

# Catholic School Standards For Grade 4

## Religious Education

The student will:

1. examine in depth the articles of faith contained in the Apostles' Creed.
2. examine their call to witness as described in the Beatitudes and the Works of Mercy.
3. demonstrate a basic understanding of the seasons of the liturgical year.
4. identify and define the Four Marks of the Church.
5. apply the Ten Commandments, the Beatitudes, and the Precepts of the Church as a moral guide for conscience formation.
6. recognize and locate the organization of the Bible.
7. demonstrate a basic understanding of the three theological virtues (faith, hope, and charity).
8. apply Christian principles to moral and social issues which impact the choices they make in the practice of their faith.
9. plan and apply their response to the call to Stewardship: time, talent, and treasure.
10. recognize the contribution of Mary and some of the Saints.
11. demonstrate a knowledge of all required prayers.
12. recognize Christian virtues and demonstrate the practice of them in daily life. (Reference the Vision/ Values Program)
13. demonstrate a reverence for all stages of human life.
14. demonstrate a knowledge of and reverence for the Bible as the Living Word of God.
15. experience the practice of various types of prayer.

## Math

#1 NC: Numbers and Computation #3 G: Geometry

#2 A: Algebra #4 D: Data

The student will :

- (NC 1) 1. identify equivalent and nonequivalent sets and graph ordered pairs.
- (NC 1) 2. demonstrate number sense beyond 1,000, fractions, prime and composite numbers, and decimals in a variety of situations.
- (NC 1) 3. explain, model, and perform, computation with whole numbers, fractions, and decimals in a variety of situations.
- (NC 1) 4. identify, state the value of, and perform computation of monetary values.
- (NC 1) 5. apply estimation strategies to obtain reasonable solutions.
- (NC 1) 6. formulate and solve realworld problems using numerical and computational concepts and procedures.
- (A 2) 1. recognize and create patterns.
- (A 2) 2. develop and use models to represent and show mathematical relationships found in a variety of situations.
- (A 2) 3. write and solve simple equations.
- (A 2) 4. demonstrate a knowledge of calculators, their functions, and basic operations.
- (A 2) 5. formulate and solve realworld problems using patterns, estimating, and simple equations.
- (G 3) 1. understand the concept of time.
- (G 3) 2. use appropriate vocabulary to compare and order measurements and compute using simple geometric formulas.
- (G 3) 3. recognize and describes properties of geometric figures.
- (G 3) 4. formulate and solve realworld problems using geometric concepts and procedures.
- (D 4) 1. collect, compute, display, and explain whole number and other data in a variety of situations.
- (D 4) 2. use probability to make predictions and decisions in a variety of situations.
- (D 4) 3. formulate and solve realworld

problems using simple experiments and data gathering.

## Language Arts

#1 R: Reading #5 M: Mechanics  
#2 Se: Sentences #6 W: Writing  
#3 POS: Parts of Speech #7 L: Literature  
#4 U: Usage #8 SS: Study Skills  
#9 St: Strategies

The student will:

- (R 1) 1. interpret and analyze appropriate pieces of narration, persuasion, and technical writing.  
(R 1) 2. improve reading, vocabulary, and spelling.  
(R 1) 3. demonstrate fluency in oral reading.  
(R 1) 4. use previous knowledge, past experiences, and text to understand what is read.  
(R 1) 5. draw conclusions supported by the text.  
(Se 2) 1. identify and appropriately use declarative, interrogative, imperative and exclamatory sentences.  
(Se 2) 2. identify simple and complete sentences concentrating on the complete and simple subjects.  
(Se 2) 3. identify compound, fragments and runon sentences.  
(POS 3) 1. identify nouns, verbs and verb tenses, pronouns, adjectives, adverbs, prepositions, and conjunctions.  
(U 4) 1. use nouns, verbs, adjectives, adverbs and pronouns correctly in speaking and writing.  
(U 4) 2. be able to identify and recognize linking and action verbs, regular and irregular verbs, principal parts of verbs, verb tenses, subject verb agreement, pronouns, personal pronouns, possessive pronouns, comparative adjectives and adverbs and troublesome words.  
(M 5) 1. use correct capitalization and punctuation in composition.  
(W 6) 1. demonstrate basic skills in developing a variety of original compositions.  
(W 6) 2. use ideas that are well developed, clear and interesting.  
(W 6) 3. use authentic and appropriate voice.  
(W 6) 4. use organization that enhances the reader's understanding.  
(W 6) 5. use effective word choice.  
(W 6) 6. write clear and fluent sentences.  
(W 6) 7. use a writing process that includes preparation and research, drafting, revising, editing and publishing to produce a Level I research report.  
(L 7) 1. identify fiction, nonfiction, reality, poetry, plays, fables, folk or fairy tales, tall tales, novels and mysteries.  
(L 7) 2. identify author's purpose.  
(L 7) 3. recognize narrator, setting, theme, hyperbole, dialogue, suspense personification, idioms, and tone.  
(L 7) 4. develop an appreciation of literature through teacherread materials.  
(SS 8) 1. demonstrates use of a table of contents, glossary, and index.  
(SS8) 2. correctly use the encyclopedia and dictionary.  
(SS 8) 3. read maps, charts and graphs for information.  
(SS 8) 4. use technology.  
(SS 8) 6. demonstrate speaking skills in a group through a variety of oral communication.  
(St 9) 1. through the use of grade appropriate material, comprehend QAR, sixtrait, multiple mark, and yesno questions.

## Science

1. **Science as Inquiry A**  
part of every standard—students

begin to develop the skills necessary to conduct scientific inquiries. Should include some of these steps—asking a simple question, making a prediction, investigating, and presenting the results. This can be done with journals.

**2. Physical Science** Properties

of matter (solids, liquids, gases); Predicting changes in matter; Describing the location of objects (up, down, in front of, behind, etc.); Electricity (simple circuits)

**3. Life Science** Life

cycle  
Animals observe, compare, contrast, formulate questions about life cycles; actual animal observations in the classroom choose a different animal at each grade level

**4. Earth/Space Science** Water

(properties); Rocks and fossils; Volcanoes and Earthquakes; Weather

**5. Science and Technology** Teachers

must require students to develop simple design activities so the students will begin to understand the design process. The process includes this general sequence—state the problem, the design, and the solution. Ties in with Standard 1. Can be a final project at the end of a unit.

**6. Science in Personal/Environmental Perspectives –** Body Systems; Digestive & Circulatory; Substance Abuse

**7. History/Nature of Science –**

To be integrated into other standards; Explorations in other areas should spark student's sense of wonder and awe of God's creation: Learn about different people in science

## **Social Sciences**

#14

CG:

Civics/Government

#15

KH: Kansas History

#14

E: Economics #14

H: US & World History

#15

G: Geography

The student will:

(CG

1) 1. explain the purpose of rules and laws and why they are important in school, community, state, and nation.

(CG

1) 2. apply criteria useful in evaluating rules and laws.

(CG

1) 3. name the capital of Kansas and the United States and define the purpose of a capital.

(CG

2) 1. understand that civic values are influenced by people's beliefs and needs. (e.g., need for safety, health, and wellbeing)

(CG

2) 2. describe the similarities and unique qualities of cultures in the United States.

(CG

3) 1. understand the responsibilities and rights of the individual in groups; such as , family, peer group, class, school, and local, state, and national governments.

(CG

3) 2. know that effective informed citizenship is a duty of each citizen. (i.e., community service, jury service, voting)

(CG

4) 1. describe the basic purposes of government (using powers to provide and enforce rules for a society to live by, protect rights).

(CG

4) 2. identify the terms federal, democracy, Constitution.

(E 1) 1. know that there are not enough productive resources to satisfy all wants for goods and services.

(E 1) 2. identify examples of how natural, capital, and human resources are used in production of goods or services (e.g., land resources (natural) are used to produce wheat (goods) which is harvested by skilled farmers (human) using combines (capital)).

(E 1) 3. trace the production, distribution, and consumption of particular goods.

(E 1) 4. compare the cost to the benefit of making a choice. (illustration: doing homework has both a cost and a benefit; cost is the time spent, the benefit is what is learned from the assignment).

(E 1) 5. know that economic specialization occurs when people produce a narrower range of goods and services than they consume.

(E 1) 6. give an example of economic interdependence. (e.g. the state of Kansas depends on states like Florida, Texas, and California for some fruits and vegetables).

(E 2) 1. explain how barter or money are used to exchange goods and services.

(E 2) 2. know that a market occurs when buyers and sellers exchange goods and services.

(E 3) 1. define import and export and give examples of each.

(E 3) 2. define the effects of the different regional economies of the United States.

(E 4) 1. determine how wants for goods and services are met through spending and saving.

(E 4) 2. identify examples of borrowing and lending.

(G 1) 1. use map legends, scale, and distance to answer geographic questions.

(G 1) 2. use grid systems to locate places on maps and globes.

(G 1) 3. identify major landforms and bodies of water on maps, globes, and aerial photos to answer simple geographic questions related to their relative locations.

(G 1) 4. locate major physical and political features of the United States from memory.

(G 1) 5. locate each of the 50 states and capitals, and spell them correctly.

(G 1) 6. observe and compare patterns of land use in regions of the United States.

(G 1) 7. analyze the locations of places to suggest why particular locations are used for certain human activities.

(G 2) 1. identify and compare the physical characteristics of Kansas and regions of the United States (i.e., location, land and water features, climate, vegetation, resources; Southeast, Northeast, Plains, Rocky Mountains, Southwest Pacific, Northwest, Alaska, Hawaii).

(G 2) 2. describe the physical processes that shape the characteristics of regions (e.g., erosion, mountain building, precipitation).

(G 2) 3. identify and compare the human characteristics of Kansas and regions of the United States (i.e., people, religions, languages, customs, economic activities, housing, foods, customs; Southeast, Northeast, Great Plains, Rocky Mountains, Southwest, Pacific, Northwest, Alaska, Hawaii).

(G 3) 1. identify and describe the physical components of the United States atmosphere, land, water, and biomes (e.g., temperature, precipitation, wind, weather, climate; mountains, hills, plateaus, plains, river valleys, peninsulas, islands; oceans, lakes, rivers, aquifers; plants, animals, habitats).

(G 3) 2. describe plants and animals associated with specific biomes (e.g., desert, wetland, mountain, grassland, forest tundra).

(G 4) 1. describe the types and characteristics of territorial/political units (e.g., city, county, state, country, province, boundaries, laws, autonomy).

(G 4) 2. describe and compare cultural characteristics and patterns within the United States.

(G 4) 3. identify factors important in the location of economic activities (e.g., population, environmental resources, transportation access, technology).

(G 4) 4. explain why people compete for control of Earth's surface and how they resolve conflicts that arise.

(G 5) 1. identify the positive and negative impacts of past, present, and future human activities on the physical environment. (e.g. loss of habitat, mining, farming, chemical uses, community development, improved transportation.)

(G 5) 2. identify ways in which human activities are enhanced or constrained by the physical environment (e.g. housing, clothing, recreation, jobs, resource availability, effects of weather and climate).

(G 5) 3. identify and suggest responses to critical presentday issues

related to the use of natural resources (e.g. depletion, conservation, pollution.).

(KH 1) 1. compare reasons that brought settlers to Kansas (i.e., geographic, political, economic, religious).

(KH 1) 2. identify at least five immigrant groups that settled in Kansas during the late 19<sup>th</sup> and 20<sup>th</sup> centuries.

(KH 1) 3. explain contributions made by immigrant groups to Kansas.

(KH 1) 4. describe the everyday life of a Kansas settler using literature, stories, letters, diaries, and/or other primary sources.

(KH 2) 1. explain how important buildings, statues, monuments, and place names are associated with the state's history.

(KH 2) 2. describe regional folk heroes, stories, or songs that have contributed to the development of the history of Kansas and the United States.

(KH 2) 3. use local resources to explain the origin of his/her community.

(KH 3) 1. compare the changes in land usage of his/her town and/or county in Kansas since settlement using local documents.

(KH 3) 2. compare and contrast land use in his/her community to other areas in Kansas.

(KH 4) 1. describe the experiences of explorers who came to Kansas before statehood (i.e., Lewis and Clark, Pike, Coronado, Long)

(KH 4) 2. compare and contrast the purposes of the Santa Fe and Oregon/California Trails.

(KH 4) 3. describe the interactions between different cultural groups on the trails and railroads. (e.g., Mexican, American, American Indian).

(KH 4) 4. list hardships that travelers encountered on the Santa Fe and Oregon/California Trails. (i.e., lack of water, mountains

and rivers to cross, weather, need for medical care, size of wagon).

(KH 4) 5. describe the development of trails, railroads, and highway systems to connect Kansas to the rest of the country.

(KH 5) 1. research the contributions made by notable Kansans in history (e.g., Dwight David Eisenhower, Alf Landon, Amelia Earhart, George Washington Carver, Carry A. Nation, Black Bear Bosin, Gordon Parks, Clyde Cessna, local notables).

(H 1) 1. research to determine the historical contributions of important local and regional individuals.

(H 1) 2. research the contributions of various individuals (e.g., Lewis and Clark, Eli Whitney, George Washington Carver, Wright Brothers, Rosa Parks, Squanto and Samoset, Robert Fulton, and Martin Luther King Jr.).

(H 1) 3. draw upon visual data to illustrate development of various forms of transportation now and long ago.

(H 1) 4. compare and contrast ways people communicate with each other now and long ago.

(H 1) 5. describe the development and influence of tools on work

and behavior.

(H 2) 1. describe the experiences of cultural groups who settled in various regions of the United States and the local community.

(H 2) 2. compare his/her life with aspects of different cultures and in different eras (e.g., family life, structure, rules).

(H 2) 3. describe various cultures by studying dance, music, folklore, and arts of various cultures around the world.

(H 2) 4. trace the history of a family through the use of primary and secondary sources (e.g., artifacts, photographs, interviews, documents).

(H 3) 1. identify important documents in U.S. history (e.g., U.S. Constitution).

(H 3) 2. describe the historical events that led to important U.S. holidays (e.g., Columbus Day, Independence Day, Martin Luther King, Jr. Day, Presidents' Day, Thanksgiving, Veterans Day).

(H 3) 3. recognize and locate national and local landmarks and historic sites(i.e., Jefferson Memorial, Lincoln Memorial, U.S. Capitol, Washington Monument, White House).

(H 4) 1. create and use personal and historical timelines.

(H 4) 2. identify artifacts and documents as either primary or secondary sources of historical data.

(H 4) 3. describe how historians and archeologists use different methods to study the past (e.g., historians use documentary evidence and archeologists use physical evidence).

(H 4) 4. define decade and century.