



ARCHDIOCESE
of MILWAUKEE

CURRICULUM
Guide
FOR PARENTS

GRADE 4

**To obtain additional information, please contact:
OFFICE FOR SCHOOLS**

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Before you get started...

What is a Curriculum Guide?

Academic excellence is a hallmark of Catholic schools in the Archdiocese of Milwaukee. To assist schools in maintaining academic excellence, the archdiocese's Office for Schools has developed curriculum guides for grades 4K-8th that identify what we want our students to know and be able to do at the end of each grade based on national, state, and local standards. With these guides as a template, each individual school develops a plan to clearly articulate what is taught, how it is taught, and how student achievement is assessed for each grade. This process of "fine tuning" results in a school specific standards-based curriculum that guides teaching and learning.

Characteristics of a 4th Grader

- Is growing in a personal sense of right and wrong that often expresses itself in judgments of what is "unfair" or unjust
- Begins to consider moral questions in terms of motives as well as consequences
- Enjoys participating in liturgies and prayer services
- May show increasing concern about people who are hungry, homeless, or poor
- Is becoming able to make up spontaneous prayers and litanies
- Demonstrates an interest in the wider world
- Grows in awareness of justice and fair play
- Exhibits awareness of self as an individual and as a member of a group
- Recognizes the need for guidelines and rules
- Acts more independently and confidently
- Begins to think of larger issues; e.g., environment, prejudice, violence, etc.
- Enjoys reading, listening to, and participating in stories as well as role playing
- Develops friendships with members of the same sex
- Learns from observations as well as direct teaching
- Is able to use technology to obtain information and to communicate with others
- Displays curiosity about life, nature, and people
- Desires to share and do things with others
- Develops an awareness that life requires making choices
- Is significantly influenced by teens and preteens in popular culture; e.g., music, television, movies



CREED

- Understands that God reveals himself gradually to us
- Understands that Jesus lived, suffered, and died for us, and that we will rise with Christ to new life after death
- Understands that Christ's death and resurrection were part of God's plan
- Articulates that the Holy Spirit is our 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
- Identifies various saints as role models of peace and love in the world and makes the connections between their stories and one's personal experiences
- Demonstrates the ability to locate passages in the Bible
- Understands that Scripture is God's word to us
- Understands and can apply the meaning of the covenant

LITURGY AND SACRAMENTS

- Grows in understanding of the Liturgical Year and the symbolic colors of each season
- Names the Holy Days of Obligation
- Understands that the sacraments are signs of grace and encounters with Jesus Christ
- Explains the ways Christ is present at Mass

MORAL LIFE

- Recognizes conscience as the inner ability to judge between good and bad when making choices
- Identifies the seven capital sins
- Defines holiness as the call of all Christians
- Describes the Corporal and Spiritual Works of Mercy as ways of responding to the needs of others
- Articulates the Ten Commandments using the traditional formula
- Learns the Beatitudes as a way of life modeled by Christ to bring happiness (Mt 5: 1-12)
- Realizes that original sin is the human condition into which we are all born
- Distinguishes between mortal (serious) and venial sin
- Recognizes the seven Gifts of the Holy Spirit (Is 11: 2)

CHRISTIAN PRAYER

- Defines the creeds as the statements of Catholic beliefs
- Prays the Rosary as a group
- Understands that daily prayer connects us to and builds our relationship with God the Father, Son, and Holy Spirit
- Understands and prays the following: the Lord's Prayer, Hail Mary, Act of Contrition, Glory Be, Hail Holy Queen
- Memorizes The Apostles Creed

FAMILY

- Applies the Great Commandment in relationship with own family, and understands that families become stronger when members respect each other
- Articulates that we are all called to holiness

FRIENDSHIPS AND RELATIONSHIPS

- Understands the call to live the Great Commandment
- Analyzes the Great Commandment to understand the relationship between love of God and love for others
- Believes in the goodness of creation and God's care for it

HUMAN SEXUALITY

- Knows that life begins at conception and grows inside a mother's body
- Understands the importance of respect and care for one's own body and the bodies of others
- Understands that grace is a sharing in God's life

MARRIAGE

- Applies knowledge of marriage, and recognizes that marriage is the context in which we welcome children
- Connects expression of love in marriage with the welcoming of new life, and with self-giving

MORAL DECISION MAKING

- Understands that God gave us the gift of free will, and the gift of conscience to do what is right
- Applies good decision making and the gift of conscience to own life
- Prays for help to know what is right and wrong
- Understands that the Holy Spirit is a helper and guide in making good decisions

RESPECT FOR LIFE

- Knows that life begins at conception
- Knows that God created human beings with a body and a soul
- Understands all human life is sacred

VIRTUES

- Is introduced to and practices Modesty, Right Judgment, Obedience, Respect, Self-Control, and Acceptance

READING: LITERATURE

- Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
- Determines a theme of a story, drama, or poem from details in the text; summarizes the text
- Describes in depth a character, setting, or event in a story or drama, drawing on specific details in the text
- Compares and contrasts the point of view from which different stories are narrated, including the difference between first- and third-person narrations
- Compares and contrasts the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures

READING: INFORMATIONAL TEXT

- Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
- Determines the main idea of a text and explains how it is supported by key details; summarizes the text
- Explains events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text
- Determines the meaning of general academic and domain-specific words or phrases in a text
- Explains how an author uses reasons and evidence to support particular points in a text

READING: FOUNDATIONAL SKILLS

- Knows and applies grade-level phonics and word analysis skills in decoding words
- Reads with sufficient accuracy and fluency to support comprehension

WRITING

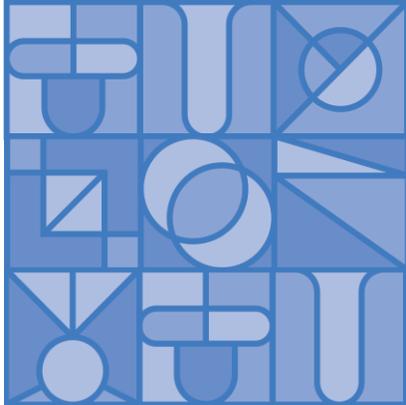
- Writes opinion pieces on topics or texts, supporting a point of view with reasons and information
- Writes informative/explanatory texts to examine a topic and conveys ideas and information clearly
- Writes narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences
- Recalls relevant information from experiences or gathers relevant information from print and digital sources; takes notes and categorizes information, and provides a list of sources

SPEAKING AND LISTENING

- Engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly
- Paraphrases portions of a text read aloud or information presented in diverse media and formats
- Reports on a topic or text, tells a story, or recounts an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaks clearly at an understandable pace

LANGUAGE

- Demonstrates command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Determines or clarifies the meaning of unknown and multiple-meaning words and phrases



In 4th grade, your child will gain important new skills while continuing to build on what he or she learned the previous year. One of the main areas studied in 4th grade is arithmetic and applying it to solve problems. This is an important life skill, and your child should make significant strides in this area during the year. Your child will also build knowledge and skills with fractions to prepare for mastering this topic in 5th and 6th grades. These skills will help ensure your child is ready for algebra and advanced math.

HELP YOUR CHILD LEARN AT HOME

Look for “word problems” in real life. Some 4th grade examples might include:

- Ask your child to compare numbers using phrases like “times as much.” For example, if the family cat weighs 8 lbs. and the family dog weighs 56 lbs., how many times as much does the dog weigh?
- Ask your child to help you compare fractional amounts – for example, if one recipe calls for $\frac{2}{3}$ of a cup of oil, but another recipe calls for $\frac{3}{4}$ of a cup of oil, which recipe calls for more oil? (In 5th grade, your child will learn ways to determine just how much more oil.)

NUMBER AND OPERATIONS: BASE 10

- Reads, writes, and compares multi-digit whole numbers
- Fluently adds and subtracts multi-digit whole numbers
- Multiplies multi-digit whole numbers
- Divides whole numbers by one-digit divisors

OPERATIONS AND ALGEBRAIC THINKING

- Solves multi-step problems using the four operations
- Finds all factor pairs for a whole number in the range 1-100
- Generates a number or shape pattern that follows a given rule

NUMBER AND OPERATIONS: FRACTIONS

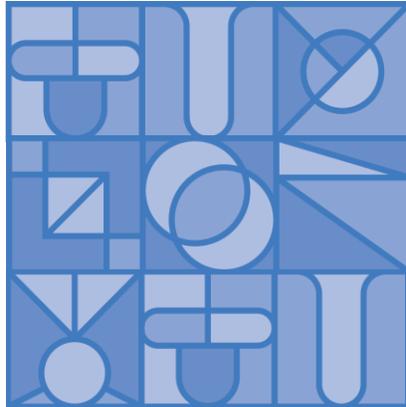
- Recognizes and generates equivalent fractions
- Compares fractions with unlike numerators and unlike denominators
- Adds and subtracts fractions with like denominators
- Uses decimal notation for fractions with denominators 10 or 100

MEASUREMENT AND DATA

- Converts units of measurement
- Solves problems involving measurement
- Solves problems using area and perimeter
- Measures and creates angles using a protractor

GEOMETRY

- Draws and identifies lines and angles



- Explains how our background and environment affect how we think, feel, and act
- Investigates and interprets interactions between individuals and groups
- Evaluates how decisions are made and interactions occur in a local community
- Analyzes how decisions are made and interactions occur among individuals, households, and firms/businesses
- Analyzes how an economy functions as a whole
- Uses geographic tools and ways of thinking to analyze the world
- Evaluates the relationships between humans and the environment
- Evaluates the relationships between identity and place
- Uses historical evidence for determining cause and effect
- Analyzes, recognizes, and evaluates patterns of continuity and change over time in the context of historical events
- Connects past events, people, and ideas to the present; uses different perspectives to draw conclusions; and suggests current implications
- Analyzes and evaluates the powers and processes of political and civic institutions

CATHOLIC SOCIAL TEACHINGS

Call to Family, Community, and Participation - "The person is not only sacred but also social. How we organize our society - in economics and politics, in law and policy - directly affects human dignity and the capacity of individuals to grow in community."

Rights and Responsibilities - "The Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met."

Option for the Poor and Vulnerable - "A basic moral test is how our most vulnerable members are faring."

Solidarity - "We are one human family whatever our national, racial, ethnic, economic, and ideological differences. We are our brothers and sisters keepers, wherever they may be. Loving our neighbor has global dimensions in a shrinking world."

Care for God's Creation - "We are called to protect people and the planet, living our faith in relationship with all of God's creation."

The Dignity of Work and the Rights of Workers - "The economy must serve people, not the other way around."

Dear Parents:

A strong foundation in science, technology, engineering, and mathematics is essential for preparing our students to be well informed citizens as well as prepared for college and the work force. Our traditional science programs have focused on content, facts, and vocabulary, but have lacked the ability for students to engage in the actual application of scientific concepts. The Next Generation Science Standards (NGSS) have refocused K-12 science education to focus on the big ideas through an emphasis on firsthand experiences such as investigation, design, and modeling, to help make more meaningful connections to the concepts that will stay with our children for a lifetime.

The NGSS promote a new way of teaching and learning that allows students to experience science in a meaningful way. This is accomplished by integrating three dimensions of learning as well as technology and engineering principles:

- **Core Disciplinary Concepts:** This is the content that is being covered (ex. Biology).
- **Science and Engineering Practices:** This focuses on the process of how science is conducted in the real world, such as through planning and carrying out investigations.
- **Cross Cutting Concepts:** These are science ideas, like *cause and effect*, that permeate all the sciences.

Your child/children will experience instruction in the classroom that emphasizes scientific exploration and experimentation. Children will be engaged in questioning, exploring and discussing possible solutions, investigating science concepts, using argumentation, and being fully active in the learning process. This approach mirrors real-world science practices and engages students in a more meaningful way. Not only will our students be immersed in investigative experiences, but they will also be developing important critical-thinking skills that will cultivate the great thinkers and innovators of tomorrow.

PHYSICAL SCIENCE

- Investigate the relationship between speed and energy through experimentation
- Demonstrate that an object with more speed has greater energy than an object moving at a slower speed
- Plan and carry out investigations to demonstrate how energy can be transferred from place to place
- Investigate how sound, light, heat, and electricity are transferred
- Predict the change in energy when two objects collide and generate questions about how energy transfers when objects collide
- Identify the cause and effect relationship between the strength of a force and an object
- Identify different types of energy
- Recognize that energy can be converted from one form to another
- Design a device that converts energy from one form to another

- Recognize the relationship between energy, frequency, and wavelength
- Model a high energy wave and a low energy wave
- Identify the difference between a high energy and low energy wave by applying the terms amplitude and wavelength
- Distinguish that light travels in straight paths
- Model that light needs to be reflected from an object to be seen
- Create a pattern to transfer information
- Compare multiple solutions to transferring information

LIFE SCIENCE

- Define and identify macroscopic internal and external structures of plants and animals
- Explain the function(s) of a particular plant or animal structure
- Identify the parts of a flower and their role in growth/survival/reproduction
- Construct an argument for the importance of an organism's structures
- Use a model to show how animals receive, process, and respond to information
- Describe an organism's response to stimuli
- Recognize animals obtain information in different ways

EARTH SCIENCE

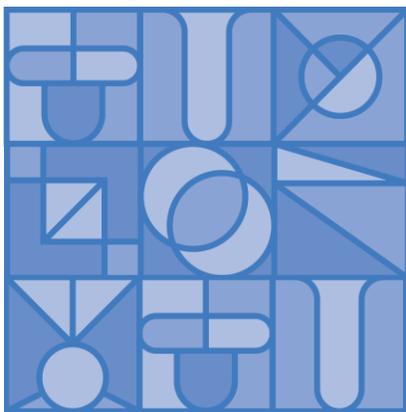
- Identify the three types of rocks
- Explain how rocks can change over time as a part of the rock cycle
- Provide evidence about how landscape has changed over time
- Plan and investigate the effects of weathering and erosion
- Define erosion and the moving of rocks and soil
- Explain that features of the earth's surface are constantly changing by a combination of slow and rapid processes
- Analyze and interpret data in order to explain that the earth's surface is always changing
- Classify renewable and nonrenewable resources
- Provide evidence of how the use of natural resources affect the environment
- Communicate the harmful effects of obtaining and using fossil fuels
- Design solutions to reduce the impacts of Earth's processes on humans
- Test solution(s) with a range of likely conditions
- Compare how well the solution(s) performed

SCIENCE AND ENGINEERING PRACTICES

- Ask questions and define a problem
- Develop explanations and design solutions
- Obtain, evaluate, and communicate information
- Plan and carry out Investigations
- Analyze and interpret data
- Engage in an argument based on evidence
- Construct an explanation and design a solution
- Develop and use models

CATHOLIC SOCIAL TEACHINGS

- Work cooperatively and respect my classmates' ideas, roles, and abilities
- Identify the relationships between the roles of science, technology, and Catholic ethics in a global community
- Describe/compare life from the fossil record with modern life forms and discuss Biblical implications
- Demonstrate stewardship inspired by Catholic values in the care of local and global environments



Art

- CREATING: Brainstorms multiple approaches to a creative art or design problem
- CREATING: Revises artwork in progress on the basis of insights gained through peer discussion
- PRESENTING: Compares and contrasts purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide
- RESPONDING: Interprets art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media
- CONNECTING: Creates works of art that reflect community cultural traditions

Physical Education

- Demonstrates competency in basic motor skills and a combination of skills
- Applies knowledge of strategies, principles, tactics, and concepts related to movement and performance

World Language

- INTERPERSONAL COMMUNICATION: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions
- INTERPRETIVE COMMUNICATION: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics
- RELATING CULTURAL PRACTICES TO PERSPECTIVES: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied

Music

- CREATING: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas
- PERFORMING: Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation
- RESPONDING: Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural)
- CONNECTING: Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations
- CONNECTING: Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components