

FOURTH GRADE BENCHMARKS

Fourth grade students are learning to take responsibility for their own actions. Fourth graders continue to apply the knowledge and skills acquired in prior grades as they take on increased academic responsibility. As persons of faith they study the moral guidelines of the Catholic Church and evaluate their responsibility to God, others and self. As effective communicators they enjoy working cooperatively with others in academic and social settings.

RELIGION

CREED

Students will:

- demonstrate an understanding of the Beatitudes as their way of building the Kingdom of God
- understand grace as God's loving presence in their lives
- identify and discuss the gifts of the Holy Spirit
- understand Church as a community of worship, witness, and service which carries on the mission of Christ, which they share through their Baptism

SCRIPTURE

Students will:

- recognize Scripture as the source for the Ten Commandments, the Beatitudes, and the Corporal and Spiritual Works of Mercy
- name the four gospel accounts of Matthew, Mark, Luke, and John
- find chapter and verse in the Bible
- articulate the difference between the Old and New Testaments

PRAYER/WORSHIP

Students will:

- reflect on the Stations of the Cross and on the Act of Contrition
- pray the Rosary
- identify the Holy Days of Obligation
- demonstrate an understanding that the Mass is the central celebration for God's people

CHRISTIAN LIVING

Students will:

- give examples of how to live the Beatitudes
- respond to the Ten Commandments as rules to live God's life of love and the Beatitudes as a way of life modeled by Christ to bring happiness
- demonstrate an understanding that sin is the greatest obstacle they face in their efforts to love God and neighbor
- see the Corporal and Spiritual Works of Mercy as ways of responding to the needs of others

MATH

NUMBER SENSE

Students will:

- understand and use place value to read, write, compare, and locate whole numbers through hundred millions
- round whole numbers through hundred millions and decimal numbers through hundredths
- understand how whole numbers and decimals are related to simple fractions
- compare and order fractions
- use the concepts of negative numbers on a number line, in counting, in temperature, and in determining an amount owed
- extend their use and understanding of whole numbers to the addition and subtraction of simple decimals
- solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationship among operations
- factor small whole numbers

ALGEBRA AND FUNCTIONS

Students will:

- use and interpret missing variables, mathematical symbols, and properties to write, evaluate, and simplify mathematical expressions and sentences
- know how to manipulate equations

MEASUREMENT AND GEOMETRY

Students will:

- understand and differentiate perimeter and area
- use formulas to determine the perimeter and area of a rectangle or square
- use two-dimensional coordinate grids to represent points, graph lines, and simple figures
- identify and explain plane and solid geometric objects
- be able to use their understanding of plane and solid geometric objects to show relationships and solve problems

STATISTICS, DATA ANALYSIS, AND PROBABILITY

Students will:

- organize, represent, and interpret numerical and categorical data and share their findings orally and in writing
- predict possible outcomes for simple or experimental probability situations

MATHEMATICAL REASONING

Students will:

- analyze the information given and make decisions about how to approach problems
- use strategies, skills and concepts to find solutions to problems and express them clearly
- make generalizations of the results obtained in a particular problem and apply them to other circumstances

LANGUAGE ARTS

READING

Word Analysis, Fluency, Vocabulary, Comprehension, and Literary Response and Analysis

Students will:

- use appropriate grade level literary terms
- utilize information from text to form predictions and make and explain inferences, judgments, and decisions
- show understanding of sequence of events, main idea and supporting details, problem and solution, steps in a process
- recognize and identify cause and effect
- compare and contrast events, characters, and text
- summarize events in logical, or time, order
- distinguish between fact and opinion, fact and nonfact, important and unimportant information
- form conclusions or generalizations and support with evidence from text
- recognize and identify elements of a story including character(s), setting, problem and solution
- analyze character, character's motive, character's point of view, plot, setting, style, tone, and mood
- describe how author's point of view affects text
- read with fluency and understanding for different purposes and respond to varied texts
- utilize a variety of resources, both print and online, including an encyclopedia, dictionary, and glossary to enhance knowledge of vocabulary

VOCABULARY AND CONCEPT DEVELOPMENT

Students will:

- use context clues in a sentence to determine the meaning of words across the curriculum
- use context clues to demonstrate their understanding of the vocabulary words
- use and identify synonyms and antonyms
- understand and demonstrate knowledge of multiple meaning words
- use knowledge of root words to determine the meaning of unknown words within a passage
- use resources and reference materials as aids to writing and understanding

SPELLING

Students will:

- use high frequency words correctly, appropriate to grade level
- use understanding of specific spelling patterns to spell words correctly
- differentiate between plurals and possessives, and be able to spell them correctly
- understand and be able to spell correctly words that change forms when adding –ed and –ing
- spell compound words correctly and distinguish between single, two word and hyphenated
- understand contractions and the relationship between the two words, understanding that contractions are not used in formal writing
- understand and differentiate between homophones and homographs

- identify prefixes and suffixes in base words, and understand that prefixes and suffixes change the word meanings
- understand how to transfer words and patterns across the curriculum

GRAMMAR

Fourth grade students will begin the study of formal grammar.

Students will:

- distinguish complete sentences from sentence fragments
- learn to identify the types of sentences
- recognize the correct end marks for each type of sentence
- recognize parts of speech: nouns, verbs, adjectives, adverbs, and conjunctions
- use these grammatical elements in grade level sentences
- correct basic errors in written work
- explain how words relate to each other within a sentence
- begin to diagram basic sentences

WRITING

Students will:

- organize paragraph structure to include a topic sentence that clearly states the main idea; development sentences with examples and supporting details that are relevant to the topic sentence; and a summary sentence that restates the main idea, all in logical sequence
- understand the relationship between the topic sentence and summary sentence
- use logical transition words or phrases to signal additional examples
- demonstrate the ability to follow the required type of writing across the curriculum, including narrative, descriptive, expository, and persuasive
- use the correct person; i.e. 1st person, 2nd person, 3rd person
- demonstrate understanding of appropriate tone as it relates to the topic
- understand and avoid sentence boundary errors (i.e. subject/verb agreement) and homonym errors (i.e. there, their, or they're).
- write complete sentences following the conventions of correct grammar, capitalization and punctuation
- demonstrate an understanding of grade-level vocabulary and use vocabulary correctly in sentences.
- demonstrates neatness and legibility in all written work
- use grade level vocabulary and spelling in writing
- incorporate grade level content in writing across the curriculum

SCIENCE

INVESTIGATION

Students will:

- follow a set of written instructions to gather data and complete an experiment
- know the difference between observations and inferences
- select appropriate scientific tools and correctly use them to make quantitative and qualitative observations

PHYSICAL SCIENCE

Students will:

- create an electrical circuit, in series and parallel, and describe how electric current moves through the circuit
- identify electric charges and magnetic poles
- understand the properties of electrical and magnetic fields
- build an electromagnet and a compass

LIFE SCIENCE

Students will:

- identify producers and consumers in the food chain
- understand that organisms have different rates of survival in varying environments
- recognize why plants and animals need each other for survival

EARTH SCIENCE

Students will:

- identify minerals using physical properties
- differentiate between rocks based on physical properties and the rock cycle
- recognize that changes on the Earth's surface happen at different rates
- identify the effects of erosion caused by water and wind

SOCIAL STUDIES

Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.

Students will:

- explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places and regions in California and on earth.
- distinguish between the North and South Poles; the equator and the Prime Meridian; the tropics; and the hemispheres, using coordinates to plot locations.
- identify California's state capital and describe the various regions of California, including how their characteristics and physical environments affect human activity.
- identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.
- use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.

Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

Students will:

- discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by the cultivation of land and use of sea resources.
- identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific, noting especially the importance of mountains, deserts, ocean currents, and wind patterns.
- describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians.
- describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.
- describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.
- discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.
- describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.
- discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.

Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.

Students will:

- identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.
- compare how and why people traveled to California and the routes they traveled.
- analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment.
- study the lives of women who helped build early California.
- discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.

ART

ARTISTIC PERCEPTION

Students will:

- perceive and describe contrast and emphasis in works of art and in the environment
- describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art
- identify pairs of complementary colors (e.g., yellow/violet; red/green; orange/blue) and discuss how artists use them to communicate an idea or mood
- describe the concept of proportion (in face, figure) as used in works of art
- describe and analyze the elements of art (e.g., color, shape/form, line, texture, space, value), emphasizing form, as they are used in works of art and found in the environment

CREATIVE EXPRESSION

Students will:

- use shading (value) to transform a two-dimensional shape into what appears to be a three-dimensional form (e.g., circle to sphere)
- use the conventions of facial and figure proportions in a figure study
- use accurate proportions to create an expressive portrait or a figure drawing or painting
- use the interaction between positive and negative space expressively in a work of art
- use contrast (light and dark) expressively in an original work of art
- use complementary colors in an original composition to show contrast and emphasis

HISTORICAL AND CULTURAL CONTEXT

Students will:

- describe how art plays a role in reflecting life (e.g., in photography, quilts, architecture)

AESTHETIC VALUING

Students will:

- discuss how the subject and selection of media relate to the meaning or purpose of a work of art
- identify and describe how various cultures define and value art differently
- describe how the individual experiences of an artist may influence the development of specific works of art

CONNECTION, RELATIONSHIPS, AND APPLICATIONS

Students will:

- construct diagrams, maps, graphs, timelines, and illustrations to communicate ideas or tell a story about a historical event

MUSIC

Students will:

- read and write notation of increasing complexity
- analyze lyrics of songs written for specific purposes
- play songs from memory and a varied selection of songs from different cultures
- write simple rhymes in a song form
- identify characteristics of an effective musical composition, including structure, content, style, and meaning
- identify the sounds of a variety of musical instruments as well as male and female voices
- perform simple songs from various cultures for the school population

PHYSICAL EDUCATION

MOVEMENT SKILLS AND PATTERNS

Students will:

- change direction quickly to maintain or to increase the spacing between two players
- jump a self-turned rope
- throw and catch an object with a partner while both partners are moving
- throw overhand at increasingly smaller targets, using proper follow-through
- catch a fly ball above the head, below the waist, and away from the body
- strike with a racket, a lightweight object that has been tossed by a partner
- serve a lightweight ball to a partner, using the underhand movement pattern
- strike a gently tossed ball with a bat, using a side orientation
- hand-dribble a ball
- perform a folk dance

PHYSICAL FITNESS AND HEALTH

Students will:

- participate in appropriate warm-up exercises for particular physical activities
- participate in continuous moderate to vigorous physical activities at the appropriate intensity to increase aerobic capacity
- perform increasing numbers of abdominal curl-ups and traditional push-ups
- demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip adductors, hip abductors, and calves
- meet minimum requirements for health-related physical fitness, using scientifically based health-related physical fitness assessments

SOCIAL DEVELOPMENT

Students will:

- set a personal goal to improve an area of health-related physical fitness and work toward that goal in nonschool time
- accept responsibility for one's own performance
- respond to winning and losing with dignity and respect
- include others in physical activities and respect individual differences in skill and motivation

COMPUTER

Students will:

- learn more in-depth features of the word processing program
- save to their own folder
- get an introduction to the workings and possibilities of garage band software
- learn to use templates and customize them to meet the needs of their project
- write journal entries
- continue building their typing skills and words per minute speed
- learn to export their work