



Fourth Grade Curriculum Guide

Patron Saint: Saint Bernadette



Welcome To Fourth Grade!

Dear Parents,

We are pleased to provide you with the curriculum standards that your child will learn this year in fourth grade. These standards spell out exactly what skills and knowledge we expect your child to be able to do and understand by the end of this year. Lumen Christi follows rigorous content standards aligned with national guidelines and Archdiocesan standards. But even the most rigorous standards cannot make our students successful without the support of parents. Studies show that the family is critical to a child's success in school. Understanding what is expected of your fourth grade student enables you, the parent, to assess progress. The more you know about the academic expectations for children this age, the more influence you will have in educational progress. This booklet is designed to inform you of Lumen Christi's expectations for students in the five major curriculum areas: Religion, English Language Arts, Math, Social Studies, and Science. These expectations are aligned with the fourth grade curriculum that is used by the classroom teacher for daily instruction.

As a school dedicated to excellence we are continually reviewing, developing, and improving our curricular choices. Therefore, we will occasionally and purposefully make changes to our scope and sequence as we continue to grow and refine our practice of education.

This will be an exciting year of learning for your child. We are committed to partner with you to ensure your child achieves the highest level of academic success this year.

Blessings!

RELIGION

Creedal Church

- Believes in the goodness of creation and God's care for it
- Understands grace as a sharing in God's life
- Appreciates the Holy Spirit as helper and guide in making good choices
- Understands Church as a community of worship, witness and service which carries on the work and mission of Christ
- Understands that God communicates gradually to us
- Understands that our faith is Trinitarian as expressed in Baptism
- Understands that the story of Adam and Eve reminds us that our first parents sinned against God
- Understands that Jesus lived, suffered and died for us, and we will rise with Christ to new life after death
- Knows in everything Jesus did, he is our model
- Knows that the Trinity was fully revealed to Jesus' disciples at Pentecost
 - Understands that Scripture is God's word to us
 - Understands and responds to the following Scriptural passages as experiences of God's love for us, our love for humanity and our need for mercy and forgiveness: Ten Commandments (Exodus 20:2-17); Sermon on the Mount (Matthew 5:1-12); Good Samaritan (Luke 10:25-37); Prodigal Son (Luke 15:11-24); Temptation of Christ (Matthew 4:1-11)
 - Knows the meaning of the covenant with Noah, Abraham and Moses (Genesis 9:1-3, Genesis 17:1-9, Exodus 19:1-8)

Christian Prayer

- Understands prayer as the living relationship of the children of God with their Father, his Son and the Holy Spirit
- Prays and understands the Prayer of St. Francis as a model for peace and love in the world
- Prays the Our Father
- Understands the Nicene and Apostles Creeds as statements of Catholic beliefs
- Reviews the memorization of previous prayers
- Memorizes the Glory to the Father (Doxology) and the Apostles Creed
- Recognizes forms of popular piety such as the Rosary and the Stations of the Cross
- Experiences personal and communal prayer, especially prayers of praise and thanksgiving

Moral Life

- Recognizes that all Christians are called to holiness Knows Jesus' Two Great Commandments of love are a Christian's way of life Can articulate the Ten Commandments using the traditional formula
- Sees the Corporal and Spiritual Works of Mercy as ways of responding to the needs of others
- Realizes that original sin is the human condition into which we are all born Recognizes conscience as the inner ability to judge between good and bad when making choices and recognizes the seven capital sins
- Realizes that temptation is a pull toward something we know is sinful and that it is a part of everyone's life
- Recognizes the seven gifts of the Holy Spirit
 - Responds to the Ten Commandments as rules to help us live God's life of love (Exodus 20:2-17)
 - Learns the Beatitudes as a way of life modeled by Christ to bring happiness (Matthew 5:1-12)
 - Differentiates between sin which is choosing to turn away from God and mistakes which are accidents (Temptations of Christ - Matthew 4:1-11)
 - Realizes that all choices have responsibilities and consequences and are to be made in light of Gospel values (Good Samaritan - Luke 10:25-37)
- Knows that listening to feelings can help one decide how to act
- Knows that he/she can talk to someone when not feeling safe Identifies "private and special" body parts and touches which can make a person feel uncomfortable
- Can define bullying and harassment and recognize it when it occurs

ENGLISH LANGUAGE ARTS

Reading: Literature

Key Ideas and Details

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure

- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

- Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Text Complexity

- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text

Key Ideas and Details

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 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.

Craft and Structure

- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- 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.
- Compare and Contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information in a text or part of a text.

Integration of Knowledge and Ideas

- 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.
- Explain how an author uses reasons and evidence to support particular points in a text.
- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Text Complexity

- By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words.
 - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

- Read with sufficient accuracy and fluency to support comprehension.
 - Read on-level text with purpose and understanding.
 - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

Text Type and Purpose

- Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - Provide reasons that are supported by facts and details.
 - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - Provide a concluding statement or section related to the opinion presented.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within categories of information using words and phrases (e.g., another, for example, also because).
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Provide a concluding statement or section related to the information or explanation presented.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - Use a variety of transitional words and phrases to manage the sequence of events.
 - Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 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; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Research to Build and Present Knowledge

- Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text, e.g., a character's thoughts, words, or actions.").
 - Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

Range of Writing

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon rules for discussions and carry out assigned roles.
 - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language

Conventions of Standard English

- Demonstrate command of the conventions of standard English, grammar, and usage when writing or speaking.
 - Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
 - Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
 - Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
 - Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
 - Form and use prepositional phrases.
 - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - Correctly use frequently confused words (e.g., to, too, two; there, their).
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use correct capitalization.
 - Use commas and quotation marks to mark direct speech and quotations from a text.
 - Use a comma before a coordinating conjunction in a compound sentence.
 - Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of English

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Choose words and phrases to convey ideas precisely.
 - Choose punctuation for effect.
 - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or

phrase.

- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - Recognize and explain the meaning of common idioms, adages, and proverbs.
 - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

MATH

Operations and Algebraic Thinking

Use the four operations with whole numbers to solve problems

- Know multiplication strategies
- Interpret a multiplication equation as a comparison
- Represent verbal statements of multiplicative comparisons as multiplication equations
- Describe multiplicative comparison
- Describe additive comparison
- Determine and use a variety of representations to model a problem involving multiplicative comparison
- Distinguish between multiplicative comparison and additive comparison (repeated addition)
- Multiply or divide to solve word problems
- Determine appropriate operations and solve word problems involving multiplicative comparison
- Divide whole numbers including division with remainders
- Represent multi-step word problems using equations with a letter standing for the unknown quantity
- Interpret multi-step word problems (including problems in which remainders must be interpreted) and determine the appropriate operations to solve
- Assess the reasonableness of an answer in solving a multi-step word problem using mental math and estimates strategies (including rounding)

Gain familiarity with factors and multiples

- Define prime and composite numbers
- Know strategies to determine whether a whole number is prime or composite
- Identify all factor pairs for any given number 1-100
- Recognize that a whole number is a multiple of each of its factors
- Determine if a given whole number (1-100) is a multiple of a given one-digit number
- Evaluate if a given whole number (1-100) is a prime or composite

Generate and analyze patterns

- Identify a number or shape pattern
- Analyze a pattern to determine features not apparent in the rule
- Generate a number or shape pattern that follows a given rule

Number and Operations in Base Ten

Generalize place value understanding for multi-digit whole numbers

- Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right
- Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons
- Round multi-digit whole numbers to any place using place value
- Read and write multi-digit whole numbers using base ten numerals, number names, and expanded form

Use place value understanding and properties of operations to perform multi-digit arithmetic

- Fluently add and subtract multi-digit whole numbers less than or equal to 1,000,000 using the standard algorithm
- Multiply a whole number of up to four digits by a one-digit whole number
- Find whole number quotients and remainders with up to four-digit dividends and one-digit divisors
- Multiply two two-digit numbers
- Use strategies based on place value and the properties of operations to multiply whole numbers
- Illustrate and explain calculations by using written equations, rectangular arrays, and/or area models
- Use the strategies based on place value, the properties of operations, and/or the relationship between multiplication and division
- Illustrate and explain the calculation by using written equations, rectangular arrays, and/or area models

Number and Operations-Fractions

Extend understanding of fraction equivalence and ordering

- Recognize and identify equivalent fractions with unlike denominators
- Recognize fractions as being greater than, less than, or equal to other fractions
- Explain why a/b is equal to $(n \times a) / (n \times b)$ by using fraction models with attention to how the number and size of the parts differ even though the two fractions themselves are the same size
- Use visual fraction models to show why fractions are equivalent
- Generate equivalent fractions using visual fraction models and explain why they can be called “equivalent”
- Record comparison results with symbols: $<$, $>$, $=$
- Use benchmark fractions such as $1/2$ for comparison purposes
- Make comparisons based on parts of the same whole
- Compare two fractions with different numerators and denominators
- Justify the results of a comparison of two fractions by using a visual fraction model

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers

- Understand accumulating unit fractions ($1/b$) results in a fraction (a/b), where a is greater than 1
- Represent a fraction a/b as a multiple of $1/b$ (unit fractions)
- Recognize multiple representations of one whole using fractions with the same denominator
- Replace mixed numbers with equivalent fractions, using visual fraction models
- Replace improper fractions with a mixed number, using visual fraction models
- Using fraction models, reason that addition of fractions is joining parts that are referring to the same whole
- Using fraction models, reason that subtraction of fractions is separating parts that are referring to the same whole
- Using visual fraction models, decompose a fraction into the sum of fractions with the same denominator in more than one way
- Record decompositions of fractions as an equation and explain the equation using visual fraction models
- Add and subtract fractions with like denominators
- Add and subtract mixed numbers with like denominators by using properties of operations and the relationship between addition and subtraction
- Add and subtract mixed numbers by replacing each mixed number with an equivalent fraction
- Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, by using visual fraction models and equations to represent the problem
- Multiply a fraction by a whole number
- Apply multiplication of whole numbers to multiplication of a fraction by a whole number using visual fraction models
- Explain that a multiple of a/b is a multiple of $1/b$ (unit fraction) using a visual fraction model
- Multiply a fraction by a whole number by using the idea that a/b is a multiple of $1/b$
- Use fraction models and equations to represent the problem
- Solve word problems involving multiplication of a fraction by a whole number

Understand decimal notation for fractions, and compare decimal fractions

- Rename and recognize a fraction with a denominator of 10 as a fraction with a denominator of 100
- Explain the values of digits in the decimal places
- Recognize that comparisons are valid only when the two decimals refer to the same whole
- Recognize that two fractions with unlike denominators can be equivalent
- Use knowledge of renaming tenths to hundredths to add two fractions with denominators 10 and 100
- Read and write decimals through hundredths
- Rename fractions with 10 and 100 in the denominator as decimals
- Recognize multiple representations of fractions with denominators 10 and 100
- Represent fractions with denominators 10 or 100 with multiple representations and decimal notation
- Explain how decimals and fractions relate
- Compare two decimals to hundredths by reasoning about their size
- Record the results of comparisons with the symbols $>$, $=$, or $<$
- Justify the conclusions using visual models and other methods

Measurement and Data

Solve problems involving measurement and conversion of measures from larger unit to a smaller unit

- Know relative size of measurement units (km, m; kg, g; lb., oz.; L, mL; hrs. min, sec)
- Express measurements given in a larger unit in terms of a smaller unit
- Know that the formula for the perimeter of a rectangle is $2L + 2W$ or $L + L + W + W$
- Compare the different units within the same system of measurement
- Convert larger units of measurement within the same system to smaller units and record conversions in a 2-column table
- Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale
- Add, subtract multiply, and divide fractions and decimals
- Solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money
- Solve word problems involving measurement that include simple fractions or decimals
- Solve word problems that require expressing measurements given in a larger unit in terms of a smaller unit
- Know that the formula for the area of a rectangle is $L \times W$
- Apply the formula for perimeter of a rectangle to solve real world and mathematical problems
- Apply the formula for area of a rectangle to solve real world and mathematical problems
- Solve area and perimeter problems in which there is an unknown factor (n)

Represent and interpret data

- Analyze and interpret a line plot to solve problems involving addition and subtraction of fractions
- Add and subtract fractions

Geometric measurement: understand concepts of angle and measure angles

- Define angle
- Recognize a circle as a geometric figure that has 360 degrees
- Recognize and identify an angle as a geometric shape formed from 2 rays with a common endpoint
- Explain the angle measurement in terms of degrees
- Recognize that an angle is a fraction of a 360 degree circle
- Compare angles to circles with the angles point at the center of the circle to determine the measure of the angle
- Calculate angle measurement using the 360 degrees of a circle
- Sketch angles of specified measure
- Recognize that angles are measured in degrees (o)
- Read a protractor
- Determine which scale on the protractor to use, based on the direction the angle is open
- Determine the kind of angle based on the specified measure to decide reasonableness of the sketch
- Measure angles in whole number degrees using a protractor
- Recognize that an angle can be divided into smaller angles
- Solve addition and subtraction equations to find unknown angle measurements on a diagram
- Find an angle measure by adding the measurements of the smaller angles that make up the larger angle
- Find an angle measure by subtracting the measurements of the smaller angle from the larger angle

Geometry

Draw and identify lines and angles, and classify shapes by properties of their lines and angles

- Analyze two-dimensional figures to identify points, lines, line segments, rays, angles, (right, acute, obtuse), and perpendicular and parallel lines
- Identify parallel or perpendicular lines in two-dimensional figures
- Recognize lines of symmetry for a two-dimensional figure
- Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines
- Recognize acute, obtuse, and right angles
- Identify right triangles
- Classify two-dimensional figures based on parallel or perpendicular lines and size of angles
- Classify triangles as right triangles or not right
- Recognize a line of symmetry as a line across a figure that when folded along creates matching parts
- Identify line-symmetric figures
- Draw lines of symmetry for two-dimensional figures

SOCIAL STUDIES

Economics

Production/Consumption/Distribution:

- Identify the connection of natural resources to products of WI and regions of the U.S.
- Describe the importance of industries to Wisconsin in the past and present (i.e., agriculture, lumber, fur trade, and lead mining)
- Explain the advantages and disadvantages of various types of distribution of goods

Exchange:

- Examine various means of exchange (i.e., trade and barter for goods)

History

Time:

- Identify the sequence of events leading to the exploration and settlement of Wisconsin.
- Compare Wisconsin communities in the past and present.

People:

- Explore the significance of explorers, missionaries, and fur traders to Wisconsin
- Explore the significance of immigrants to Wisconsin
- Explore the significance of American Indians to Wisconsin

Events:

- Describe the conflicts that affected the settlement of Wisconsin
- Summarize current events in the United States and Wisconsin

Geography

Location:

- Locate geographic landforms on Wisconsin and states maps
- Identify relative and absolute location of Wisconsin
- Locate and identify states and physical features in the U.S.

Map Skills:

- Apply cardinal and intermediate directions
- Identify latitude and longitude
- Identify different types of maps
- Map regions of U.S.
- Map Wisconsin's physical features and major cities

Regions:

- Identify regions of Wisconsin and the U.S.

Human Environment:

- Identify renewable and nonrenewable resources

Place:

- Differentiate between weather and climate
- Define the Ice Age and its effects on Wisconsin regions
- Identify the cultures within Wisconsin

Political Science

Citizenship:

- Identify symbols of Wisconsin

Government:

- Describe how Wisconsin became a state
- Describe the changes made by the Progressive Party in Wisconsin

- Identify the three levels and branches of government and explain their duties

Laws:

- Explain how a bill becomes a law in Wisconsin

Behavioral Science

Individual:

- Describe how individuals contribute to Wisconsin's identity

Institutions:

- Explain the contributions of family, school, church, and government to Wisconsin

Society:

- Explain the contributions of Wisconsin to the nation
- Explain the impact of world events on Wisconsin
- Describe the different cultures that have shaped Wisconsin in the past and present
- Explain the concept of multiculturalism

Catholic Social Teachings

Life and Dignity of the Human Person:

- Begins to develop skills for conflict resolution
- Identifies ways to prevent prejudice/discrimination at school and play
- Recognizes and respects the qualities of a dignified life

The Call to Family, Community, and Participation:

- Recognizes and discusses the value of the human family
- Identifies Jesus as a member of a community in addition to being part of a family
- Applies the teachings of Jesus to Community
- Is involved in service projects and identifies these with Christian community

The Rights and Responsibilities of the Human Person:

- Applies basic Christian attitudes and skills in solving arguments and conflicts
- Articulates basic human rights and responsibilities
- Prays the Prayer of St. Francis in order to be sustained in fighting injustice

Option for the Poor and the Vulnerable:

- Understands Jesus' teachings about serving others
- Practices behaviors that help others
- Uses special individual talents to assist those in need of help
- Can tell stories about what poor children and children who are not poor have in common

Dignity of Work and the Rights of Workers:

- Shows respect for the value of all classmates work
- Can discuss the many different types of work roles and professions with respect
- Gives examples of how different kinds of work call forth different talents
- Demonstrates how all types of work contribute to the good of the whole

Solidarity of the Human Family:

- Identifies oneself as belonging to a family of global people where there are many differences
- Recognizes the values of our global neighborhood and cultures
- Recognizes and respects the uniqueness of the individual cultures throughout the world
- Identifies racial prejudice and demonstrates an acceptance of people from a race other than one's own

Care for God's Creation

- Explains how the environment is God's creation and ours to respect
- Demonstrates that we all have a role to play in preserving the environment
- Gives examples for daily life of conserving the environment

SCIENCE

Earth Science

Weather:

- Relate that the water cycle consists of evaporation, condensation, precipitation, and the accumulation of surface and groundwater

Changes in the Earth:

- Understand that smaller rocks come from the breaking or weathering of bedrock and larger rocks
- Relate how erosion is the moving of rocks and soil
- Know how features on the Earth's surface are constantly changing by a combination of slow and rapid processes

Earth's Structure/Composition:

- Relate that properties of soil impact how people use land
- Identify the three types of rocks
- Know that geologists classify rocks using physical and chemical changes

Physical Science

Matter:

- Investigate how the size, shape, mass, and material of an object determines whether it will sink or float in water
- Explain that buoyancy is connected to sinking and floating
- Identify that matter may be composed of parts too small to be seen without magnification
- Identify matter in three forms and know it has the ability to change forms
- Know matter is neither created nor destroyed, but can change form
- Investigate how properties of matter change by heating and cooling

Forces/Motion and Energy:

- Observe that heat is a common byproduct when energy changes form
- Describe how people's use of energy has changed over time
- Explain that energy is the ability to do mechanical work or to produce a change in temperature
- Identify the many different types of energy

Electricity/Magnetism:

- Investigate magnetic attraction to steel and iron materials
- Discover that electricity travels in circuits
- Demonstrate the organization of a simple circuit
- Discover that static electricity jumps from negative to positive charge
- Illustrate ways electricity can be conserved

Life Science

Animals:

- Classification
 - Explain that the terms carnivore, herbivore, and omnivore are used to describe animals that eat other animals, plants, or a combination of animals and plants
- Characteristics
 - Explain that a predator is an animal that catches and eats other animals

Plants:

- Characteristics
 - Identify that plants create their own food source
 - Identify that stems support the plant and transport water and nutrients
 - Explain the role of flowers in reproduction
- Life Cycles
 - Explain that energy is transferred through food chains

Environment:

- Adaptations
 - Explain that animal and plant adaptations are a result of interaction with the environment
- Interaction of Living Things

- Explain that plants, animals, and the physical surroundings are interdependent
- Discover that plants and animals interact with one another and their surroundings to form an ecosystem

Cells, Heredity and Classification:

- Recognize different animals and plants within their kingdoms
- Organize plants and animals using a classification system

Standards and information obtained from:

- Archdiocese of Milwaukee Office of Schools
- National Benchmarks and Standards for College and Career Readiness
- Department of Defence Education Activity