN-8F	Listen and respond simply to stories, songs, and rhymes of the target culture.
K-4WORLAN-8G	Name and experience foods and eating customs of the target culture.
K-4WORLAN-8H	Identify some beliefs and outlooks of the target culture.
K-4WORLAN-8I	Understand diversity and recognize the impact of stereotyping other cultures.
K-4WORLAN-8J	Recognize differences and similarities between the target culture and their own.
K-4WORLAN-8K	Recognize and write numbers according to cultural custom.
K-4WORLAN-9	The student will demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
K-4WORLAN-9A	Name and identify tangible products of everyday living.
K-4WORLAN-9B	Identify and explore artifacts and symbols commonly used in the target culture.
K-4WORLAN-9C	Identify and explore some major contributions and influential figures, past and current, from the target culture.
K-4WORLAN-9D	Identify and explore the impact of historical and contemporary influences from the target culture that are significant in their own culture.
K-4WORLAN-9E	Identify and investigate products and geographic features from civilizations, countries, regions, and tribes associated with the target language studied.
K-4WORLAN-9F	Recognize samples of the culture’s perspectives from the arts, media, and sports in the target culture.

Connections

K-4WORLAN-10	The student will reinforce and expand their knowledge of other areas of study using a variety of sources in the target language.
K-4WORLAN-10A	Identify and/or apply selected information and skills from other content areas in experiences related to the target language and culture.
K-4WORLAN-10B	Reinforce and/or expand learning in other content areas using authentic target language resources.
K-4WORLAN-10C	Identify eight colors using clothing of children and pictures.
K-4WORLAN-10D	Count from 0 to 15 using the target language.

Comparisons

K-4WORLAN-11	The student will demonstrate an understanding of the nature of language through comparisons of the target language and their own.
K-4WORLAN-11A	Recognize cognates and borrowed words when applicable and be aware of their usefulness in comprehending language.
K-4WORLAN-11B	Identify and compare the sound and writing systems of the target language with their own, including stress, intonation, and punctuation.
K-4WORLAN-11C	Identify basic grammatical structures of the target language and compare these structures such as tense, gender, word order, and agreement to their own language.
K-4WORLAN-11D	Recognize and use identified idiomatic expressions that cannot be directly translated into their own language.
K-4WORLAN-12	The student will demonstrate an understanding of the concept of culture through comparisons of the target culture and their own.
K-4WORLAN-12A	Identify similarities and differences in verbal and nonverbal behavior between cultures.
K-4WORLAN-12B	Recognize cross-cultural similarities and differences in the practices of the target culture.
K-4WORLAN-12C	Identify cross-cultural similarities and differences in the products of the target culture.
K-4WORLAN-12D	Recognize cross-cultural similarities and differences in the perspectives within the target culture.

Communities

K-4WORLAN-13	The student will use the target language both within and beyond the school community for personal enjoyment, enrichment, and active participation.
K-4WORLAN-13A	Produce short presentations for a variety of audiences.
K-4WORLAN-13B	Participate in activities where the ability to communicate in a second language is beneficial.
K-4WORLAN-13C	Take part in language-related activities to benefit the school and/or community.(CST 2B)
K-4WORLAN-13D	Articulate the benefits of being able to communicate in more than one language.
K-4WORLAN-13E	Demonstrate a willingness to interact with native speakers.
K-4WORLAN-13F	Discover and explore a variety of entertainment sources representative of the target culture.
K-4WORLAN-13G	Identify and discuss issues of interest within the target culture.
K-4WORLAN-13H	Discover and explore samples of art, literature, music, and sports representative in the target culture.