



Priority Standards by Grade Level

Literacy: Grade 4

Reading Foundational Skills

- 4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Reading Literature

- 4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- 4.RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
- 4.RL.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.
- 4.RL.9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

Reading Informational Text

- 4.RI.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
- 4.RI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

Writing

- 4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 4.W.5 With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing.
- 4.W.6 With some guidance and support,, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.

Language

- 4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 4.L.2 Demonstrate command of the conventions of standard English conventions, punctuation, and spelling when writing.
- 4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 4.L.4 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.
- 4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 4.L.6 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 and that are basic to a particular topic.

Speaking & Listening

- 4.SL.6 Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.
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Mathematics: Grade 4

Number & Operations in Base 10

- 4.NBT.B.4** Fluently add and subtract multi-digit whole numbers using the standard algorithm.

Number & Operations Fractions

- 4.NF.A.2** Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$ or $<$, and justify the conclusions, e.g., by using a visual fraction model.
- 4.NF.B.3** Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$.
- 4.NF.C.6** Use decimal notation for fractions with denominators 10 or 100.

Operations & Algebraic Thinking

- 4.OA.A.1** Interpret a multiplication equation as a comparison, e.g. interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
- 4.OA.B.4** Fluently find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.
- 4.OA.C.6** Perform order of operations with parentheses to evaluate expressions.

Mesurement & Data

- 4.MD.A.2** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
- 4.MD.C.5** Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.

Geometry

- 4.G.A.1** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

NGSS: Science: Grade 4

Energy

- 4.PS3.4** Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

Waves

- 4.PS4.3** Generate and compare multiple solutions that use patterns to transfer information.

Structure, Function, and Information Processing

- 4.LS1.1** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Earth's Systems: Processes that Shape the Earth

- 4.ESS2.2** Analyze and interpret data from maps to describe patterns of Earth's features.
- 4.ESS3.2** Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

Engineering Design

- 3-5.ETS1.1** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- 3-5.ETS1.2** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- 3-5.ETS1.3** Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
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Social Studies: Grade 4

Civics & Government

- 4.CG.1** Explain the organization and functions of the Oregon government.
- 4.CG.2** Explain how Oregon achieved statehood and identify the stakeholders involved.

Geography

- 4.G.2** Compare and contrast varying patterns of settlements in Oregon, considering past, present, and future trends.
Identify conflicts involving use of land, natural resources, economic interests, competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon and between different geographical areas.
- 4.G.3** Identify political, economic, cultural and physical conflicts, including genocide, involving the use of land, natural resources, economic interests, competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon and between different geographical areas.
- 4.G.5** Identify political, economic, cultural and physical conflicts, including genocide, involving the use of land, natural resources, economic interests, competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon and between different geographical areas.

Historical Knowledge

- 4.HK.1** Analyze the distinct way of knowing and living amongst the different American Indian tribes in Oregon prior to colonization, such as religion, language, and cultural practices and the subsequent impact of that colonization. Explain how diverse individuals, groups (e.g. socioeconomic differences, ethnic groups, and social groups including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent) and religious groups, and other traditionally marginalized groups, circumstances, and events influenced the early growth and changes in Oregon (including, but not limited to fur trappers, traders, Lewis & Clark, pioneers and westward movement). Give examples of changes in Oregon's agricultural, industrial, political, and business development over time, and the impacts on the people of the state (including people of different socioeconomic status, ethnic groups, religious groups, and other traditionally marginalized groups).
- 4.HK.2** Examine the history of the nine federally recognized Oregon tribes.
- 4.HK.3** Identify and explain how discrimination based on race, gender, economic, and social group identity created and continues to affect the history, growth, and current experience of residents of Oregon.
- 4.HK.4** Create and evaluate timelines exploring the relationships among the people, events, and movements of resistance, perseverance, and self-determination, and justice in Oregon.
- 4.HK.5**
- 4.HK.6**

Historical Thinking

- 4.HT.2** Create and evaluate timelines that show relationships among people, events, and movements in Oregon history.
- 4.HT.3** Use primary and secondary sources to explain events in Oregon history.

Religion: Grade 4

Knowledge of the Faith

- 4.RTC.1** Students explore, profess, and reflect on our Catholic faith, which is the content of God's revelation found in Sacred Scripture and sacred tradition and lived out in the Creed and Church doctrine.

Liturgical Education

- 4.RTC.2** Students recognize the presence of Christ and enter into communion with him through active, full, and conscious participation in the liturgical celebrations and sacraments of the Church.

Morality/Life in Christ

- 4.RTC.3** Students develop a moral conscience that is informed by Church teachings and conformed to Christ, as modeled in a personal life of virtue and demonstrated in service of the Gospel's demands.

Teaching to Pray

- 4.RTC.4** Students experience and engage in Catholic expressions of prayer to deepen their relationship with God and the Church.

The Life, Community, History of the Church

- 4.RTC.5** Students study and participate in the life and mission of the Church, the Body of Christ, and the community of believers, as expressed in the Church's origin, history, ecclesiology, the Communion of Saints and their family, the Domestic Church.

The Church's Missionary Life & Service

- 4.RTC.6** Students acquire and demonstrate skills to recognize their gifts from God and their vocation to share the Good News of Jesus Christ in word and deed in the world.
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Health Education: Grades 3-5

Health Promotion & Disease Prevention

- 3-5.HE.1** Students will demonstrate the ability to identify and apply decision-making skills to enhance health promotion and disease prevention.
- 1.1 Describe the relationship between healthy behaviors and personal health.
 - 1.2 Identify examples of emotional, intellectual, physical, and social health.
 - 1.3 Describe ways in which safe and healthy school and community environments can promote personal health.
 - 1.4 Describe ways to prevent common childhood injuries and health problems.
 - 1.5 Describe when it is important to seek health care.
 - 1.6 Predict the potential outcomes of each option when making a health-related decisions.

Health Behavior & Influence

- 3-5.HE.2** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors in light of Catholic faith and moral values.
- 2.1 Describe how family influences personal health practices and behaviors.
 - 2.2 Identify the influence of culture on health practices and behaviors.
 - 2.3 Identify how peers can influence healthy and unhealthy behaviors.
 - 2.4 Describe how the school and community can support personal health practices and behaviors.
 - 2.5 Explain how media influences thoughts, feelings, and health behaviors.
 - 2.6 Describe ways that technology can influence personal health.

Health Access

- 3-5.HE.3** Students will demonstrate the ability to access valid information, products, and services to enhance health reflective of Catholic morals and values.
- 3.1 Identify characteristics of valid health information, products, and services.
 - 3.2 Locate resources from home, school, and community that provide valid health information.

Interpersonal Communication

- 3-5.HE.4** Students will understand and apply interpersonal communication skills, reflective of Catholic morals and values, to enhance health and avoid or reduce health risks.
- 4.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
 - 4.2 Demonstrate refusal skills that avoid or reduce health risks.
 - 4.3 Use healthy problem-solving strategies to manage or resolve conflict.
 - 4.4 Demonstrate ways to self-advocate in different situations.

Goal Setting

- 3-5.HE.5** Students will demonstrate the ability to use goal-setting skills to enhance health, steeped in a Catholic world-view.
- 5.1 Identify health-related situations that might require a thoughtful decision.
 - 5.2 Analyze when assistance is needed in making a health-related decision.
 - 5.3 List, choose and describe healthy options to health-related issues or problems.
 - 5.4 Predict the potential outcomes of each option when making a health-related decision

Body Systems

- 3-5.HE.6** Students will demonstrate the knowledge of body systems and apply that to health-enhancing- behaviors to avoid or reduce health risks.
- 6.1 Identify responsible personal health behaviors.
 - 6.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
 - 6.3 Demonstrate a variety of behaviors to avoid or reduce health risks.
 - 6.4 Identify the different systems of the body and how to care for them.

Health Advocacy

- 3-5.HE.7** Students will demonstrate the ability to advocate for a safe and healthy personal, family, church and community environment.
- 7.1 Express opinions and give accurate information about health issues.
 - 7.2 Encourage others to make positive health choices to glorify God in their bodies.
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Physical Education: Grades 4-5

Motor Skills

- 4-5.PE.1** The physically educated individual demonstrates competency in a variety of motor skills, non- locomotor skills and movement patterns & forms.
- 1.1 Use beginning skills of a few specialized movement forms (e.g., basketball, volleyball, tennis, gymnastics).
 - 1.2 Balance with control on a variety of objects (e.g., bike, skates).

Tactics & Strategy

- 4-5.PE.2** The physically educated individual recognizes and applies knowledge of concepts, principals, strategies and tactics related to movement and performance.
- 2.1 Apply movement concepts that improve quality of performance (e.g., starting to detect, analyze and correct errors in self and others).

Expression & Social Interaction

- 4-5.PE.3** The physically educated individual participates in physical activity for enjoyment, challenge, self- expression and social interaction.
- 3.1 Make personal decisions to explore participation in physical activities in the community and in the school setting.
 - 3.2 Initiate positive interactions with all class members.
 - 3.3 Express personal satisfaction in physical activity accomplishments.

Responsible Behavior

- 4-5.PE.4** The physically educated individual exhibits responsible personal, social, and cultural behavior that respects self and others as a gift from God.
- 4.1 Follow with few reminders activity-specific rules, procedures and etiquette.
 - 4.2 Utilize safety principals in activity situations.
 - 4.3 Accept problem solving ideas from others.
 - 4.4 Recognize the role of games, sports, and dance in getting to know and understand others of different backgrounds.
 - 4.5 Identify the importance of games, sports and dance in own personal heritage.
 - 4.6 Accept the teacher's decision regarding a rule infraction without displaying negative reactions toward others.

Fitness for Life

- 4-5.PE.5** The physically educated individual analyzes, reflects, plans, and strives for a healthy level of physical activity and fitness for life.
- 5.1 Identify, perform, measure an activity related to each component of health-related physical fitness (e.g., aerobic, endurance, muscle strength and muscle endurance, flexibility and body composition).
 - 5.1.1 Use beginning skills of a few specialized movement forms (e.g., basketball, volleyball, tennis, gymnastics).
 - 5.1.2 Balance with control on a variety of objects (e.g., bike, skates).
 - 5.2 Begin to develop a strategy for improvement/maintenance of selected fitness components.
 - 5.2.1 Apply movement concepts that improve quality of performance (e.g., starting to detect, analyze and correct errors in self and others).
 - 5.3 Monitor intensity of exercise (e.g., recognizing target heart rate and recover time).
 - 5.4 Create habits that will lead to a healthy level of activity and fitness.
 - 5.5 Explore the principles of fitness training (e.g., FITT)
 - 5.6 Identify the health-related fitness component(s) necessary to pursue selected physical activities.
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Technology: Grades 3-5

Empowered Learner

- 3-5.TEL.1b** With the oversight and support of an educator, students learn about various technologies that can be used to connect with others and recognize peer experts in order to enhance their learning.

Digital Citizen

- 3-5.TDC.2a** Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world (i.e. digital footprint). Students understand that technology is a gift from God, to be used to spread God's loving message.
- 3-5.TDC.2b** Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using devices. Students understand the importance and value of practicing good stewardship.
- 3-5.TDC.2c** Students learn about, demonstrate and encourage respect for intellectual property with both print and digital media when using and sharing the work of others as fellow brothers and sisters in God.
- 3-5.TDC.2d** Students demonstrate an understanding of what personal data is, how to keep it private and how it might be shared online. Students can explain how doing so is an example of respecting one's self as a child of God.

Knowledge Constructor

- 3-5.TKC.3a** Students collaborate with a teacher to employ age-appropriate research techniques to locate digital resources that will help them in their learning process.
- 3-5.TKC.3c** Using a variety of strategies, students explore ways to augment, organize, and/or make connections to their learning through adding or utilizing various forms of media.

Innovative Designer

- 3-5.TID.4a** Students explore and practice how a design process works to generate ideas, consider solutions, and develop and implement a plan.
- 3-5.TID.4c** Students develop, test, and refine ideas as part of a cyclical design process.

Computational Thinker

- 3-5.TCT.5d** Students understand and explore basic concepts related to automation, patterns, and algorithmic thinking.

Creative Communicator

- 3-5.TCC.6b** Students use digital tools to create original works.
- 3-5.TCC.6c** Students share ideas in multiple digital representations, such as visual, audio, etc.

Global Collaborator

- 3-5.TGC.7c** Students perform a variety of roles within a team using age-appropriate technology to work effectively towards a common goal.
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Library: K-6

Information Literacy

K-6.Lib.IL.1 Use skills, resources, and tools to inquire, think critically, and gain knowledge.

- 1.A Follow an inquiry based process to seek knowledge
- 1.B Apply prior knowledge to new learning
- 1.C Develop, select, clarify, and use questions to search for information
- 1.D Develop, select, clarify, and use strategies to search for information
- 1.E Find, evaluate, and select appropriate sources to answer questions
- 1.F Select and use tools within sources to access content
- 1.G Evaluate information for accuracy, validity, importance, and bias
- 1.H Read, view, and listen to information in a variety of formats
- 1.I Collaborate to broaden and deepen understanding
- 1.J Assess the effectiveness of questions, strategies, and processes used in research to find information

K-6.Lib.IL.2 Use skills, resources, and tools to draw conclusions, make informed decisions, create new knowledge, and apply knowledge to new situations.

- 2.A Analyze and evaluate information to draw conclusions
- 2.B Analyze and evaluate information to make informed decisions
- 2.C Analyze, organize, and synthesize information using a variety of tools
- 2.D Use information to answer questions and inspire further investigation
- 2.E Use information to solve real-world problems and inspire further investigation
- 2.F Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems
- 2.G Reach and defend informed conclusions based on best evidence
- 2.H Evaluate the effectiveness of the skills and tools used to create new knowledge

K-6.Lib.IL.3 Use skills, resources, and tools to create, and share work that expresses and demonstrates new understandings.

- 3.A Analyze delivery formats for sharing understanding
- 3.B Use appropriate tools to create and share new work
- 3.C Collaborate with others to create original products and share new understanding
- 3.D Reflect on a product's effectiveness in expressing and demonstrating new understandings

Reading Engagement

K-6.Lib.RE.1 Using Catholic values, demonstrate ethical behavior when sharing knowledge

- 1.A Read, listen to, and view a variety of genres and formats
- 1.B Identify, reflect upon, and respond to works which exemplify the human experience
- 1.C Read to answer questions, make decisions, or solve problems
- 1.D Explore text to text, text to self, and text to world connections
- 1.E Appreciate and evaluate author's craft and use of literary devices
- 1.F Read to seek multiple points of view and a global perspective

K-6.Lib.RE.2 Comprehend, interpret, and evaluate informational and fictional text.

- 2.A Read, listen to, view, and integrate information to build background knowledge
- 2.B Demonstrate reading for meaning by finding the main and supporting details
- 2.C Demonstrate reading for meaning by evaluating evidence, drawing conclusions, and forming opinions
- 2.D Read to understand history, current events, and personal decisions
- 2.E Evaluate text for author's purpose

K-6.Lib.RE.3 Build reading skills and behaviors for lifelong learning.

- 3.A Apply reading strategies across the content areas
- 3.B Contribute to a reading and learning community
- 3.C Self-select reading materials from a variety of genres and formats
- 3.D Make personal and global connections to the real world when reading a variety of texts
- 3.E Demonstrate resiliency, perseverance, and stamina when reading a variety of texts

Social Responsibility

K-6.Lib.SR.1 Using Catholic values, demonstrate ethical behavior when sharing knowledge

- 1.A Use appropriate language when communicating with others
- 1.B Participate in, and advocate for, safe and ethical communication
- 1.C Practice accuracy and consider bias when sharing information

K-6.Lib.SR.2 Using Catholic values, demonstrate ethical behavior in the use of print and digital resources

- 2.A Use a variety of authoritative sources, considering multiple perspectives and points of view
- 2.B Generate accurate source citations
- 2.C Avoid plagiarism when gathering, presenting, or publishing information
- 2.D Respect the intellectual property of others and copyright law when gathering, presenting, or publishing information

K-6.Lib.SR.3 Seek common good and well being as a productive member of a democratic society

- 3.A Collaborate as members of a social and intellectual community
- 3.B Advocate for intellectual freedom and uphold the rights of others
- 3.C Demonstrate responsible citizenship in use of materials and resources

Music: Grade 4

4.M.1 Nurture Personal Spirituality

- 1.a Participate in leadership roles in liturgical celebrations

4.M.2 Sing and Perform a variety of songs, alone and with others

- 2.a Sing independently, on pitch and in rhythm
- 2.b Sing music written in two parts
- 2.c Sing with good breath control, posture, timbre and diction
- 2.j Perform on at least one string, wind, or percussion instrument
- 2.k Perform simple songs and accompaniments with expression and technical accuracy

4.M.3 Read and Notate Music

- 3.a Read dotted quarter, dotted eighth, sixteenth notes and rests, triplets and syncopated rhythms in 2/4, 3/4, 4/4, 6/8, and 3/8 meters
- 3.b Identify and define symbols for pitch, rhythm, dynamics, tempo and expression
- 3.c Use technology when available.

4.M.4 Listen to, analyze, evaluate, and describe music

- 4.a Use proper terms when explaining music, music notation, and performances of various styles and cultures
- 4.b Identify tone colors of various instruments and voices by sight and sound
- 4.q Develop a class evaluation tool with which to evaluate performances
- 4.r Use a variety of traditional and nontraditional sound sources when composing and arranging

4.M.5 Improvise and compose

- 5.a Compose short pieces within specific guidelines demonstrating the elements of music (use technology if available)
- 5.b Use a variety of traditional and nontraditional sound sources when composing and arranging

4.M.6 Understand relationships between music, the arts, and other disciplines

- 6.a Compare and contrast common terms and ideas used in music and other subjects
- 6.b Describe the ways that music is related to other subjects

4.M.7 Understand music in relation to history and other cultures

- 7.a Compare the functions music serves, roles of musicians, and conditions under which music is typically performed
- 7.b Identify music from different historical periods by genre and style
- 7.c Describe the role of the Catholic Church in the history of music