

Grade 4

Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
Evangelization and Missionary Discipleship	Discipleship	4.E.1.1	Recognize that God knows and loves each child personally and has a plan for each of their lives.
		4.E.1.2	Encounter the Lord Jesus Christ through experiential activities such as guided meditations using Sacred Scripture and adoration of the Blessed Sacrament.
		4.E.1.3	Recognize that Jesus wants to be in a relationship with each of us.
		4.E.1.4	Discuss how an encounter with the Lord Jesus Christ inspires each of us to want to live out his teachings.
		4.E.1.5	Recognize that sin is an offense against God, wounds our human dignity, and hurts the Church.
		4.E.1.6	Understand and articulate the Good News that Jesus died on the cross for our sins in accordance with the Scriptures so that we can go to heaven.
		4.E.1.7	Identify conversion as turning away from sin and turning toward God.
		4.E.1.8	Discuss what discipleship looks like for a 4th grade student.
		4.E.1.9	Recognize that God's gift of the Holy Spirit in Baptism helps us to live as disciples.
		4.E.1.10	Recognize the sacraments as encounters with Jesus that help maintain our friendship with Him.
Knowledge of Faith	Creed	4.K.1.1	Name God as Holy Trinity: Father, Son, and Holy Spirit and describe the Christian faith as Trinitarian.
		4.K.1.2	Describe the Holy Spirit as proceeding from both the Father and Son as perfect love and wisdom.
		4.K.1.3	Identify that God works in human history and is faithful to his promises.
		4.K.1.4	Explain that God the Son is revealed to us as the second person of the Trinity who became man in the Incarnation and is true God and true man.
		4.K.1.5	Express that Jesus always does his Father's will.
		4.K.1.6	Identify the Paschal Mystery: Jesus Christ, suffered, died, rose from the dead, and ascended into Heaven to save us from sin and open the gates of heaven for us.
		4.K.1.7	Discuss the mission of the Holy Spirit is to lead the Church into all Truth and remind us of all that Jesus taught us.

Grade 4

Creed (cont)

- 4.K.1.8 Articulate the Nicene Creed as a summary of the principal doctrines of the Church and a statement of beliefs we pray at Mass.
- 4.K.1.9 Name and explain the four marks of the Church.
- 4.K.1.10 Understand that Divine Revelation is Sacred Scripture and Sacred Tradition as entrusted to the teaching office of the Church.
- 4.K.1.11 Discuss that faith is a supernatural virtue, which is necessary for salvation, a free gift of God, and accessible to all who humbly seek it.
- 4.K.1.12 Discuss faith as a human act prompted by the will moved by God to freely assent to divine truth.

- 4.K.1.13 Recognize that suffering is a result of the Fall and that suffering can make it difficult for us to see the gifts of God.
- 4.K.1.14 Interpret the significance of Genesis 2:18: "It is not good for man to be alone. I will make a helper fit for him."
- 4.K.1.15 Compare Adam's joy at the creation of Eve to his response to the creation of the animals.
- 4.K.1.16 Examine that because we are created in the image and likeness of God we are able to enter into communion with other persons.

Scripture

- 4.K.2.1 Express that Scripture is the Word of God in human words and written over a long period of time by human authors inspired by the Holy Spirit.
- 4.K.2.2 Explain the meaning of covenant in the biblical account of Abraham.
- 4.K.2.3 Discuss God's covenant relationship with Israel.
- 4.K.2.4 Relate some of the major biblical accounts in salvation history that illustrate God's promises: Adam (Gen 1:26-2:3; 2:15-17) Noah (Gen 9:8-17), Abraham (Gen 17:1-14), Moses (Exod 19:3-6), David (2 Sam 7:8-19), and Jesus (Matt 26:28).
- 4.K.2.5 Explain how Moses, as a great leader, heard God's command to save the descendants of Jacob/Israel.

- 4.K.2.6 Explain the meaning of the Sinai Covenant.
- 4.K.2.7 Identify the meaning and significance of the Ark of the Covenant.
- 4.K.2.8 Identify the three patriarchs of Israel.
- 4.K.2.9 Name the four evangelists and identify them as writers of the Gospels (Matthew, Mark, Luke, John).

- 4.K.2.10 Find Scripture references by book, chapter, and verse.

Grade 4

Liturgy and Sacraments

Sacraments	<p>4.L.1.1 Discuss the sacraments of Reconciliation and Eucharist as important to the moral life and part of conversion and growth in discipleship.</p> <p>4.L.1.2 Practice an examination of conscience based on the Ten Commandments.</p> <p>4.L.1.3 Describe sacraments as efficacious signs of grace, instituted by Christ and entrusted to the Church.</p> <p>4.L.1.4 Explain the relationship between Passover and the Eucharist.</p> <p>4.L.1.5 Identify sacramentals as sacred signs that resemble the sacraments.</p> <p>4.L.1.6 Relate how Christ nourishes communion through the gift of himself in the Eucharist.</p>
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Liturgy	<p>4.L.2.1 Describe how Christ can be encountered in the Mass.</p> <p>4.L.2.2 Recognize the colors associated with Liturgical seasons.</p> <p>4.L.2.3 Apply the concept of the Sabbath in the Old Testament to Sunday for Christians.</p> <p>4.L.2.4 Explain the two main parts of the Mass (Liturgy of the Word and Liturgy of the Eucharist).</p> <p>4.L.2.5 Identify the lectionary and explain its relationship to the Bible.</p> <p>4.L.2.6 Identify the Liturgy of the Hours as the official prayer of the Church.</p> <p>4.L.2.7 Identify and describe the days of the Paschal Triduum and their meaning.</p>
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Morality

Conscience	<p>4.M.1.1 Explain why God gave us the Ten Commandments.</p> <p>4.M.1.2 Memorize and recite the Ten Commandments.</p> <p>4.M.1.3 Know that the first three commandments pertain to love of God and the next seven to love of neighbor and describe the relationship between the Ten Commandments and the two Great Commandments.</p> <p>4.M.1.4 List the Beatitudes and identify them as teachings of Jesus and models of moral living.</p> <p>4.M.1.5 Express that grace is God's free and undeserved help, as participation in God's life, as demanding our free acceptance, and as God's activity in our lives.</p> <p>4.M.1.6 Explain why the Holy Spirit, Church teaching, prayer, and counsel are necessary to form a good conscience.</p> <p>4.M.1.7 Explain the differences between mortal and venial sin.</p> <p>4.M.1.8 Know well-formed conscience is a necessary guide in distinguishing good from evil.</p> <p>4.M.1.9 Understand we have a responsibility for a lifelong process of conscience development.</p> <p>4.M.1.10 Recall that sin is an offense against God, wounds our human dignity, and hurts the Church.</p> <p>4.M.1.11 Understand that human virtue is a habit of doing good.</p> <p>4.M.1.12 Identify the theological virtues as the foundation of Christian moral activity: faith, hope, and charity.</p> <p>4.M1.13 Identify the cardinal virtues: prudence, justice, fortitude, and temperance.</p>
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Grade 4

Morality	Christian Living	<p>4.M.2.1 Explain that we show mercy and forgiveness to others because God, in His love, does so for us.</p> <p>4.M. 2.2 Identify examples of conversion in Scripture and the lives of the Saints, especially North American saints.</p> <p>4.M. 2.3 Explain the dignity of all people as created in God’s image and likeness.</p> <p>4.M. 2.4 Identify the dignity of the human person as the foundation of Catholic social teaching.</p> <p>4.M. 2.5 Know that original sin is a result of the first sin which transmitted to all humans a weakened human nature and deprived all humans of original holiness and justice.</p> <p>4.M. 2.6 Understand that ignorance, suffering, death, and the inclination to sin are consequences of original sin.</p> <p>4.M. 2.7 Explain that the sacraments, especially Reconciliation and the Holy Eucharist, help us to love and forgive others.</p> <p>4.M. 2.8 Understand that Jesus’ suffering and death atone for our faults and make satisfaction for our sins.</p> <p>4.M. 2.9 Know that personal sin is a free and deliberate offense in thought, word, and deed against God.</p> <p>4.M. 2.10 Understand that justice is the moral virtue that helps us render to God and neighbor what they are owed. justice is the moral virtue to give their due to God and neighbor.</p> <p>4.M. 2.11 Identify the corporal and spiritual works of mercy and apply them to daily life.</p> <p>4.M. 2.12 Identify the Precepts of the Church.</p> <p>4.M.2.13 Connect how virtues (which have to do with man’s inner life) are expressed through the body.</p>
Morality	Vocation	<p>4.M.3.1 Explain that through our baptism we are all called to holiness and discipleship.</p> <p>4.M.3.2 Express that Christian discipleship is following Jesus and all that he teaches.</p> <p>4.M.3.3 Give examples of how people serve the Church today by living out their vocation to marriage, priesthood, religious life, and consecrated life.</p> <p>4.M.3.4 Express ways we discern our vocation.</p> <p>4.M.3.5 Demonstrate how through our work we can make a gift of ourselves.</p> <p>4.M.3.6 Relate how work can help us fulfill a mission.</p>
Christian Prayer	Prayer	<p>4.P.1.1 Explain that the First Commandment calls us to pray.</p> <p>4.P.1.2 Explain how prayer is important to leading a moral life.</p> <p>4.P.1.3 Identify the Stations of the Cross.</p> <p>4.P.1.4 Understand that the intercession of the saints can assist us with the struggles of everyday life.</p> <p>4.P.1.5 Understand that Christians pray for the living and the dead.</p> <p>4.P.1.6 Explain that the types of prayer are blessing, adoration, contrition, petition, intercession, thanksgiving, and praise.</p> <p>4.P.1.7 Understand that the mysteries of the Rosary are meditations on events in the lives of Jesus Christ and his Blessed Mother.</p> <p>4.P.1.8 Identify ways where God is, or was, present in their own life.</p>

Grade 4

Community Life

Catholic Church

- 4.C.1.1 Identify the Catholic Church as the assembly of God's people and the Body of Christ.
- 4.C.1.2 Explain that the Pope is the Bishop of Rome and the head of the universal Church.
- 4.C.1.3 Describe the roles of Bishops and priests in the Church hierarchy. Describe the roles of Bishops and priests in the Church hierarchy.
- 4.C.1.4 Explain the relationship of the parish to the diocese.
- 4.C.1.5 Identify ways to invite people into the Catholic community
- 4.C.1.6 Recognize the Bl. Virgin Mary is a model of faith, hope, charity, and holiness.
- 4.C.1.7 Identify the Immaculate Conception and the Assumption of the Blessed Virgin Mary.
- 4.C.1.8 Identify saints who lived the beatitudes.
- 4.C.1.9 Identify saints that assisted in the growth of religious life in the Church.
- 4.C.1.10
Discuss how at the Resurrection we will experience the most perfect communion with God and all the saints.

Ecumenism

- 4.C.2.1 Identify the Jews as the descendants of Abraham who received the first covenant from God.
- 4.C.2.2 Identify Jesus as Jewish and that the roots of Christianity are found in Judaism.
- 4.C.2.3
Show understanding that Christians receive the blessings of the covenant God made with the Jews.
- 4.C.2.4 Discuss that the Catholic Church does not reject what is true and holy in other faiths.
- 4.C.2.5 Identify Islam as a religion based on the Jewish and Christian belief in one God and Muslims as those who adhere to the religion of Islam.
- 4.C.2.6
Recall that Catholics are called to protect and promote the freedom of all people to practice their faith and that this freedom is called religious liberty and explain why it is important to our society.
- 4.C.2.7
Describe that there are many Christians who are baptized and share our faith in Jesus Christ but do not share the same understanding of the role of the Pope as the successor of St. Peter.

Catholic Social Teaching

- 4.C.3.1 State that the common good is the total of all the social conditions which allow people either as groups or individuals to reach their fulfillment more fully and more easily.
- 4.C.3.2
Explain how acknowledging the dignity of the human person leads us to uphold the common good.
- 4.C.3.3 Explain the importance of rules and order in family life, school situations, the church, and the wider community.
- 4.C.3.4 Explain how acting with charity and justice brings forth the Kingdom of God on Earth.

Grade 4

Reading-Foundational Skills	Phonics and Word Analysis	4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words by using 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 and Accuracy	<p>4.RF.4 Read with sufficient accuracy and fluency to support comprehension.a. Read grade-level text with purpose and understanding.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>4.RI.10 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.</p> <p>4.RL.10 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, and activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.</p>
Reading-Literature	Key Ideas and Details.	<p>4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>4.RL.2 Analyze literary text development.a. Determine a theme of a story, drama, or poem, psalm, or parable including those in Scripture, from details in the text.b. Summarize the text, incorporating a theme determined from details in the text.</p> <p>4.RL.3 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).</p>
	Analyzing Text	<p>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 mythology (e.g., Herculean).</p> <p>4.RL.5 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.</p>

Grade 4

Reading- Informational Text	Analyzing Text (cont)	<p>4.RL.6 Explain the differences in the point(s) of view in a text and different perspectives of the characters.</p> <p>4.RL.7 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.</p> <p>4.RL.9 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.</p>
	Key Ideas and Details	<p>4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>4.RI.2 Analyze informational text development.a. Determine the main idea of a text and explain how it is supported by key details.b. Provide a summary of the text that includes the main idea and key details, as well as other important information.</p> <p>4.RI.3 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.</p>
	Analyzing Text	<p>4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text, including Scripture and other grade-appropriate Catholic works, relevant to a grade 4 topic or subject area.</p> <p>4.RI.5 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.</p> <p>4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in perspective and the information provided.</p> <p>4.RI.7 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.</p> <p>4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>4.RI.9 Integrate information from two texts, including Scripture and other grade-appropriate Catholic works, on the same topic in order to write or speak about the subject knowledgeably.</p>

Grade 4

Language

Grammar and Usage	<p>4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).e. Form and use prepositional phrases.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.g. Correctly use frequently confused words (e.g., to, too, two; there, their).</p>
Conventions of standard English (capitalization, punctuation, spelling, etc.)	<p>4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.a. Use correct capitalization.b. Use commas and quotation marks to mark direct speech and quotations from a text.c. Use a comma before a coordinating conjunction in a compound sentence.d. Spell grade-appropriate words correctly, consulting references as needed.</p>
Knowledge of Language	<p>4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.a. Choose words and phrases to convey ideas precisely.b. Choose punctuation for effect.c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>
Vocabulary Acquisition and Use	<p>4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, including the vocabulary of the Catholic Faith, based on grade 4 reading and content, choosing flexibly from a range of strategies.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.b. Recognize and explain the meaning of common idioms, adages, and proverbs.c. Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).</p> <p>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 (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>

Grade 4

Writing

Writing for Different Purposes and Audiences

4.W.10 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.

Writing- Informative/Explanatory

4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).d. Use precise language and domain-specific vocabulary to inform about or explain the topic.e. Provide a concluding statement or section related to the information or explanation presented.

4.WI.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

4.WI.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

4.WI.6 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, while demonstrating sufficient command of keyboarding skills.

Writing Opinion

4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.a. 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.b. Provide reasons that are supported by facts and details.c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).d. Provide a concluding statement or section related to the opinion presented.

4.WA.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

4.WA.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

4.WA.6 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, while demonstrating sufficient command of keyboarding skills.

Grade 4

Writing-Narrative

- 4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.c. Use a variety of transitional words and phrases to manage the sequence of events.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.e. Provide a conclusion that follows from the narrated experiences or events.
- 4.WN.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 4.WN.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 4.WN.6 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, while demonstrating sufficient command of keyboarding skills.

Research to Build and Present Knowledge

- 4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 4.W.8 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.
- 4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Comprehension and Communication

- 4.SL.1 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.a. 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.b. Follow agreed-upon rules for discussions and carry out assigned roles.c. 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.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- 4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.

Speaking and Listening

Grade 4

Presentation of Knowledge and Ideas

- 4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, including from a Catholic perspective using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- 4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- 4.SL.6 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.

Handwriting

Cursive Writing

- 4.CW.FL Form all uppercase and owercase letters and numerals legibly in cursive
- 4.CW.FL.2 Legibly write sentences and paragraphs in cursive with proper spacing
- 4.CW.RF.1 Use cursive writing under timed conditions
- 4.CW.RF.2 Write copied text at a rate of at least 60 letters per minute
- 4.CW.SS Maintian manuscript writitng with proper spacing relative to top and bottom lines without midlines
- 4.CW.SS.2 Form cursive sentences and paragraphs with proper spacing

Grade 4

Health

Alcohol, Tobacco and Drugs

- 4.ATOD.1.1 Explain the potential risks associated with inappropriate use and abuse of prescription medicines.
- 4.ATOD.1.2 Identify negative short- and long-term physical, social, emotional effects of alcohol use.
- 4.ATOD.4.1 Demonstrate effective refusal skills to avoid alcohol and other drug use.
- 4.ATOD.5.1 Identify situations which need a decision related to medicines including prescription drugs or alcohol.
- 4.ATOD.5.2 Decide when help is needed and when it is not to make a decision related to medicines including prescription drugs or alcohol.
- 4.ATOD.5.3 Identify options and their potential outcomes when making a decision related to medicines including prescription drugs or alcohol.
- 4.ATOD.5.4 Choose a healthy option when making a decision about medicines including prescription drugs or alcohol.
- 4.ATOD.5.5 Describe the final outcome of a decision about medicines including prescription drugs or alcohol.

Healthy Eating

- 4.HE.1.1 Describe the benefits of drinking plenty of water.
- 4.HE.1.2 Identify alternate sources of fat (e.g., unsaturated fats and oils.)
- 4.HE.1.3 Identify foods that are high in added sugars.
- 4.HE.1.4 Identify foods that are high in sodium.
- 4.HE.1.5 Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium.
- 4.HE.2.1 Describe how relevant influences of family and culture affect personal food choices and other eating practices and behaviors.
- 4.HE.2.2 Describe how relevant influences of peers affect food choices and other eating practices and behaviors.
- 4.HE.3.1 Describe characteristics of accurate nutrition information.
- 4.HE.3.2 Describe characteristics of appropriate and reliable nutrition information.
- 4.HE.7.1 Describe practices that encourage healthy eating behaviors (e.g., appropriate portion sizes, identifying healthy foods, etc.)
- 4.HE.7.2 Design and justify a healthy lunch and dinner using MyPlate guidelines and food label information.

Grade 4

Human Growth and Development

- 4.HGD.1.1 Describe hygiene practices related to puberty.
- 4.HGD.4.1 Demonstrate effective verbal and nonverbal communication skills to promote healthy family and peer relationships. (e.g., asking for help with puberty changes and how to begin conversations about puberty with trusted adults.)
- 4.HGD.4.2 Describe the physical, social, and emotional differences related to puberty.

Mental and Emotional Health/Healthy Relationships

- 4.MEH/HR 1.6 Identify characteristics of someone who has self-respect.
- 4.MEH/HR 7.2 Make a commitment to practice healthy relationship behaviors.
- 4.MEH/HR.1.1 Describe characteristics of healthy relationships.
- 4.MEH/HR.1.2 . Describe the benefits of healthy peer relationships.
- 4.MEH/HR.1.3 Describe short-term and long-term effects of stress.
- 4.MEH/HR.1.4 Identify personal stressors at home, in school, and with friends.
- 4.MEH/HR.1.5 Explain positive and negative ways of managing stress and anxiety.
- 4.MEH/HR.1.7 Explain the importance of talking with parents and other trusted adults about feelings.
- 4.MEH/HR.1.8 Describe possible outcomes associated with verbal and nonverbal expression of emotions in different settings. (SEL B1.2b)
- 4.MEH/HR.2.1 Describe how relevant influences of media and technology (e.g., social media, internet) affect personal relationships. and mental and emotional health.
- 4.MEH/HR.2.2 Analyze the positive and negative effects of media and technology on personal relationships and on mental health.
- 4.MEH/HR.2.3 Describe how relevant influences of family and culture affect mental and emotional health practices and behaviors.
- 4.MEH/HR.2.4 Describe how relevant influences of school and community affect mental and emotional health practices and behaviors.
- 4.MEH/HR.2.5 Describe how relevant influences of peers affect mental and emotional health practices and behaviors.
- 4.MEH/HR.2.6 Distinguish the helpful and harmful impact of peer pressure on self and others. (SEL D2.3b)
- 4.MEH/HR.7.1 Demonstrate positive ways that peers and family members can show support, care, and appreciation for one another.
- 4.MEH/HR.7.3 Demonstrate healthy stress management skills.

Grade 4

Mental and Emotional Health/Healthy Relationships (cont)

- 4.MEH/HR.7.4 Demonstrate a skill or talent that builds on personal strengths. (SEL A2.2b)
- 4.MEH/HR.7.5 Demonstrate behaviors associated with inclusiveness in a variety of relationships. (SEL D2.2b)
- 4.MEH/HR.7.6 Recognize that individuals' needs for privacy and boundaries differ and respect those differences. (SEL C4.3b)

- 4.MEH/HR.7.7 Explore new opportunities to expand one's knowledge and experiences. (SEL E4.1b)
- 4.MEH/HR.7.8 Demonstrate citizenship in the classroom and school community. (SEL C2.2b)
- 4.MEH/HR.7.9 Identify and acknowledge others' viewpoints, knowing that both sides do not have to agree but can still be respectful. (SEL C1.2b)

Personal Health and Wellness

- 4.PHW.1.1 Explain why sleep and rest are important for proper growth and good health
- 4.PHW.1.2 Explain how hearing can be damaged by loud sounds.
- 4.PHW.1.3 Explain how vision can be damaged.
- 4.PHW.1.4 Describe ways to prevent vision or hearing damage.
- 4.PHW.1.5 Describe ways to prevent harmful effects of the sun.
- 4.PHW.6.1 Set a realistic goal to improve or maintain information to improve or maintain personal health and wellness.

- 4.PHW.6.2 Track progress to achieving the goal to improve or maintain information to improve or maintain personal health and wellness.
- 4.PHW.6.3 Identify resources that can help achieve a goal to improve or maintain information to improve or maintain personal health and wellness.
- 4.PHW.8.2 State personal beliefs to improve or maintain personal health and wellness of others.
- 4.PHW.8.3 Demonstrate how to persuade others to make positive personal health and wellness choices.
- 4PHW.8.1 Give factual information to improve or maintain personal health and wellness.

Safety

- 4.SAFE.1.1 Explain how injuries can be prevented.
- 4.SAFE.1.2 List examples of dangerous or risky behaviors that might lead to injuries.
- 4.SAFE.1.3 Describe how to ride a bike, skateboard, scooter, and/or inline skate safely.
- 4.SAFE.2.1 Identify relevant influences of peers on safety and injury prevention practices and behaviors.

Grade 4

Safety (cont)

- 4.SAFE.2.2 Identify relevant influences of media and technology on safety and injury prevention practices and behaviors.
- 4.SAFE.2.3 Explain the positives and negatives of the influences on safety and injury prevention practices and behaviors.
- 4.SAFE.2.4 Describe how relevant influences of media and technology affect personal safety and injury prevention practices and behaviors.
- 4.SAFE.2.5 Describe how relevant influences of peers affect personal safety and injury prevention practices and behaviors.
- 4.SAFE.5.1 Identify situations which need a decision related to safety and injury prevention.
- 4.SAFE.5.2 Decide when help is needed and when it is not needed to make a decision related to safety and injury prevention.
- 4.SAFE.5.3 Identify options and their potential outcomes when making a decision related to safety and injury prevention.
- 4.SAFE.5.4 Choose a healthy option when making a decision related to safety and injury prevention.
- 4.SAFE.5.5 Describe the final outcome of a decision related to safety and injury prevention.

Violence Prevention

- 4.VP.1.1 Define prejudice, discrimination and bias.
- 4.VP.1.2 Describe examples of pro-social behaviors that help prevent violence.
- 4.VP.1.3 Explain the difference between tattling and reporting aggression, bullying or violence.
- 4.VP.1.4 Identify short- and long-term consequences of violence to perpetrators, victims, and bystanders.
- 4.VP.1.5 Describe what to do if oneself or someone else is being bullied.
- 4.VP.4.1 Demonstrate effective verbal and non- verbal communication strategies for victims and/ or bystanders to use to reduce or prevent bullying and violence.
- 4.VP.4.2 Demonstrate effective peer resistance (refusal) skills to avoid or reduce violence.
- 4.VP.4.3 Demonstrate how to effectively communicate support for others to prevent violence.
- 4.VP.7.1 Describe practices and behaviors that reduce or prevent violence.
- 4.VP.7.2 Demonstrate violence prevention practices and behaviors.

Grade 4

Operations and Algebraic Thinking

Word Problems using all four operations

- 4.OA.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.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
- 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Concept of Patterns

- 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

Factors and Multiples

- 4.OA.4 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.

Numbers and Operations in Base Ten

Place Value

- 4.NBT.1 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 by applying concepts of place value, multiplication, or division.
- 4.NBT.2 Read and write multi-digit whole numbers using standard form, word form, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $<$, $=$, $>$ and symbols to record the results of comparisons. Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.
- 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place through millions.

Grade 4

Multi-digit Computation for all four operations

- 4.NBT.4 Fluently add and subtract multi-digit whole numbers using a standard algorithm.
- 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- 4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Numbers and Operations- Fractions

Equivalence/Comparison

- 4.NF.1 Explain why a fraction a/b is equivalent to a fraction $(n * a)/(n * b)$ by using visual 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 this principle to recognize and generate equivalent fractions.
- 4.NF.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 $1/2$. 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.

Addition and Subtraction

- 4.NF.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

Grade 4

Measurement and Data	Concepts of Multiplication	4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.a. Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 * (1/4)$, recording the conclusion by the equation $5/4 = 5 * (1/4)$, or $5/4 = 1/4 + 1/4 + 1/4 + 1/4 + 1/4$.b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 * (2/5)$ as $6 * (1/5)$, recognizing this product as $6/5$. (In general, $n * (a/b) = (n * a)/b$.)c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?
	Concepts of Decimals	4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$. 4.NF.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram. 4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.
	Metric System	4.MD.1 Know relative sizes of the metric measurement units within one system of units. Metric units include kilometer, meter, centimeter, and millimeter; kilogram and gram; and liter and milliliter. Express a larger measurement unit in terms of a smaller unit. Record measurement conversions in a two-column table. For example, express the length of a 4-meter rope in centimeters. Because 1 meter is 100 times as long as a 1 centimeter, a two-column table of meters and centimeters includes the number pairs 1 and 100, 2 and 200, 3 and 300,...
	Word Problems involving Money, Time and Measurement	4.MD.2 Solve real-world problems involving money, time, and metric measurement.a. Using models, add and subtract money and express the answer in decimal notation.b. Using number line diagrams, clocks, or other models, add and subtract intervals of time in hours and minutes.c. Add, subtract, and multiply whole numbers to solve metric measurement problems involving distances, liquid volumes, and masses of objects.
	Area and Perimeter	4.MD.3 Develop efficient strategies to determine the area and perimeter of rectangles in real-world situations and mathematical problems. For example, given the total area and one side length of a rectangle, solve for the unknown factor, and given two adjacent side lengths of a rectangle, find the perimeter.
	Represent and Interpret Data	4.MD.4 Display and interpret data in graphs (picture graphs, bar graphs, and line plots) to solve problems using numbers and operations for this grade.

Grade 4

Geometry

Concepts of Angles	4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
Angle Measurement	4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. 4.MD.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.
Defining Lines and Angles	4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
2D Shapes	4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. Either of the following definitions for a trapezoid is acceptable: a trapezoid is a quadrilateral with at least one pair of parallel sides, or a trapezoid is a quadrilateral with exactly one pair of parallel sides. 4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Grade 4

Earth and Space Science	Earth's Surface	<p>4.ESS.1 Earth's surface has specific characteristics and landforms that can be identified.</p> <p>4.ESS.2 The surface of Earth changes due to weathering.</p> <p>4.ESS.3 The surface of Earth changes due to erosion and deposition.</p>
Life Science	Earth's Living History	<p>4.LS.1 Changes in an organism's environment are sometimes beneficial to its survival and sometimes harmful.</p> <p>4.LS.2 Fossils can be compared to one another and to present day organisms according to their similarities and differences.</p>
Physical Science	Electricity, Heat and Matter	<p>4.PS.1 When objects break into smaller pieces, dissolve, or change state, the total amount of matter is conserved.</p> <p>4.PS.2 Energy can be transferred from one location to another or can be transformed from one form to another.</p>
Scientific Inquiry, Practice and Applications	Nature of Science	<p>4.NaS.1 Students will apply practices of scientific inquiry, specifically, students will be able to do the following: a. Observe and ask questions about the world that can be answered through scientific investigation. b. Design and conduct scientific investigations; Use appropriate mathematics, tools, and techniques to gather data and information; c. Develop and communicate descriptions, models, explanations, and predictions; d. Think critically and ask questions about the observations and explanations of others; e. Communicate scientific procedures and explanations; f. Knowledge of science content can be applied to real world challenges; g. Apply Catholic values to development and application of science concepts</p> <p>4.NaS.2 Students through experimentation and observation discover that science is a way of knowing about the world and is both a body of knowledge and a set of processes to discover new knowledge. Students through measurement and observation determine that objects and events occur in consistent patterns that are understandable.</p> <p>4.NaS.3 Students will begin to see the importance of human interaction in contributing to science knowledge. Specifically: a. People from many generations and nations contribute to science knowledge. b. People of all cultures, genders, and backgrounds can pursue a career in science. c. Scientists often work in teams. d. Science affects everyday life. e. Science requires creativity and imagination.</p> <p>4.NaS.4 Theories are developed based on a body of scientific evidence and science explanations can change based on new scientific evidence.</p>

Grade 4

Ohio in the United States

History

- 4.H.1 The order of significant events in Ohio and the United States can be shown on a timeline.
- 4.H.2 Primary and secondary sources can be used to create historical narratives
- 4.H.3 Various groups of people have lived in Ohio over time including prehistoric and historic indigenous peoples, migrating settlers and immigrants. Interactions among these groups have resulted in both cooperation and conflict.
- 4.H.4 The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.
- 4.H.5 The Northwest Ordinance established a process for the creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory.
- 4.H.6 The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the Battle of Lake Erie contributed to American success in the war.
- 4.H.7 Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the antislavery movement and the Underground Railroad.
- 4.H.8 Many technological innovations that originated in Ohio benefited the United States.

Geography

- 4.G.10 The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.
- 4.G.11 The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.
- 4.G.12 People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in Ohio and the United States.
- 4.G.13 The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the cultural diversity of the United States.
- 4.G.14 Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States.
- 4.G.9 A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.

Grade 4

Government

- 4.GV.15 Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.
- 4.GV.16 Civic participation in a democratic society requires individuals to make informed and reasoned decisions by accessing, evaluating and using information effectively to engage in compromise and by living out the Catholic faith.
- 4.GV.17 Laws protect rights, provide benefits and assign responsibilities.
- 4.GV.18 The U.S. Constitution establishes a system of limited government and protects citizens; rights; five of these rights are addressed in the First Amendment.
- 4.GV.19 A constitution is a written plan for government. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.

Economics

- 4.E.20 Tables and charts help people to understand information and issues. Tables organize information in columns and rows. Charts organize information in a variety of visual formats (pictures, diagrams, graphs).
- 4.E.21 Entrepreneurs organize productive resources and take risks to make a profit and compete with other producers.
- 4.E.22 Saving a portion of income contributes to an individual's financial wellbeing. Individuals can reduce spending to save more of their income.

Financial Literacy

- 4.FL.3 People may receive money as gifts, allowance, or income. People earn income by working.
- 4.FL.4 Recognize that people pay taxes on the money they earn. Money collected from taxes is used to provide local, state, and national government services.
- 4.FL.5 Financial responsibility includes the development of a spending and saving plan (personal budget).
- 4.FL.6 An informed consumer makes decisions on purchases that may include a decision-making strategy to determine if purchases are within their budget.
- 4.FL.7 Examine the different ways that people pay for goods and services
- 4.FL.8 People may have to borrow money for large purchases. There are financial responsibilities with borrowing.
- 4.FL.9 Saving today can help meet future goals, including education.
- 4.FL.10 Individuals must protect their identity, money, and property.

Grade 4

Visual Art

Creates artwork using materials, tools and

A5.PR.2

Use digital tools to explore ideas, create and refine works of art during the artmaking process.

A5.PR.3 Experiment with various ideas and visual art media to solve a problem that addresses a contemporary moral and/ or social issue.

A5.PE.6 Select and access contemporary digital tools media arts to investigate ideas and inform artmaking.

techniques and concepts

A5.PR.1 Integrate observational and technical skills to strengthen artmaking.

A5.PR.4 Select and use the elements and principles of art and design to communicate understanding of an interdisciplinary concept.

Connects art to history, culture and other disciplines

A5.PE.1 Understand that the context of an art object has an effect on how that object is perceived.

A5.PE.2 Identify and communicate how religious, historical, and cultural contexts influence ideas that inform artists.

A5.PE.3 Investigate the role of religious and cultural objects in our everyday environment.

A5.PE.4 Compare and contrast how form and style are influenced by social, environmental and political views in artworks.

A5.RE.2 Describe how personal experiences and Catholic Identity can influence artistic preferences.

A5.RE.3 Explain the reasons and value of documenting and preserving works of art and art objects in some cultures.

A5.RE.4 Communicate how personal artistic decisions are influenced by religious, social, environmental and political views.

and reflects on artwork

A5.RE.1 Apply reasoning skills to analyze and interpret the meaning in artworks.

A5.PE.A5 Focus attention on selected artworks to identify and pose questions about aesthetic qualities (e.g., sensory, organizational, emotional) in the works.

A5.PR.A5 During collaborative artmaking experiences, demonstrate respect and support for peer ideas and creativity.

A5.RE.A5 Express what was learned and the challenges that remain when assessing their artworks.

A5.RE.6 Use criteria to assess works of art individually and collaboratively.

Grade 4

Music

Creates music through voice, instruments/or technology

M4.1.PR.

Sing a varied repertoire with accurate rhythm and pitch and expressive qualities individually and with others.

M4.2.PR. Use the head voice to produce a light, clear sound employing breath support and maintaining appropriate posture.

M4.3.PR. Play a variety of classroom instruments with proper technique.

M4.4.PR. Sing, move and respond to music from world cultures and different composers.

Understands and applies techniques and concepts

M4.1.CE. Classify instruments by the four families of the orchestra.

M4.2.CE. Describe the way sound is produced by various instruments and the human voice.

M4.3.CE.

Listen to and identify music of various styles, composers, periods, cultures and Catholic heritage.

M4.3.RE. Explain classification of musical instruments, voices, composers and forms using appropriate music vocabulary.

M4.4.CE. Discuss the lives and times of composers from various historical periods.

M4.5.CE. Identify and respond to basic music forms (e.g., AABA and rondo).

M4.5.PR.

Improvise and compose short compositions using a variety of classroom instruments and sound sources.

M4.6.CE. Identify elements of music using developmentally appropriate vocabulary.

M4.6.PR. Read, write and perform using sixteenth through whole note values including syncopated rhythms in 2/4, 3/4 and 4/4 meter.

M4.7.CE.

Describe the roles of musicians in various music settings including worship settings.

M4.7.PR. Read, write and perform extended pentatonic melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).

M4.8.CE. Describe the use of technology and digital tools in music.

M4.8.PR. Demonstrate appropriate audience etiquette at live performances.

Grade 4

Connects music to
history, culture, and
other disciplines

M4.1.RE.

Explain how the elements and subject matter of music connect with disciplines outside the arts.

M4.5.RE. Interpret a selected musical work using dance, drama or visual art.

and reflects on
music

M4.2.RE. Describe the connection between emotion and music in selected musical works.

M4.4.RE.

Discuss the roles of musicians heard in various performance settings including worship settings.

M4.6.RE. Use constructive feedback to improve and refine musical performance and response.

Grade 4

Physical Education

Combination of movement skills	4.1A.1	Perform a movement sequence comprised of both basic and intermediate skills (e.g., dance, gymnastics, jump rope).
	4.1A.2	Jump rope demonstrating a variety of footwork and arm action skills.
	4.1A.3	Combine balance and weight transfer skills in a movement sequence.
	4.1A.4	Combine locomotor movement patterns and dance steps to create and perform a dance.
Critical elements of manipulative skills	4.1B.1	Kick a ball with the inside of the foot using the critical elements to targets at different distances, locations and relationship to objects.
	4.1B.2	Dribble with control while moving through space to avoid stationary objects using the critical elements.
	4.1B.3	Send (e.g., pass, roll) an object to a target using critical elements while varying space, distance, location and relationship to objects.
	4.1B.4	Throw overhand with varying degrees of force using appropriate critical elements to reach different distances.
	4.1B.5	Catch two-handed during a game or game-like situation using the critical elements.
	4.1B.6	Strike an object with an implement using the critical elements.
Critical elements of motor skills	4.2B.1	Identify correct and incorrect aspects of skill performance using critical elements.
	4.2B.2	Explain how to improve performance of a movement or skill.
Strategies and tactics related to movement	4.STM.1	Explain the importance of weight transfer in object propulsion skills (e.g., throw, strike).
	4.STM.2	Describe and demonstrate the correct movement or movement qualities based on the characteristics of the task (e.g., size of object, distance to target, goal, speed or time to complete movement) and/or environment (e.g., space, number of players).
	4.STM.3	Identify open space and areas of space to defend in a dynamic environment (e.g., partner or small group dance spacing, proximity to the ball or teammate in small-sided games).
	4.STM.4	Select correct decision when presented with a tactical problem to score (e.g., ball possession, attack, moving an opponent).

Grade 4

Health-related fitness

- 4.3A.1 Identify school, home and community physical activity opportunities to meet physical activity guidelines.
- 4.3A.2 Track physical activity minutes to determine progress toward daily recommendation.
- 4.3A.3 Recognize the benefits of food choices from each food group related to physical activity.
- 4.3B.1 Link specific activities to the appropriate health-related fitness component.
- 4.3B.2 Interpret heart rate during physical activity and exercise to sustain a moderate to vigorous activity for longer periods of time.
- 4.3B.3 Identify activities to improve muscular strength and endurance in the upper and lower body.
- 4.3B.4 Identify warm-up and cool-down activities.
- 4.3B.5 Analyze the results of a fitness assessment to determine areas in the HFZ and those that need improvement.
- 4.3B.6 Identify the intensity and time of exercise in relationship to the FITT principle.

Responsible personal and social behavior

- 4.4A.1 Follow rules and safe practices and engage in class activities.
- 4.4A.2 Adjust performance to characteristics of the environment to ensure safe play (e.g., space, equipment, others).
- 4.4A.3 Engage in activities and stay on task with prompts and encouragement from others.
- 4.4B.1 Listen, discuss options and develop a plan to accomplish a partner or group task or to improve play.
- 4.4B.2 Participate with a group in cooperative problem-solving activities.
- 4.4B.3 Demonstrate cooperation with and respect for peers different from oneself.
- 4.4B.4 Demonstrate cooperation with others when resolving conflict.

Values physical activity

- 4.5A.1 Identify three health benefits from different dimensions (e.g., physical, emotional, intellectual) by participation in physical activity.
- 4.5B.1 Identify specific reasons for enjoying a selected physical activity.
- 4.5B.2 Identify aspects of a physical activity that are challenging.
- 4.5B.3 Identify the social benefits of a selected physical activity.

PROGRESS CODES					
E - Exceeds the Essential Standard: The student exceeds the essential standard by consistently demonstrating an advanced level of understanding and/or the ability to apply knowledge at a higher level. For example, the student synthesizes information and makes connections between concepts to apply the knowledge in new and unique ways or to apply the concepts to solve real world problems.					
M - Met the Essential Standard: The student has consistently mastered the essential standard taught and assessed.					
W - Working toward Meeting the Essential Standard: The student is working toward mastery of the essential standard or is inconsistent in his/her demonstration of mastery when assessed.					
N - Not Meeting the Essential Standard: Student has not demonstrated mastery of the essential standard. This is usually given to students that are at the beginning stages in learning a new concept or students who are working below grade level.					
INS - Insufficient Evidence: There was insufficient evidence provided for demonstration of mastery. Students will be given the opportunity to provide sufficient evidence by the end of the next grading period.					
* Modification: Only for those students whose curriculum content area and standards have been modified based on Service Plan/IEP Goals. This does not apply to students who only have accommodations.					
English Language Arts (Holdridge)	1	2	3	4	
Reading-Foundational Skills					
Fluency and Accuracy					
Phonics and Word Analysis					
Reading-Literature					
Analyzing Text					
Key Ideas and Details.					
Reading-Informational Text					
Analyzing Text					
Key Ideas and Details					
Language					
Conventions of standard English (capitalization, punctuation, spelling, etc.)					
Grammar and Usage					
Knowledge of Language					
Vocabulary Acquisition and Use					
Writing					
Research to Build and Present Knowledge					
Writing- Informative/Explanatory					
Writing Opinion					
Writing-Narrative					
Writing for different purpose and audiences					
Speaking and Listening					
Comprehension and Communication					
Presentation of Knowledge and Ideas					
Handwriting					
Cursive Writing					

Grade: 04

Mathematics (Mr. Lehr)	1	2	3	4	
Operations and Algebraic Thinking					
Word Problems using all four operations					
Concept of Patterns					
Factors and Multiples					
Numbers and Operations in Base Ten					
Place Value					
Multi-digit Computation for all four operations					
Numbers and Operations- Fractions					
Equivalence/Comparison					
Addition and Subtraction					
Concepts of Multiplication					
Concepts of Decimals					
Measurement and Data					
Metric System					
Word Problems involving Money, Time and Measurement					
Area and Perimeter					
Represent and Interpret Data					
Concepts of Angles					
Angle Measurement					
Geometry					
Defining Lines and Angles					
2D Shapes					
Religion (Holdridge)	1	2	3	4	
Evangelization and Missionary Discipleship					
Discipleship					
Knowledge of Faith					
Creed					
Scripture					
Liturgy and Sacraments					
Sacraments					
Liturgy					
Morality					
Conscience					
Christian Living					
Vocation					
Christian Prayer					
Prayer					
Community Life					
Catholic Church					
Ecumenism					
Catholic Social Teaching					

School Year: 2022-2023 Term: Q1

Science (Mr. Lehr)	1	2	3	4	
Earth and Space Science					
Earth's Surface					
Life Science					
Earth's Living History					
Physical Science					
Electricity, Heat and Matter					
Scientific Inquiry, Practice and Applications					
Nature of Science					
Social Studies (Holdridge)	1	2	3	4	
Ohio in the United States					
History					
Geography					
Government					
Economics					
Financial Literacy					

Art (Holdridge)	1	2	3	4
Visual Art				
Creates artwork using materials, tools and technology				
Understands techniques and concepts				
Connects art to history, culture and other disciplines				
Analyzes, critiques and reflects on artwork				
Music (Ms. Carle)	1	2	3	4
Music				
Creates music through voice, instruments/or technology				
Understands and applies techniques and concepts				
Connects music to history, culture, and other disciplines				
Analyzes, critiques and reflects on music				
Health (Holdridge)	1	2	3	4
Health				
Alcohol, Tobacco and Drugs				
Healthy Eating				
Human Growth and Development				
Mental and Emotional Health/Healthy Relationships				
Personal Health and Wellness				
Safety				
Violence Prevention				
Physical Education (Lockhart)	1	2	3	4
Physical Education				
Combination of movement skills				
Critical elements of manipulative skills				
Critical elements of motor skills				
Strategies and tactics related to movement				
Health-related fitness				
Responsible personal and social behavior				
Values physical activity				

ATTENDANCE	1	2	3	4	TOTAL
Days Absent	0	0	0	0	0
Days Tardy	0	0	0	0	0

Principal:

Date: 09/06/2022

HR: Homeroom (Holdridge)	1	2	3	4
Work Habits				
Manages work time effectively.				
Completes and turns in homework.				
Follows directions.				
Follows classroom & school rules.				
Shows respect to others (Students, Adults, Property).				
Participates appropriately with group activities and discussions and encourages others.				
Demonstrates Christian values towards other students (i.e. honesty, trustworthiness, kindness, etc.)				
Puts forth consistent effort.				
Works independently.				
Seeks help when needed.				
Organizes work and belongings.				
Listens attentively.				
Demonstrates self control.				
Takes responsibility for actions and accepts consequences.				
Demonstrates a positive attitude.				

Work Habits Codes
4 = Exceeds classroom expectations.
3 - Consistently meets classroom expectations.
2 = Inconsistently meets classroom expectations.
1 = Support needed to meet classroom expectations.



Catholic Diocese of Columbus

Student Progress Report

Student _____

Grade 04

Year 2022-2023 School Year

Teacher _____