

Religion

GRADE 4 (Can be presented in grade 6 based on local needs (textbook material) as determined by the director of religious education with pastoral approval.)

I. GOAL: To have the student understand that followers of Jesus Christ are called to witness to the Good News of Salvation to others and to help build up the Kingdom of God as we journey to our heavenly goal.

II. INSTRUCTIONAL OBJECTIVES:

REL.4.1 Profession of Faith - The Creed

- a. God as communicating Himself, His works and a specific set of teachings. (CCC 1,4,5; 261-265; 288-89; 293-94p 422-29; 561)
- b. God as He is revealed in the Creed, in Scripture and in the teachings of the Church. (CCC 1-2; 186; 234; 768; 771-778; 857; 888-92)
 - Be familiar with New Testament figures: Twelve Apostles, Four Evangelists.
- c. Who we are in relation to God. (CCC 25-26; 355-58; 396; 1700-09; 2002)
- d. God as creator of all things out of love.
 - Created man and woman in His own image and likeness so that they could respond with love and freedom.
 - Promised to send a Savior after death came into the world through sin. (CCC 55-58; 385-390- 399-409- 412; 416-19)
- e. God chose the Jewish people to be His own and to help prepare for the coming of the Savior. (CCC 54-65; 72-73; 218; 705-6; 762-63; 2077)
 - Be familiar with Old Testament figures: Abraham and Sarah, Isaac and Rebecca, Jacob and Rachel, Moses, Miriam, Ruth and Naomi, David, Solomon
- f. Mary as chosen by God to be the Mother of the Savior. Mary said "yes" to God. She is our model of faith and obedience to God. (CCC 148-49; 484-89; 494; 508-11; 773; 2674-79; 2682)
- g. Jesus as God's only-begotten Son, and God's greatest gift of love to us, to be our Savior. (CCC 410-12; 420-25; 456-61; 1701; 1708-10)
- h. Jesus as the Way to the Father and to eternal happiness. (CCC 456-60; 1023-29; 1030; 1033; 1036; 1718-29)

REL.4.2 The Celebration of the Christian Mystery - Liturgy and Sacraments

- a. The Sacraments
 - Seven Sacraments or signs made by Jesus to give us grace: His own life and love. (CCC 1113-16; 1123; 1127-29; 1131; 1996-2005)
 - Jesus Christ, the way to the Father in heaven through all of his works of love and salvation but especially through the Sacraments. (CCC 1; 422-29; 1066-67; 1084-89; 1811)
 - Jesus acts through the Holy Spirit in His Church to save His people. (CCC 724-47; 763-68; 858-60; 869; 1076; 1087; 1111-12)

- b. **Baptism**
 - **Baptism is the beginning of the child's life in Jesus and in the Church. (CCC 1250-57; 1267-70)**
 - **Baptism takes away Original Sin and gives us a new life of grace. (CCC 55; 389-400; 402-09; 416-19; 1257; 1262-74; 1279-80)**
 - **Baptism opens the way to Heaven but must be lived out in acts of love on earth. (CCC 1213-15; 1225; 1253-57; 1272-74; 1877; 1889)**
- c. **Penance/Reconciliation is the way to return to God's friendship when we sin. (CCC 1422-24; 1440-46; 1468-70)**
 - **Sin is a decision we make to follow our way and not the way of God. Venial Sin weakens God's life (Grace) in our souls. (CCC 1846-51; 1871-76; 1954)**
 - **Serious (mortal) sin separates us from God and His grace. We need to go to Confession as soon as possible to seek God's forgiveness for mortal sin. If we have committed a mortal sin, we cannot receive Holy Communion until this sin is forgiven in Confession.**
- d. **Holy Eucharist (CCC 1323-33; 1337-44; 1355-90; 1406; 1419)**
 - **Holy Eucharist is the Body and Blood of Jesus under the appearance of Bread and Wine. (CCC 1333-36; 1373-81; 1410; 1412; 1418)**
 - **Holy Eucharist nourishes our souls with grace and helps us to love and serve God and others in this life and be happy with Him forever in Heaven. (CCC 1378-81; 1391-1401; 1418)**
 - **The Holy Eucharist sacramentally presents again the Sacrifice of Jesus on Calvary and brings us all its graces. (CCC 601-614; 619-623; 1365-71; 1545; 2020-21; 2099-2100)**

REL.4.3 Life in Christ - Commandments

- a. **Creation of the first man and woman by God**
 - **God created them to be happy and good (CCC 355-358; 371-74)**
 - **They were tempted by the devil (CCC 396-397)**
 - **They disobeyed God causing Original Sin to come into the world (398-401)**
 - **Original Sin affects the world and everyone in it (CCC 385-90; 402)**
 - **God promised to send a Savior to redeem us (CCC 410-11; 705-06; 2809-10)**
- b. **The Old Covenant established by God with his Chosen People was constantly renewed: Noah, Abraham, Moses and David. (CCC 56-58; 705-6; 762; 2574-77)**
- c. **The Ten Commandments are a very important part of the Covenant between God and His people. (CCC 2072-74; 2081-82)**
 - **Through the Commandments, God reaches out in love to His people and tells them how to live so as to be happy and good. (CCC 1724; 1962)**
 - **God promises His people everlasting happiness if they keep the Commandments. (CCC 1724)**
- d. **Jesus as the perfect fulfillment of the Covenant. He tells us how to build up his Kingdom by following the Ten Commandments and the New Commandments of Love and the Beatitudes. (CCC 1716-1729; 1967-74)**
- e. **The Virtues to Develop: Hope, simplicity, friendship and patience.**

REL.4.4 Christian Prayer- Prayer

- a. **Prayer is lifting our hearts and minds to God. (CCC 2559-65; 2607-15; 2621)**
- b. **Acts of Faith, Hope and Love are expressions of our belief, trust and love of God. (CCC 2095-2098)**
- c. **Following the Commandments and the Beatitudes helps us to live in a Covenant relationship with God. (CCC 1724; 2564)**
- d. **The Bible contains many examples of prayer (e.g., Psalms 23 (Trust in God), 51 (Forgiveness), 84 (Desire for Heaven), 112 (A Happy Life), 136 (Thanksgiving), 148 (Praising God).**
- e. **Intercessory prayer is prayer on behalf of another. It knows no boundaries and can even be done for one's enemies. (CCC 2634-36; 2647)**
- f. **The Blessed Mother, Mary, and the Saints show us how to pray, and pray for us as intercessors. (CCC 971; 2635-36; 2673; 2675-77; 2682)**
- g. **Our words and actions must show others that we are followers of Jesus and help to build up his Kingdom. (CCC 3; 520-521; 2085)**

REL.4.5 TERMS TO KNOW

New to Grade

Ark of the Covenant	Prophet
Beatitudes	Salvation History
Consecration	Savior
Covenant	Spiritual and Corporal Works of Mercy
Kingdom of God	Tabernacle
Manna	Witness
New Covenant	

Cumulative List

Absolution	Charity
Adam and Eve	Children of God
Adoration	Christmas
Advent	Church
Alleluia	Commandments
Angel	Communion
Apostles Creed	Confession
Assumption of Mary	Conscience
Baptism	Contrition
Benediction	Creation
Bible	Creator
Bishop	Creed
Blessed Sacrament	Deacon

Easter
Eucharist
Faith
Fast
Father
Forgiveness of Sin
Genuflection
God
Gospel
Grace
Guardian Angel
Heaven
Hell
Hero
Holy Communion
Holy Family
Holy Spirit
Holy Trinity
Immaculate Conception
Jesus
Joseph
Justice
Laity
Last Supper
Liturgy of the Eucharist
Liturgy of the Word
Love of God
Love of Neighbor
Mary, Mother of God
Mass
Miracle

Mysteries of the Rosary
Mystery
New Testament
Obedience
Old Testament
Original Sin
Parable
Parts of the Mass
Penance
Pope
Prayer
Priest
Purgatory
Real Presence
Redeemer
Redemption
Religious Community
Respect
Resurrection
Reverence
Rosary
Sacrament
Sacrifice
Saint/Sainthood
Sin (Mortal and Venial)
Son
Sorrow for Sin
State of Grace
Trinity
“Yes to God”

REL.4.6

PRAYERS AND CONCEPTS TO KNOW

New to Grade

Acts of Faith, Hope and Love (Standard form)
How to Say the Rosary
Ten Commandments
Two Commandments of Love (Recite from Memory)
Order of the Mass (Outline and Congregational Prayers: penitential rite, Gloria, Nicene Creed, Holy, Holy, Lamb of God)
Examination of Conscience
Spiritual and Corporal Works of Mercy

Cumulative List

Act of Contrition
Act of Faith (Simple Form)
Act of Hope (Simple Form)

Grade 4

RE14.V.1 **VIRTUE: HOPE** - "Rejoice in your hope, be patient in tribulation." (Rom 12:12)

Hope is the theological virtue by which we desire the kingdom of heaven and eternal life as our happiness, placing our trust in Christ's promises and relying not on our own strength, but on the help of the grace of the Holy Spirit. (CCC #1817)

SCRIPTURE/READINGS:

Titus 3:6-7; Cf. Gen 17:4-8, 22:1-18; Rom 4:18; Rom 5:5; Heb 6:19-20; 1 Thess 5:8; Rom 12:12; Cf. Rom 8:28-30; Mt 7:21; Mt 10:22; 1 Tim 2:4.

PRACTICES:

- Each day turn to God many times with the aspiration, "I trust in you."
- Keep in mind that life is short and eternity is long; organize your day and your life around your final goal.
- Jesus is with us each moment of each day, in our happy times and in our sad ones. Share with Him the details of life and ask for His help in all things.
- Spread joy and happiness to friends and family, because of a firm awareness of God's presence and help.
- God has given you people to help you in your troubles - parents, teachers, priests, good friends. Ask for help when you need it from those who are wise and prudent.

RESOURCE: Prayer of St. Teresa of Avila

"Hope, O my soul, hope. You know neither the day nor the hour. Watch carefully, for everything passes quickly, even though your impatience makes doubtful what is certain, and turns a very short time into a long one. Dream that the more you struggle, the more you prove the love that you bear your God, and the more you will rejoice one day with your Beloved, in a happiness and rapture that can never end. (quoted in CCC #1821)

REL.4.V.2 **VIRTUE: SIMPLICITY**

Simplicity is the virtue by which a person is free from duplicity or guile. It is honest and sincere. A sincere person ensures that his normal ways of acting - his speech, the way he dresses, the way he behaves - is consistent with what his real motives are; he allows other people to know him accurately: he is what he seems. (CB, p. 213)

SCRIPTURE/READINGS:

Matt 6:22; Matt 18:2-3; 1 Sam 16:7; John 1:47; Matt 7:15; Matt 10:16.

PRACTICES:

- Think about how God became man as a little baby - how simple a life He led while on earth - and try not to want everything that is advertized on T.V.

- **Speak to Our Lord in prayer in an open, honest, and simple way.**
- **Jesus, Mary, and Joseph were natural and simple in their obedience to the laws and regulations of their time - paying the temple tax, waiting in line for the Presentation, working in simple, lowly jobs. Try to practice obedience in daily life in a natural and simple way, without any protest or argument.**
- **Mary asked Jesus for a miracle at Cana. Turn to Mary in time of need; she can still obtain miracles from her Son. This can be done simply and naturally.**
- **Be honest and open with parents, brothers and sisters, teachers, priests and others who can help you. Admit when you have a problem or need help or don't know the answers.**

REL.4.V3 VIRTUE: FRIENDSHIP

Friendship is the virtue by which people who already know each other through shared interests in work or leisure and have regular personal contact with each other which stems from mutual rapport - each interests himself or herself in the other person and in his or her improvement. There is no friendship where there is no virtue. *(CB, p. 230)*

SCRIPTURE/READINGS:

John 15:13-15; John 13:24; John 11:3; John 21:6; Matt 11:28; Sir 6:14-15; cf 2 Cor 2:13; St. Thomas, Summa Theologia II-II, 23, 1, Acts 10:38.

PRACTICES:

- **Remember each day that Jesus is our best friend. He loves us to the point of giving his life for us. He wants our happiness most of all - even more than we do. Visit Him in the Blessed Sacrament and tell Him you love Him and need Him.**
- **Ask Our Lord to help you to develop good friendships - with classmates, in the neighborhood, among family members. He understands friendship best and can help you to select good friends and to build a relationship.**
- **Be cheerful and joyful throughout the day. You will attract many friends that way.**
- **Don't be afraid to speak up if a friend is doing something wrong. But do it in a courteous way. St. Francis de Sales said that we have to be indignant towards evil while at the same time being as polite as possible towards our neighbor.**
- **Be a good listener. That means not always talking or "having one better" in a conversation.**

REL.4.V4 VIRTUE: PATIENCE

Patience is the virtue whereby a person bears present difficulties calmly, in a situation where he senses some difficulty or some good which is difficult to achieve. *(CB, p. 55)*

SCRIPTURE/READINGS:

John 5:1-16; Jas 5:7; cf Matt 18:23; Luke 13:6-9; cf Hos 9:10; cf Jer 8:13; cf 2 Pet 3:9; John 15:20; 1 Cor 13:4; 1 Cor 13:7; Matt 11:28-30.

PRACTICES:

- **Think about the sufferings of Jesus on the cross when you are sick or have some ache or pain. Ask Jesus to help you to be patient in suffering.**

- **Delay having a snack or treat for a few minutes and offer the penitential act for the souls in purgatory or for someone who may be suffering from lack of food or warm clothing somewhere in the world.**

- **Count to 5 when something or someone irritates you - at school or in the family - and then respond cheerfully and kindly to the situation.**

- **Finish a project- a homework assignment, practicing a musical instrument, or a chore which has been given to you at school or home - doing the last parts of it as well as the first parts.**

- **Spend 5 minutes in prayer in Church before Our Lord in the Blessed Sacrament. If this is not possible, spend 5 minutes of quiet prayer in your room.**

REFERENCES:

CB = Character Building by David Isaacs, Four Courts Press, 1984, Republic of Ireland

HV = The Heart of Virtue by Donald deMarco, Ignatius Press, 1996, San Francisco

English



READING LANGUAGE ARTS

GRADE 4

Overview

Fourth grade students will be immersed into an integrated language arts curriculum. Listening, speaking, reading, and writing will occur daily. Students will be using developmentally appropriate materials to foster fluency, expression and comprehension.

MASTERY OF SKILLS

- Organize ideas in both writing and speaking
- Read with fluency and understanding (at appropriate level, may vary amongst students)
- Be familiar with both fiction and non-fiction literary elements
- Write a coherent paragraph with a clear topic sentence

Standard 1 – Oral Language & Listening Skills

R/L.4.1 The student will use effective communication skills in a variety of settings

- a. Develop an appreciation for the value of listening and develop critical listening skills
- b. Follow multi-step directions
- c. Relay accurate directions to accomplish a task or to reach a specific destination
- d. Listen to and record information
- e. Respond to questions and express opinions
- f. Ask questions and paraphrase to clarify information
- g. Participate in choral reading, rehearsed oral reading, and poetry recitation
- h. Use grammatically correct language and specific vocabulary to communicate ideas
- i. Participate courteously in group discussion

R/L.4.2 The student will make, listen to, and respond to oral presentations and reports

- a. Develop articulation skills, speaking clearly with appropriate volume and pace
- b. Present oral reports
- c. Summarize and respond to oral presentations in a variety of ways



Standard 2 – Reading/Literature

R/L.4.3 The student will employ strategies to decode words and work toward fluent reading while increasing vocabulary

- a. Use context clues to infer meaning
- b. Use structural clues to construct meaning
 - i. Base and root words
 - ii. Suffixes and prefixes
 - iii. Syllabic generalizations
- c. Develop meanings of unfamiliar words and acquire multiple meanings of words
- d. Identify and use synonyms, antonyms, homonyms, and homographs
- e. Master content area and specialized language
- f. Read and re-read stories, poems, and passages with fluency and expression, self-correcting when necessary

R/L.4.4 The student will demonstrate comprehension of both fiction and non-fiction texts

- a. Pre-Reading Strategies
 - i. Set a purpose for reading
 - ii. Use prior knowledge to build background
 - iii. Use text organizers and images to predict outcomes and formulate questions
- b. Reading Behaviors
 - i. Demonstrate appropriate behaviors while reading
 - ii. Participate in sustained silent reading
 - iii. Skim for specific information
 - iv. Ask and answer appropriate questions
 - v. Identify supporting details relevant to the topic
- c. Literary Elements & Genres
 - i. Identify point of view
 - ii. Compare and contrast characters, settings, plot, and theme
 - iii. Identify distinguishing characteristics of literary genres (fiction, nonfiction, folklore, fantasy, realistic & historic fiction, mythology, drama, poetry)
 - iv. Identify sensory words
 - v. Identify and explain idioms and analogies
- d. Author's Purpose
 - i. Explain the author's purpose
 - ii. Describe how the choice of language, setting, and information contributes to the author's purpose
 - iii. Recognize propaganda and advertising techniques



R/L.4.5

The student will respond to literature orally and in writing

- a. Demonstrate comprehension
 - i. Relate literature to real life and previously read materials
 - ii. Make inferences and draw conclusions
 - iii. Confirm and revise predictions
 - iv. Distinguish between fact and opinion
 - v. Make generalizations, judgments and decisions
 - vi. Explain how knowledge of the lives and experiences of individuals in history can relate to individuals who have similar goals or face similar challenges
- b. Organize information and content of a selection
 - i. Identify main idea/supporting details
 - ii. Summarize content of selection, identifying important ideas and providing details for each important idea
 - iii. Sequence events and ideas
 - iv. Identify cause and effect; problem and solution
 - v. Use test taking strategies

Standard 3 – Writing/Grammar

R/L.4.6

The student will write daily - demonstrating knowledge of the writing process

- a. Prewrite
 - i. Generate ideas
 - ii. Choose and narrow topics
 - iii. Identify audience and purpose: to entertain, to persuade, to inform
- b. Compose paragraphs
 - i. Demonstrate knowledge of topic sentence, supporting details, concluding sentence
 - ii. Use time order and transitional words
 - iii. Vary syntax and sentence length
- c. Select & practice appropriate writing form
 - i. Journal
 - ii. Paragraphs (descriptive, narrative, expository, persuasive)
 - iii. Social letter/postcard/envelope
 - iv. Poem
 - v. Book reports
 - vi. Stories
 - vii. Sentence dictation
 - viii. Outline in detail
 - ix. News story
 - x. Forms
 - xi. Multiple paragraph report
 - xii. Multi-step instructions



- d. Editing process & published work
 - i. Compose first draft
 - ii. Edit for grammar and syntax
 - iii. Rewrite, revise for clarity and information
 - iv. Proofread with self and peer
 - v. Publish one sample per trimester

R/L.4.7 The student will apply grammatical rules when writing

- a. Identify and use nouns, pronouns, adjectives, verbs, and adverbs
 - i. Nouns (common, proper, singular, plural, possessive)
 - ii. Pronouns (person & number, gender, possessives)
 - iii. Adjective (articles, demonstrative, possessives, descriptive, proper)
 - iv. Verbs (action, being, regular, irregular, auxiliary/helping, linking, present tense, past tense, future tense)
 - v. Adverbs (time, manner, place comparison)
- b. Identify and use direct object, subject understood, compound subject, compound predicate
- c. Identify sentence structure and type (simple & compound, declarative, interrogative, exclamatory, imperative)
- d. Follow the standards of capitalization
 - i. Pronoun *I*
 - ii. First letter of a sentence
 - iii. Proper nouns
 - iv. Days of the week
 - v. Months of the year
 - vi. Abbreviations of a word beginning with a capital letter
 - vii. Initials
 - viii. Salutation and closing of a letter
 - ix. Titles of books and poems
 - x. First word in a quotation
 - xi. Story titles
 - xii. Titles of honor and respect when preceding a name
 - xiii. Pronouns relating to God
- e. Follow standards of punctuation for periods, question marks, exclamation points, commas, apostrophes, and quotation marks
- f. Select the intended use of apostrophe (contraction, possessive, abbreviation)
- g. Write in complete sentences using an agreeing subject and verb
- h. Use stated question as part of the answer
- i. Write legibly, neatly, with correct form and alignment, and practice writing in cursive and with pen



- R/L.4.8 The student will use correct spelling**
- a. Use a multi-sensory approach
 - b. Follow phonetic rules
 - c. Understand structural principles and spelling patterns
 - d. Spell words learned in the content areas correctly
 - e. Spell high frequency words correctly

Standard 4 – Research

- R/L.4.9 The student will locate information in reference sources**
- a. Locate reference sources
 - i. Note format and parts of books
 - ii. Use table of contents, index, and glossary
 - iii. Alphabetize beyond third letter
 - iv. Interpret maps, graphs, and other visuals
 - v. Use skills to locate information
 - vi. Record bibliographic information including text title, author, and copyright date
 - b. Utilize study skills & apply research to a topic
 - i. Organize materials
 - ii. Employ strategies when reading (visualize, summarize, predict, self-monitor, vary reading rate)
 - iii. Collect and record information from a variety of print and non-print sources, including the internet
 - iv. Comprehend, apply, analyze, evaluate, and synthesize information
 - v. Construct questions about a topic

Standard 5 – Technology

- R/L.4.10 The student will explore the uses of available technology in the Reading Language Arts program**
- a. Use electronic media to collect information as well as for enjoyment
 - b. Use technology for collaborative projects
 - c. Use multimedia and publishing tools for reading and writing
 - d. Use technology to change, edit, and revise writing
 - e. Cite sources of text and digital information
 - f. Publish works

Math



MATHEMATICS FOURTH GRADE

Overview

Emphasis is placed on the following skills:

- Multiply 2 and 3 digit factors
- Divide by 2 digit divisors
- Using rules of divisibility by 2, 3, 4, 5, 6, 9 and 10
- Estimate by rounding and using compatible numbers
- Adding, Subtracting with both like and unlike denominators
- Compute simple averages, add and subtract decimals
- Converting units within a measurement system

MASTERY OF SKILLS

- Mastering multiplication and division facts for products and dividends through 144
- Find the sums and differences of two whole numbers (9,999 or less), with and without regrouping.



MATHEMATICS

APPLICATION OF SKILLS

Standard 1 – Number Sense and Estimation

- M.4.1 Apply the following strategies to solve real-life problems:
- Trial and error
 - Lists or tables
 - Diagrams
 - Patterns
 - Role playing
 - Guess and test
 - Use manipulatives
 - Simplify the problem
 - Write an equation
 - Work backwards.
- M.4.2 Explain and justify answers.
- M.4.3 Understand the use of the calculator and computer for appropriate problem-solving activities.
- M.4.4 Problem solve in each math area as well as in other curriculum areas.
- M.4.5 Create his/her own problems from everyday situations.
- M.4.6 Relate physical materials, pictures and diagrams to mathematical ideas.
- M.4.7 Express mathematical ideas orally and in writing using proper vocabulary terms.
- M.4.8 Relate every-day language to mathematical language and symbols.
- M.4.9 Expand number and operation sense, including an understanding of place value through millions and read and write numbers through millions in standard and expanded form.
- M.4.10 Round whole numbers expressed through millions to the nearest thousand, ten thousand and hundred thousand.
- M.4.11 Compare whole numbers, expressed through millions.
- M.4.12 Develop an awareness of the relative size of fractions having denominators of 12 or less.
- M.4.13 Recognize, identify and represent equivalent fractions.
- M.4.14 Relate fractions to decimals using concrete objects.



- M.4.15 Read, write, represent, identify, compare and order decimals expressed through thousandths and round them to the nearest whole number, nearest tenth and nearest hundredth.
- M.4.16 Explore estimation strategies and use them in all four operations.
- M.4.17 Develop a range of good estimates which determine the reasonableness of results.
- M.4.18 Use estimation with quantities, measurement, computation, and problem solving.
- M.4.19 Make mental computations and use estimation in all four operations



MATHEMATICS

Standard 2 - Computation and Fluency

- M.4.20 Understand how basic arithmetic operations are related to one another.
- M.4.21 Recognize and use properties of an operation (commutative, associative, zero, identity).
- M.4.22 Understand and correctly use the terms: prime, composite, factor, and multiple.
- M.4.23 Use rules of divisibility by 2, 3, 5, and 10.
- M.4.24 Use 0 as a placeholder.
- M.4.25 Read and write roman numerals through 3,000 using symbols: I, V, X, L, C, D, M.
- M.4.26 Maintain and expand skills of addition and subtraction to include adding and subtracting 5 and 6-digit numbers, with and without regrouping.
- M.4.27 Maintain mastery of basic multiplication and division facts and the ability to multiply 3 and 4-digit numbers by 1-digit numbers, with and without regrouping.
- M.4.28 Multiply 3-digit numbers by 2-digit numbers, with and without regrouping.
- M.4.29 Multiply 3-digit numbers by 3-digit numbers.
- M.4.30 Multiply and divide by 10, 100, and 1,000, mentally
- M.4.31 Divide 2, 3, and 4-digit dividends by 2-digit divisors.
- M.4.32 Divide by 2 and 3-digit divisors, with 0 in the quotients.
- M.4.33 Add, subtract, multiply, and divide dollars and cents.
- M.4.34 Find the greatest common factor, least common multiple, and least common denominator.
- M.4.35 Add and subtract fractions and mixed numbers with like and unlike denominators of 12 or less and 100 and decimals through thousandths and express in simplest form.
- M.4.36 Add and subtract decimals through thousandths and express in simplest form.
- M.4.37 Multiply and divide fractions by a whole number and express in simplest form.
- M.4.38 Create and solve story problems using computation in all operations.
- M.4.39 Identify the division statement that represents a fraction.



MATHEMATICS

Standard 3 – Measurement

- M.4.40 Measure using customary and metric units
- Length ($\frac{1}{8}$, $\frac{1}{4}$, $\frac{1}{2}$ inches; feet; yards; millimeters; centimeters; meters; and kilometers)
 - Volume (cups, pints, quarts, gallons, milliliters, and liters)
 - Weight (ounces, pounds and tons)
 - Mass (grams and kilograms)
 - Temperature (degrees Fahrenheit and degrees Celsius)
- M.4.41 Convert units within a measurement system (either customary or metric).
- M.4.42 Make general comparisons between customary and metric measurements.
- M.4.43 Use measurement to explore and describe the environment.
- M.4.44 Determine and use elapsed time to solve problems.



MATHEMATICS

Standard 4 - Geometry

- M.4.45 Recognize and identify three-dimensional figures, including prisms, pyramids, cylinders, cones, spheres, rectangular prisms, triangular prisms and cubes.
- M.4.46 Find the perimeter and area of polygons using standard formulas.
- M.4.47 Identify and describe the relationship between and among plane, line, line segment, point, ray, circle and angles including end points and vertices.
- M.4.48 Identify that angles are measured in degrees. (up to 360 degrees or a full circle)
- M.4.49 Estimate angle measures using 45 degrees and 180 degrees as referents and use protractors to measure given angle(s).
- M.4.50 Use concrete materials to predict and describe the results of sliding (translation), flipping (reflection), and turning (rotation) two-dimensional objects.
- M.4.51 Recognize and identify intersecting, parallel and perpendicular lines.
- M.4.52 Recognize properties of quadrilaterals and regular polygons.
- M.4.53 Define polygons and identify polygons with 10 and fewer sides.
- M.4.54 Recognize congruent and symmetrical figures.



MATHEMATICS

Standard 5 - Data Analysis and Probability

- M.4.55 Construct, collect, organize, read and interpret data represented on:
- pictographs
 - bar graphs
 - line graphs
 - tables
 - circle graphs
 - Venn diagrams
 - Coordinate grids (ordered pairs)
- M.4.56 Investigate and explore the concept of probability as chance, listing possible outcomes of a given situation.
- M.4.57 Compute simple averages including mean, median, mode and range.



MATHEMATICS

Standard 6 - Patterns, Functions and Algebra

- M.4.58 Recognize, describe, and extend a given pattern, using concrete materials and tables.
- M.4.59 Understand the concept of a variable and solve a simple equation using a variable to represent a missing number in the equation
- M.4.60 Solve problems involving pattern identification and completion of patterns.

Science



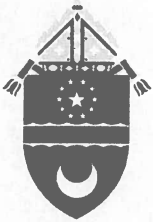
SCIENCE
FOURTH GRADE

Standard 1 – Scientific Investigation, Reasoning and Logic

- S.4.1** The student will plan and conduct investigations in which
- a) distinctions are made among observations, inferences, predictions and conclusions;
 - b) hypotheses are formulated based on cause-and-effect relationships (if-then statement);
 - c) constants in an experimental situation are identified;
 - d) independent and dependent variables are identified;
 - e) appropriate instruments are selected to measure linear distance, volume, mass, temperature and elapsed time;
 - f) appropriate metric measures are used to collect, record and report data;
 - g) data are collected, recorded, analyzed, interpreted and displayed using tables and graphs (bar and line);
 - h) numerical data that are contradictory or unusual in experimental results are recognized;
 - i) results are communicated verbally, graphically and in writing;
 - j) models are designed and built when relevant

Standard 2 – Physical Science

- S.4.2** The student will investigate and understand the characteristics of electricity
Concepts include:
- a) simple electro magnets and magnetism
 - b) static electricity
 - c) electrical energy can be transformed into light and motion to produce heat
 - d) safety in handling electrical circuits and material
 - e) conductors and insulators
 - f) parallel and series circuits
 - g) construct simple circuits using dry cell batteries
 - h) historical contributions in understanding electricity (Benjamin Franklin, Thomas Edison and Alessandro Volta)



Standard 3 – Earth Science

S.4.3 The student will investigate and understand how weather conditions and events occur and can be predicted

Concepts include

- a) temperature, air pressure, fronts, humidity
- b) reading and interpreting weather maps
- c) interpreting weather reports
- d) formation and types of clouds
- e) formation of storms (hurricane, tornado, cyclone)
- f) the relation of the position of the earth and sun to seasonal changes
- g) wind direction (direction from which the wind comes)
- h) barometer, thermometer, anemometer, rain gauge, hygrometer

S.4.4 The student will investigate and understand the organization of the solar system. Key concepts include

- a) the planets in the solar system
- b) the order of the planets in the solar system; and
- c) the relative sizes of the planets

S.4.5 The student will investigate and understand the relationships among the earth, the sun and moon.

Concepts include:

- a) the rotation and revolution of Earth, the moon and the sun
- b) causes for Earth's seasons and phases of the moon
- c) the relative size, position, age and makeup of Earth, the moon and the sun
- d) historical contributions to the understanding of the Sun-Moon-Earth system including the work of Copernicus, Galileo and Newton

Standard 4 – Life Science

S.4.6 The student will investigate and understand basic plant anatomy and life processes.

Concepts include:

- a) the structure of typical plants (leaves, stems, roots, and flowers) and their functions
- b) processes and structures involved with reproduction (pollination, stamen, pistil, sepal, embryo, spore and seed)
- c) photosynthesis (sunlight, chlorophyll, water, carbon dioxide, oxygen and sugar)
- d) dormancy as a response to the plant's environment



S.4.7

The student will investigate and understand the structure and basic functions of the circulatory system.

Concepts include:

- a) heart, arteries, veins, capillaries and blood
- b) transport of oxygen and carbon dioxide
- c) transport energy (food) and waste
- d) disease control (white blood cells)
- e) bone marrow and red blood cells
- f) the path of circulation

S.4.8

The student will investigate and understand the basic structure and function of the respiratory system.

Concepts include:

- a) nose, pharynx, tracheae, bronchi, lungs and alveoli
- b) exchange of oxygen and carbon dioxide
- c) effects of smoking on the lungs

S.4.9

The student will investigate and understand the basic structure and function of the nervous system

Concepts include:

- a) brain, spinal cord
- b) voluntary muscle control and reflexes
- c) senses
- d) safety issues regarding head injuries (bike helmets, etc.)
- e) effects of drugs on the brain and nervous system

S.4.10

The student will explore and investigate the ecosystems of the ocean

Concepts include:

- a) physical characteristics (depth, salinity, major currents)
- b) geological characteristics (continental shelf, slope rise, trenches, plateau)
- c) biodiversity of plants and animals
- d) plant and animal adaptations within an aquatic environment
- e) organization of populations, communities, habitats and niches
- f) flow of energy through food webs
- g) potential of the oceans as a major resource (food, energy)
- h) influences of human activity on the ocean ecosystem (pollution, overfishing and conservation)

Social Studies



SOCIAL STUDIES FOURTH GRADE

Overview

The 4th grade curriculum allows students to develop a greater understanding of Virginia's rich history, from the cultures of its native peoples and the founding of Jamestown to the present. Geographic, economic, and civic concepts are presented within this historical context. Students will develop the skills needed to analyze, interpret, and demonstrate knowledge of important events and ideas in our history, and will understand the contributions made by people of diverse cultural and ethnic backgrounds. Students will use geographic tools to examine the influence of physical and cultural geography on Virginia history. Ideas that form the foundation for political institutions will be included as part of the story of Virginia.

The study of history must emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.



SOCIAL STUDIES APPLICATION OF SKILLS

Standard 1 – Catholic Identity

- SS.4.1 The student will demonstrate skills that will complement the scope of social studies, including the ability to:
- a) incorporate the Seven Tenets of Catholic Social Teachings and civic responsibilities throughout the curriculum with an emphasis on:
 1. The dignity of work and the rights of workers
 - b) employ age-appropriate higher-order thinking skills and decision-making activities with special attention placed on Christian morals and ethics
 - c) incorporate virtues designated for this grade level as outlined in the Religion Guidelines (Hope, Simplicity, Friendship, Patience).



SOCIAL STUDIES

Standard 2 – Map Skills

- SS.4.2 The student will make and interpret simple maps and demonstrate proficiency in using a globe with emphasis placed on:
- a) Location:
 1. finding directions
 2. using a scale to measure distances and legends to find information
 - i. county seats
 - ii. topography
 - iii. historical sites
- SS.4.3 The student will locate and identify land and water forms on maps and globes with emphasis on:
- a) Place:
 1. seven continents
 2. major countries
 3. bodies of water
 4. mountains
- SS.4.4 The student will identify and locate specific locations:
- a) Location:
 1. Identifying major historical cities in Virginia
 2. bordering states
 - b) Place:
 1. Five regions in Virginia:
 - i. Coastal Plain
 - ii. Piedmont Region
 - iii. Blue Ridge Region
 - iv. Ridge and Valley Region
 - v. Appalachian Plateau
 2. Major water features (with a focus on the importance of these in early history of Virginia):
 - i. Chesapeake Bay
 - ii. Potomac River
 - iii. Rappahannock River
 - iv. York River
 - v. James River



3. Geographic features:
 - i. Natural Bridge
 - ii. Luray Skyline Caverns
 - iii. Battlefields



SOCIAL STUDIES

Standard 3 – Civics

SS.4.5 The student will identify state symbols and meanings with emphasis on:

- a) Place:
1. flag
 2. seal
 3. bird
 4. flower
 5. song



SOCIAL STUDIES

Standard 4 – Virginia’s Resources

- SS.4.6 The student will identify and locate Virginia’s natural resources, major crops, products and industries and determine their roles in economic, agricultural and industrial growth in the state with emphasis on the:
- a) Place:
 - 1. natural resources
 - 2. location and variety of crops
 - 3. products
 - 4. industries
- SS.4.7 The student will identify the trade exchange of early Virginia:
- a) Movement:
 - 1. imports
 - 2. exports



SOCIAL STUDIES

Standard 5 – British Colonization

- SS.4.8 The student will identify reasons why the Virginia colony was settled and give reasons for its hardship and success with emphasis on factors such as:
- a) Human and Environmental Interactions:
 - 1. planning
 - 2. leadership
 - 3. presence and absence of women
 - 4. children
 - 5. minorities
 - b) Movement:
 - 1. search for riches
 - 2. search for adventure
 - 3. bringing Christ to the Native People
- SS.4.9 The student will describe the culture and contributions of Native Americans and their influence on European settlers including natives of all five regions of Virginia with an emphasis on tribes in the Coastal Plain:
- a) Human and Environmental Interactions:
 - 1. influence on European settlers
 - 2. natives of five regions of Virginia
 - 3. Powhatans and their influence on European settlers
- SS.4.10 The student will identify and locate the various cultural groups (Germans, Scotch-Irish, English, African, French, and other groups) that contributed to Virginia's heritage, focusing on:
- a) Movement:
 - 1. why certain groups came
 - b) Place:
 - 1. where they settled
 - c) Human and Environmental Interactions:
 - 1. what their contributions were
- SS.4.11 The student will compare and contrast regional customs and lifestyles in early Virginia, focusing on:
- a) Human and Environmental Interactions
 - 1. work roles
 - 2. education and entertainment in Virginia's colonial, revolutionary and pre-civil war eras in the five regions of Virginia



- SS.4.12 The student will describe how selected individuals made outstanding contributions to Virginia's history, including leaders from but not limited to:
- a) Human and Environmental Interactions:
 1. government: George Washington, Thomas Jefferson, Patrick Henry, James Madison, George Mason
 2. military: George Washington, Robert E. Lee, Stonewall Jackson
 3. minority: Pocahontas, Chief Powhatan, James Armistead
 4. women: Dolly Madison, Martha Washington, Clara Barton
- SS.4.13 The student will describe the process by which a government was established in 17th century Virginia, focusing on Virginia's early government and individual leaders:
- a) Human and Environmental Interactions:
 1. process by which a government was established in 17th century Virginia
 2. The American Revolution
 3. describing events of The American Revolution
- SS.4.14 The student will research and list the events that led Virginia to participate in The American Revolution and identify those Revolutionary leaders who were Virginians, with emphasis on governmental and economic rights of colonists in areas of:
- a) Human and Environmental Interactions:
 1. causes
 2. leadership
 3. governmental and economic rights of colonists
 - i. taxation
 - ii. acquisition
 - iii. suffrage and representation
- SS.4.15 The student will describe events of the Civil War as related to establishment of U.S. Government, Constitution leaders of U.S. and to Virginia history:
- a) Human and Environmental Interactions:
 1. causes
 2. leadership
 3. government and economics



SS.4.16

The student will describe current Virginia government:

- a) Human and Environmental Interactions:
 1. causes
 2. leadership
 3. structure
 - i. General Assembly
 - ii. Commonwealth
 - iii. State
 - iv. Republic
 - v. Knowledge of current governor

SS 4.17

The student will become familiar with Virginia historical places:

- a) Place:
 1. Arlington National Cemetery
 2. Gunston Hall,
 3. Mount Vernon
 4. Williamsburg
 5. Monticello
 6. Virginia State Capitol Building

SS.4.18

The student will become familiar with the history of Catholic faith in Virginia. The development of the Catholic Church in Virginia is an important aspect of Virginia Studies and should be incorporated chronologically or as a separate unit in lesson plans. Information on this topic is sparse even at the adult reading level, so some of the major points are included here:

- a) Early Establishment of the Church
 1. The Catholic faith began early in the land later settled as Virginia. In 1526, Spanish missionaries are said to have offered Mass in what became the future site of Jamestown. Prior to 1570, the Jesuits converted a Native American who moved along with the Jesuits to their southern missions in Florida. In 1570, this Native American, Don Luis, journeyed back to Virginia with Jesuit missionaries and laymen to convert the Native Americans of Virginia to Catholicism. A chapel was built and a settlement was started on the banks of the Rappahannock River. The exact location is thought to be along the Aquia Creek in Stafford County. It was called Our Lady of Ajacan. This was the second place of Catholic worship within the present territory of the United States, the first being Florida. However, Don Luis returned to his tribe and led the attack, which killed all the missionaries and ended this first settlement of the Catholic faith on Virginia soil in 1571.



- b) Catholics at the Time of Jamestown
 - 1. The next attempts at establishing the Catholic Church in the colony of Virginia began at the time of the settlement of Jamestown. When James I granted a license to lead a colony and establish a plantation in Virginia, he prescribed in statute that the Church of England must be the established form of religion. The second charter of 1609 reaffirmed this. In 1612 James I confirmed that no person suspected of affecting the “superstitions” of the Church of Rome should be admitted to the colony. In 1629, Lord Baltimore, as friend of the King, attempted to establish a Catholic colony in Virginia, but the laws of the Old Dominion forced him out. However, even with these strict decrees and the subsequent denial of rights, the Catholic faith began to take root in Virginia.
- c) Catholics under James II
 - 1. A significant gain was made in the year 1687. Captain George Brent petitioned James II, along with three other English gentlemen, to allow for a Catholic community to develop on land purchased by the petitioners. This land was 30,000 acres located between the Potomac and Rappahannock Rivers. James II granted the right to free worship for those who went to settle on this land. Thus, the first Catholic settlement during English domination was established.
- d) Virginia Catholics Today
 - 1. name the Dioceses in Virginia and their respective current Bishops
 - 2. know the dates that the Dioceses were established: Arlington 1974, Richmond 1820
 - 3. know the names of the cathedrals: St. Thomas More, Sacred Heart



SOCIAL STUDIES

Standard 6 – Technology

- SS 4.19 Instructor will plan and implement lessons that integrate technology to meet the diverse needs of learners in a variety of educational settings
- a) Engaging students in exploring real-world issues and solving authentic problems using digital tools and resources

P.E.

Grade Four Grade Level Objectives

(Refer to monitoring sheets for guided breakdown skills.)

Skilled Movement

P.4.1 The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement activities.

- a) Demonstrate proficiency in specialized locomotor, non-locomotor, and manipulative skill combinations in game and modified sports activities (e.g., throw to a partner while he/she runs to catch, dribble and pass soccer ball/basketball to a moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement).
- b) Perform a variety of popular line dances
- c) Perform smooth sequences that combine four or more of the following movements: traveling, balancing, rolling, and other types of weight transfer.

Movement Principles and Concepts

P.4.2 The student will understand and apply movement concepts and principles in complex motor skills.

- a) Recall and demonstrate movement principles and concepts for selected motor patterns and combination skills (e.g., trajectory, force, speed).
- b) Apply movement principles and concepts to basic game strategies.
- c) Use movement principles to improve personal performance and provide feedback to others.
- d) Use feedback, using available technology when feasible [digital recordings], to improve performance.

Personal Fitness

P.4.3 The student will correlate regular participation in physical activity with various components of fitness and improvement in fitness and skill development.

- a) Identify the components of health-related fitness (e.g., cardiorespiratory endurance, muscular strength and endurance, flexibility, body composition).
- b) The student will participate in an annual standardized physical fitness assessment. (For example, Presidential Youth Fitness Program).
- c) Identify the FITT (Frequency, Intensity, Time, Type) principle of training to implement personal fitness goals.

Responsible Behaviors

P.4.4 The student will demonstrate positive interactions with others in cooperative and competitive physical activities.

- a) Work productively and respectfully with others in achieving a common group goal.
- b) Work toward positive solutions in resolving disagreements.
- c) Demonstrate appropriate etiquette and application of rules and procedures.
- d) Identify the contributions various cultures have made to sport, dance, and recreational pursuits.

Physically Active Lifestyle

P.4.5 The student will identify opportunities and participate in regular physical activity at home, at school, and in the community.

Health

Grade Four

Students in grade four continue to recognize the dignity and self-worth of the human person as a child of God. They will learn and apply skills to the following health areas: disease prevention, nutrition, healthy relationships, use of tobacco, and use/abuse of alcohol. Students begin to recognize the existence of myths related to health information, distinguish fact from fiction, and set simple goals for promoting personal health and preventing disease. Students assume personal responsibility for helping promote health at school and in the community.

Essential Health Concepts

4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement.

- a) Identify the major structures and functions of the immune system.
- b) Describe the benefits of a physically active lifestyle, safe behaviors, healthy food choices, and sleep.
- c) Evaluate the importance of balance, variety, and moderation in a meal plan.
- d) Determine the nutrients needed for proper brain function.
- e) Describe the impact of fats, carbohydrates, and proteins on mental and physical performance. f) Analyze the impact of nutrients on growth and development.
- f) Determine how the serving sizes and sugar content for a variety of foods and beverages affect health.
- g) Identify the effects of malnutrition.
- h) Recognize effects of malnutrition and overnutrition (obesity) on the immune system.
- i) Describe how viruses, bacteria, parasites, and fungi are spread.
- j) Compare and contrast communicable and noncommunicable diseases.
- k) Compare the short- and long-term consequences of alcohol, tobacco, inhalant, and other drug use.
- l) Identify effective verbal and nonverbal communication skills to resist/refuse alcohol, tobacco, inhalants, and other drugs.
- m) Identify feelings and emotions associated with loss and grief and their impact on health.
- n) Explain the difference between teasing and taunting.
- o) Describe steps to resolve a conflict.
- p) Examine the impact of self-concept on health and academic achievement.
- q) Describe the effects of air pollution on health.

Healthy Decisions

4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury, and that promote positive relationships.

- a) Describe how the immune system defends against germs.
- b) Explain how physical activity, rest, and sleep affect health.
- c) Compare serving sizes of restaurant or packaged foods to the quantity of food needed to keep the body healthy.
- d) Compare the serving sizes and added sugar content of foods served at meals and various family celebrations.
- e) Describe why individuals choose to use or avoid alcohol, tobacco, inhalants, and other drugs. f) Describe the effects of peer pressure on use of alcohol, tobacco, inhalants, and other drugs.
- f) Demonstrate refusal skills.
- g) Explain ways to take personal responsibility for exhibiting healthy practices within the school and community setting.
- h) Explain the health consequences of not following safety practices (e.g., seat belt and helmet use, home fire escape plan, swimming safety, sports safety).
- i) Describe coping skills for handling the emotions of loss and grief.
- j) Identify adults who can help manage feelings and emotions resulting from loss and grief.
- k) Explain how teasing and taunting affects health.
- l) Identify strategies for reporting bullying and aggressive behaviors.
- m) Recognize harmful or abusive relationships.
- n) Recognize the importance of seeking assistance from a trusted adult when in unsafe or uncomfortable situations.
- o) Identify obstacles to effective communication, and describe how to overcome them.
- p) Describe how developing a healthy self-concept is an essential life skill.
- q) Describe how to exhibit self-control.
- r) Explain the health consequences associated with air pollution.

Advocacy and Health Promotion

4.3 The student will describe the importance of identifying and accessing health resources for personal and community health.

- a) Identify ways to boost the immune system to reduce risk of communicable or noncommunicable disease.
- b) Compare recommended serving size and actual package size for foods or beverages.
- c) Create a plan to meet the daily requirement for physical activity, rest, and sleep, using valid and reliable resources.
- d) Analyze prevention resources for avoiding alcohol, tobacco, inhalants, and other drugs.
- e) Determine the importance of resistance/refusal skills in saying no to alcohol, tobacco, inhalants, and other drugs.
- f) Describe the importance of early detection of health problems.
- g) Identify accurate and inaccurate health information.

Spanish

4th Grade Spanish

- ___ FL.4.1 Identifying greetings and expressions of courtesy
- ___ FL.4.2 Identifying colors
- ___ FL.4.3 Identifying body parts
- ___ FL.4.4 Identifying clothing
- ___ FL.4.5 Identifying classroom objects
- ___ FL.4.6 Writing and counting numbers 1-100 (Latin includes ordinals 1-12)
- ___ FL.4.7 Telling time
- ___ FL.4.8 Reciting days of week and months of year
- ___ FL.4.9 Identifying academic subjects
- ___ FL.4.10 Identifying daily/weekly schedules
- ___ FL.4.11 Identifying weather and seasons
- ___ FL.4.12 Identifying family members (parents, grandparents, siblings, aunts, uncles, cousins)
- ___ FL.4.13 Identifying rooms of a house
- ___ FL.4.14 Identifying events of personal daily life
- ___ FL.4.15 Identifying common occupations
- ___ FL.4.16 Identifying places in a city
- ___ FL.4.17 Identifying leisure and recreation activities
- ___ FL.4.18 Identifying shopping vocabulary
- ___ FL.4.19 Identifying modes of transportation

- ___ FL.4.20 Identifying singular subject pronouns in sequential order
- ___ FL.4.21 Conjugating commonly used verbs in the singular (e.g.: to have, to be, to make, to go)
- ___ FL.4.22 Identifying gender and number of nouns
- ___ FL.4.23 Identifying gender and number of definite articles (n/a in Latin)
- ___ FL.4.24 Identifying gender and number of indefinite articles (n/a in Latin)
- ___ FL.4.25 Identifying commonly used adjectives
- ___ FL.4.26 Identifying singular possessive adjectives (my, your, his/her, it)
- ___ FL.4.27 Explaining rules for noun-adjective agreement
- ___ FL.4.28 Explaining rules for noun-adjective placement
- ___ FL.4.29 Asking and responding to questions using Interrogatives (who, what, where, how)
- ___ FL.4.30 Spelling in target language
- ___ FL.4.31 Pronouncing words correctly
- ___ FL.4.32 Applying correct intonation in statements and questions
- ___ FL.4.33 Responding to simple spoken statements and questions
- ___ FL.4.34 Responding to classroom commands (singular and plural)
- ___ FL.4.35 Praying in target language (e.g. Hail Mary, Our Father, Glory Be and Sign of the Cross)
- ___ FL.4.36 Producing and responding to questions using interrogatives
- ___ FL.4.37 Applying unit vocabulary through activities emphasizing oral communication
- ___ FL.4.38 Reading and comprehending simple written text

___ FL.4.39 Answering questions with complete sentences

___ FL.4.40 Creating a paragraph using correct grammar and appropriate vocabulary

___ FL.4.41 Identifying examples of art, music, literature, history and geography

Music



APPLICATION OF SKILLS: FOURTH GRADE

Standard 1 – Performance

- 4.1 The student will sing and/or play a repertoire of songs in tune with a clear tone quality.
 - 4.1.1 Sing and/or play songs with expression using indicated dynamics and phrasing
 - 4.1.2 Sing and/or play in a group performing songs in simple harmony
 - 4.1.3 Demonstrate beginning choral behaviors and skills (i.e. proper vowel sounds, breathing, posture, volume, articulation)
 - 4.1.4 Sing and/or play music from a traditional score including melodic notation and lyrics
 - 4.1.5 Sing liturgical songs and common parts of the Mass

- 4.2 The student will perform rhythmic patterns.
 - 4.2.1 Identify and perform dotted half notes and single eighth notes and rests
 - 4.2.2 Identify and perform sixteenth notes
 - 4.2.3 Identify and perform dotted quarter notes

- 4.3 The student will respond to music with movement.
 - 4.3.1 Create movement to illustrate meter including 2, 3, and 4 beats per measure
 - 4.3.2 Perform choreographed and non-choreographed movements or dances
 - 4.3.3 Perform using body percussion

Standard 2 – Compose & Improvise

- 4.4 The student will compose music using music composition software, if available.
 - 4.4.1 Create and perform a rhythmic composition including dotted half notes and single eighth notes in 2/4, 3/4, and/or 4/4 time
 - 4.4.2 Create and perform a short melodic composition in *rondo form*



- 4.5 The student will improvise simple melodies and rhythms.
 - 4.5.1 Improvise melodic or rhythmic motifs to accompany repertoire songs
 - 4.5.2 Improvise a melodic or rhythmic response to a call

Standard 3 – Music Theory

- 4.6 The student will explore meter.
 - 4.6.1 Identify the function of the top numbers of a time signature including 2, 3, and 4 beats per measure
 - 4.6.2 Identify the function of the bottom number of the time signature
- 4.7 The student will identify form in music.
 - 4.7.1 Identify *rondo form* in music
 - 4.7.2 Demonstrate, physically, changes in contrasting sections of *rondo form* pieces
 - 4.7.3 Identify call and response form in music
- 4.8 The student will identify and perform all learned terms and symbols for musical expression.
- 4.9 The student will distinguish between major and minor tonality aurally.
- 4.10 The student will build and review knowledge of *treble clef notation*.
 - 4.10.1 Identify melodic movement as step, skip, leap or repeat
 - 4.10.2 Identify notation using ledger lines
 - 4.10.3 Recall *treble clef notation* (review)



Standard 4 – Analysis and Critique

4.11 The student will recognize a composer and his/her music composition.

4.11.1 Use music terminology to describe his/her music

4.11.2 Place musical style in a broad category or genre

Standard 5 – Music Culture

4.12 The student will identify and compare/contrast typical characteristics of Native American music and traditional Appalachian music.

4.12.1 Identify traditional instruments from both musical traditions

4.12.2 Sing and/or play songs from both musical traditions

Standard 6 – Cross-Curricular Connection

4.13 The student will compare the relationships between music and other disciplines.

Standard 7 – Citizenship

4.14 Students will demonstrate appropriate etiquette for the context and style of music being performed as a participant and/or listener.

4.14.1 Exhibit respect for the contributions of self and others in a music setting

Art

Examples are given as suggestions and not meant as requirements.

Visual Art – 4th Grade

The standards for grade three, four and five emphasize learning through inquiry. Students will examine aspects of the artistic process: generation of ideas, problem solving, and self- assessment. Skills and concepts can vary among these three grade levels, with all achieved by the end of fifth grade.

The standards for grade four will continue to emphasize the elements of art and the principles of design as the basic building blocks for art appreciation and production. Cross- curricular activities may emphasize the events and environment of Virginia from Colonial times to the present.

Emphasis should be placed on the artistic process including idea development, production and reflection to achieve a final piece of art.

Skills

- A.4.1. Demonstrate safety and stewardship of materials
- A.4.2. Identify and use the elements of art
 - A.4.2.a. Color – Hue, intensity, monochromatic
 - A.4.2.b. Form – Depict a 3D object
 - A.4.2.c. Texture – Create texture in artwork (*Example: rubbing plates*)
- A.4.3. Identify and use the principles of design
 - A.4.3.a. Pattern – Create repeating patterns using translation (slide), reflection (flip) and rotation (turn) (*Example: tessellations, Colonial quilts*)
- A.4.4. Painting
 - A.4.4.a. Use value to depict depth (*For example, atmospheric perspective*)
- A.4.5. Drawing
 - A.4.5.a. Use overlapping, placement, and shading, to create the illusion of depth
 - A.4.5.b. Observe and render the details of real, three-dimensional objects with a high degree of accuracy (*Example: wrinkles in cloth, texture or mortar between bricks, ridges in bark*)

Creative Expression

Students should be encouraged to incorporate their own unique style and elements into their artwork to emphasize their individuality and avoid “cookie cutter artwork.”

- A.4.6. Demonstrate self-expression by creating a work of art based on:
 - A.4.6.a. the Catholic faith
 - A.4.6.b. a social or cultural event

- A.4.6.c. service to a community (*Example: placemats for a nursing home, cards for veterans, school auction item, mini sketchbooks for hospitals, origami flower bouquets, joke books, etc. as community outreach*)
- A.4.7. Use thumbnail sketches to initiate creative process
- A.4.8. Create a work of art using themes, ideas and art forms from the past (*Example: colonial times*)
- A.4.9. Create a 3D work of art (*Example: 3D colonial paper house sculpture, Native American coil pottery and/or paper quilling*)
- A.4.10. Use masterpieces/famous works as inspiration to create a work of art
- A.4.11. Create an abstract work of art
- A.4.12. Discuss artistic choices made in the creation of your artwork

Art Heritage

- A.4.13. Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art
- A.4.14. Understand the importance of arts, crafts and artists in colonial America
- A.4.15. Recognize the influence of classical architecture in Virginia.

Aesthetic Judgment

- A.4.16. Use age appropriate art vocabulary to:
 - A.4.16.a. Respond to an artwork emphasizing the elements of art and the principles of design
 - A.4.16.b. Distinguish between abstract, representational and non-objective works of art
 - A.4.16.c. Discuss how artists use space to create a more interesting composition
 - A.4.16.d. Discuss how personal experiences influence responses to works of art
- A.4.17. Explore careers in the visual arts (*Example: explore colonial artist professions that provided a source of necessary income: potters, blacksmith, architects, tailor/seamstress, printer, silversmiths .)*

Library



LIBRARY

Fourth Grade

- L.4.1.A.1 (M) Explain that libraries (school, public, other) are places to store and retrieve ideas and information
- L.4.1.A.2 (D) Explain that libraries can be virtual or physical spaces with both print and digital content
- L.4.1.A.3 (D) Explain that libraries are places to collaborate, create and share information
- L.4.1.B.2 (D) Identify different sections of the library as grade appropriate (Fic, NF, Ref, Easy, Biography, according to local organization)
- L.4.1.B.3 (D) Locate catalog/automated catalog OPAC
- L.4.1.C.1 (D) Replace materials (books, etc.) in proper place when finished
- L.4.1.C.2 (M) Use and care for library materials appropriately
- L.4.1.C.3 (M) Follow local circulation procedures
- L.4.1.D.1 (M) Define and use grade appropriate library/media center terminology (library, librarian, early reader and picture book)
- L.4.1.D.2 (M) Define library operating systems terminology (circulation, checkout, renew, borrow)
- L.4.1.D.3 (I) Identify types of print and digital media available in libraries (books, periodicals, databases, digital resources)
- L.4.1.D.4 (M) Identify book components (title, author, illustrator, spine, cover, etc)
- L.4.2.A.1 (D) Explain how books are shelved in the library
- L.4.2.A.2 (I) Use local classification schemes to find library materials (Dewey, genre, other)
- L.4.2.B.1 (I) Search by author, title, subject, and/or keyword, series
- L.4.2.B.2 (I) Use advanced search strategies
- L.4.2.B.3 (I) Identify call number and circulation status of library materials
- L.4.2.B.4 (I) Identify bibliographic information in a catalog record as it relates to title page/verso of a book (publisher, copyright date)
- L.4.2.B.5 (I) Identify additional information in a catalog record (summary, subjects, awards, reviews, etc.)
- L.4.2.B.6 (I) Access patron account to use individualized features (Ebook, holds, write reviews, etc.) as available
- L.4.3.1 (D) Identify and read books of various genres and formats
- L.4.3.2 (I) Identify author's purpose
- L.4.3.3 (D) Identify and explain the significance of appropriate notable awards for children's literature
- L.4.3.4 (D) Use self-assessment tools for selecting books of appropriate reading levels for enjoyment and information



- L.4.3.5 (D) Distinguish between contemporary and classic literature
- L.4.3.6 (D) Discuss how illustrations and other features (ex: endpapers, cover, etc.) tell story and/or extend the text
- L.4.3.7 (D) Explain how artwork expresses mood and tone of the work
- L.4.4.A.1 (D) Recognize the need for information and research ideas
- L.4.4.A.2 (D) Verify and Use Background Knowledge
- L.4.4.B.1 (I) Match information needed with appropriate sources
- L.4.4.B.2 (I) Identify resources available through the public library and other institutions
- L.4.4.B.3 (I) Locate bibliographic information for citation
- L.4.4.B.6 (I) Identify and use text features to enhance understanding (ex: captions, graphs, table of contents, index, glossary, etc.)
- L.4.4.D.2 (I) Discriminate among relevant and irrelevant information
- L.4.4.D.4 (I) Collaborate with others to broaden and deepen understanding of information
- L.4.4.D.5 (D) Create new product based on information gathered
- L.4.5.1 (D) Abide by Acceptable Use Policy guidelines of school and understand the Internet is a global community
- L.4.5.2 (D) Apply Christian values to maintaining a positive digital footprint (respecting privacy, Internet habits, etc.)
- L.4.5.3 (D) Define the term "copyright" and explain Creative Commons
- L.4.5.5 (D) Define the term "plagiarism" and the consequences of plagiarism
- L.4.5.6 (I) Credit sources using a Works Cited page or bibliography for classroom assignments (MLA, APA, etc.)

Technology



FOURTH GRADE TECHNOLOGY STANDARDS

Standard 1.0 – Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

T.4.1.A Demonstrate knowledge of the nature and operation of technology systems

T.4.1.A.1 Identify and understand the functions of computing (Input, Output, Storage, Processing)

T.4.1.A.2 Demonstrate the proper care of the computer hardware and software

T.4.1.A.3 Demonstrate basic understanding of computer theory (Bits and Bytes)

T.4.1.B Demonstrate proficiency in the use of technology

T.4.1.B.1 Access and navigate within application software and understand basic file management functions (such as open, close, format, edit, and save /save as in other formats such as PDF, CSV, etc.). Reinforce the concept of the hierarchy of storage so students understand not only how to save but where to save.

T.4.1.B.2 Use tools, menus and dialog boxes in application software

T.4.1.B.3 Develop keyboarding skills (Identify and use navigation keys, alphabet keys, special function keys, shift, caps lock, space bar, enter, control, backspace, delete, arrows, and punctuation); know shortcut keys

T.4.1.B.4 Use correct keyboarding techniques (such as proper home row and fingering positions and posture)

T.4.1.B.5 Use appropriate applications to perform an assigned task (such as word processing, graphics, and presentation)

Standard 2.0 – Digital Citizen: Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

T.4.2.A Technology and Society: Explain how technology affects people and society

T.4.2.A.1 Explain how technology (such as computers, cameras, calculators, televisions, CD-ROMs, and DVDs) influences societies

T.4.2.A.2 Identify examples of how technology has affected the environment, in both the past and the present

T.4.2.A.3 Explain how technology tools have or can be used to meet the needs of societies

T.4.2.A.4 Reinforce taking our Catholic values that we use in our real world into the digital world.

T.4.2.A.5 Address the permanence of uploads, including email and social media.

T.4.2.B Ethical and Legal Issues: Practice responsible and appropriate use of technology systems, software, and information



- T.4.2.B.1 Explain the purpose and importance of following the acceptable use policy
- T.4.2.B.2 Recognize the potential harm of intrusive applications (such as worms, viruses, malware, spyware, pop-up windows, etc.)
- T.4.2.B.3 Use safe and correct security procedures (such as protecting/updating password and user ID)

T.4.2.C Ethical and Legal Issues: Demonstrate an understanding of current legal standards

- T.4.2.C.1 Comply with copyright laws and fair use provisions (such as appropriate copying and pasting, legal downloading, and recognizing intellectual property)
- T.4.2.C.2 Practice strategies for avoiding plagiarism when using digital content
- T.4.2.C.3 Cite electronic sources of text and digital information

T.4.2.D Ethical and Legal Issues: Understand current online safety guidelines

- T.4.2.D.1 Understand that the Internet offers access to multiple digital communities with differing guidelines
- T.4.2.D.2 Explain and practice safety and privacy issues related to using the Internet
- T.4.2.D.3 Use safe and correct security procedures when online (such as not disclosing personal information and protecting passwords)
- T.4.2.D.4 Describe procedures for exiting an inappropriate site (such as clicking the home or back button, or turning off the monitor, and then notifying an adult)
- T.4.2.D.5 Understand the purpose of technology protection measures (such as virus protection and content filtering systems)
- T.4.2.D.6 Discuss appropriate measures to take before creating email accounts or other online accounts. Such measures should include asking parents for permission.

Standard 3.0 – Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

T.4.3.A Use technology to locate, evaluate, and organize information from a variety of sources.

- T.4.3.A.1 Select relevant information from appropriate technology resources (such as websites, library catalogs, or electronic reference materials)
- T.4.3.A.2 Evaluate electronic resources using the same strategies as print resources (such as fact vs. fiction, author, ease of use) and use print sources to verify electronic sources
- T.4.3.A.3 Use search strategies for age-appropriate Web search tools, library catalogs, or electronic databases
- T.4.3.A.4 Collect and organize information using technology tools (such as word processor, spreadsheets, graphics program)
- T.4.3.A.5 Describe telecommunications terminology and capabilities (website, website address, homepage, link, Internet, browser, search engine, etc.)



Standard 4.0 – Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

T.4.4.A Creativity/Innovation – Multimedia/Presentation Format/Editing: Use and explain how the technology can be used to express ideas

T.4.4.A.1 Multimedia: Use telecommunication, multimedia and publishing tools to express original ideas with print, drawings, digital images, existing or original video, sounds, and/or personal recordings

T.4.4.A.2 Presentation Format: Present ideas and information in formats that allow individual or group participation and are appropriate to a specific audience. Examples of such formats would be wikis, blogs, graphic organizers, electronic presentations, videos and web pages

T.4.4.A.3 Editing: Change, edit, and revise graphs, graphics, presentations, and word processing documents

T.4.4.B Learning: Use and explain how technology tools enhance learning

T.4.4.B.1 Use technology tools, including software and hardware, from a range of teacher-selected options to learn new content or reinforce skills

T.4.4.B.2 Explain how selected technology tools are being used to support learning

T.4.4.B.3 Reflect as an individual on appropriateness of selected technology for the given task

T.4.4.B.4 Assess the use of the selected technology for individual learning of the specific task

T.4.4.B.5 Describe how technology tools are used to collect information

Standard 5.0 –Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

T.4.5.A Productivity and Problem Solving: Use and explain how technology tools increase productivity

T.4.5.A.1 Explain how the selected technology tools are being used to accomplish tasks efficiently (e.g., outlining; using word processing software to edit; and revise vs. rewriting by hand, using spreadsheets to collect and analyze information)

T.4.5.A.2 Create new documents to complete learning assignments

T.4.5.A.3 Use suitable electronic resources to edit final copies of texts for correctness in language usage and conventions, such as capitalization, punctuation, and spelling (e.g., online dictionaries, spell check, grammar check)

T.4.5.A.4 Input and analyze information in a predefined spreadsheet or database

T.4.5.A.5 Use various electronic information retrieval sources to obtain information on a topic

T.4.5.A.6 Evaluate ways that different algorithms may be used to solve the same problem

T.4.5.A.7 Create an algorithm (e.g., Hour of Code, Scratch, Made with Code)



Standard 6.0 - Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, and formats and digital media to appropriate their goals.

T.4.6.A Communication – Tools: Use technology for communication

- T.4.6.A.1 Use communication tools identified by the teacher to help gather information, share ideas, and respond to questions when communicating with various audiences, including school, community, parents, and experts (i.e., podcasts, blogs, wikis)
- T.4.6.A.2 Present information, independently or with assistance, to various audiences

T.4.6.B Communication - Media Formats: Use and explain the purposes of different media formats

- T.4.6.B.1 Communicate independently with various audiences using different media formats
- T.4.6.B.2 Explain the purpose for a chosen media format

Standard 7.0 - Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

T.4.7.A Collaboration: Use and explain how selected technology tools encourage collaboration

- T.4.7.A.1 Use technology tools to work collaboratively within the classroom
- T.4.7.A.2 Use technology tools to exchange ideas with individuals or groups outside of the classroom
- T.4.7.A.3 Reflect and discuss the advantages of collaboration supported by technology tools