

The mission of St. Norbert School  
is to find God in all things through  
learning, faith, and service.



**ST. NORBERT SCHOOL**  
THINK AHEAD

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*Rosanne Sikich, Principal*

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# Fourth Grade

## Curriculum Guide



## NOTES

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Dear Parents,

We hope you find this Curriculum Guide helpful! The guide is meant to give you an overview of what your child will be learning at his/her grade level. This overview will assist you when having conversations about classroom work with your child's teacher and when reinforcing learning concepts at home with your child.

We invite you to contact your child's teacher with any questions throughout the year. We look forward to a successful partnership to enhance each student's knowledge.

God Bless,

St. Norbert School Staff

Curriculum guides for preschool through eighth grade are available on our website.

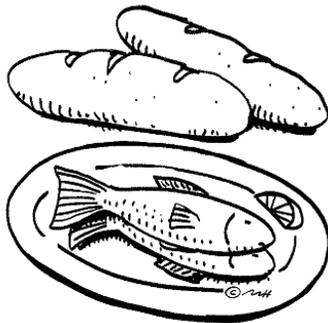
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## RELIGION

Students will celebrate through prayer and sacraments, participation in mass, and service and giving to others. Students will learn how to relate God's grace to Christian life and take action to live the Church's mission. Along with the school and church communities, students are given the opportunity to grow in their faith.

### By the end of fourth grade students will be able to...

- describe the marks of the Church.
- identify major Old Testament characters and events.
- locate books of Old and New Testaments.
- use forms of prayer in various settings.
- relate the Church year with the liturgy and life of Jesus.
- explain Church in relationship to Jesus' mission.
- relate Church mission to cultures and religions.
- relate Christian life to the Beatitudes and virtues.
- take action to live the Church's mission.
- relate moral acts to the Ten Commandments.



## SOCIAL AND EMOTIONAL LEARNING (S.E.L.)

Many key sets of skills and behaviors provide a strong foundation for achieving success in school and in life. One skill is knowing emotions, how to manage them, and ways to express them constructively. Another skill is building and maintaining positive relationships with others and contributing to the well-being of a school. These skills help all students learn to recognize the feelings and perspectives of others.

### By the end of fourth grade students will be able to...

#### Self-Awareness and Self-Management Skills

- recognize and accurately label emotions.
- demonstrate control of impulsive behavior.
- identify one's likes and dislikes, needs and wants, and strengths and challenges.
- identify family, peer, school, and community strengths.
- identify goals for academic success and classroom behavior.



#### Social Awareness and Interpersonal Skills

- recognize that others may experience situations differently.
- use listening skills to identify the feelings and perspectives of others.
- describe the ways that people are similar and different.
- describe positive qualities in others.
- identify ways to work and play well with others.
- demonstrate appropriate social and classroom behavior.
- identify problems and conflicts commonly experienced by peers.
- identify approaches to resolving conflicts constructively.

#### Decision-Making Skills and Responsible Behavior

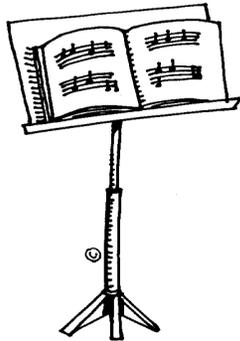
- identify a range of decisions that students make at school.
- make positive choices when interacting with classmates.

## MUSIC

Through music, fourth grade students will learn about the world around them and various cultures. Students will be able to demonstrate their skills playing an instrument by continuing to play the recorder and also having the option to join band. Students will star in the Christmas play and be able to perform at band concerts and school masses.

### **By the end of fourth grade students will be able to...**

- sing music from a variety of cultures with correct vocal technique.
- identify instruments of the orchestra and instrument families.
- read and write music notation.
- sing melodies using solfege.
- play the recorder using correct technique.
- describe music in their own words.
- understand music in relation to history and culture.
- understand and identify simple musical forms.
- recognize rhythms and pitches visually and orally.
- learn about the geography, music, and culture of various countries.



## ART

In third through fifth grade, there is a progression of 3D skills, use of the color wheel and emergence of advanced textures and line composition. Also, students learn to observe and interpret meaning from art.

### **By the end of fourth grade students will be able to...**

- identify the elements of two and three dimensional art and acquire problem solving skills to create more challenging visual works of art.
- integrate the elements of space, value, and form to demonstrate 3D skills.
- explain how works of art are produced and have a role in society.

## LANGUAGE ARTS

Students will read literature and informational text to gain vocabulary, improve fluency, reading comprehension, and key ideas and details. Students will also work on composition skills using different writing styles. Foundational skills foster students' understanding and knowledge of concepts of print, the alphabetic principle, and basic conventions of the English writing system.

### **By the end of fourth grade students will be able to...**

#### **Reading Literature and Informational Text**

- determine a theme of a story, drama, or poem from details in the text; summarize the text.
- compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person.
- 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.
- explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why.
- determine the meaning of general academic and domain-specific words or phrases in a text relevant to a topic.
- integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

#### **Writing**

- provide reasons that are supported by facts and details.
- link ideas within categories of information using words and phrases.
- use concrete words and phrases and sensory details to convey experiences and events precisely.
- use technology and research to produce and publish writing as well as to interact and collaborate with others.
- conduct short research projects that build knowledge through investigation of different aspects of a topic.

#### **Listening and Speaking**

- follow agreed-upon rules for discussions and carry out assigned roles.
- differentiate between contexts that call for formal and informal discourse.

## MATHEMATICS

Students will gain an understanding of how numbers are used and represented. They will use basic operations to solve practical and theoretical situations. Students will learn how to communicate geometric and statistical relationships through graphs and drawings.

### By the end of fourth grade students will be able to...

#### Operations and Algebraic Thinking

- generate a number or shape pattern that follows a given rule.
- multiply or divide to solve word problems.
- interpret a multiplication and division equations.

#### Number and Operations

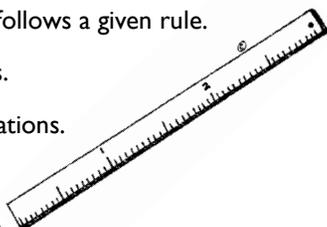
- read and write multi-digit whole numbers. using base-ten numerals, number names, and expanded form.
- use place value understanding to round multi-digit whole numbers.
- add and subtract multi-digit whole numbers using the standard algorithm.
- compare two fractions with different numerators and denominators.
- add and subtract mixed numbers with like denominators.
- solve word problems involving multiplication of a fraction by a whole number.

#### Measurement and Data

- use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money.
- apply area and perimeter formulas for rectangles in real world problems.
- make a line plot to display a data set of measurements in fractions of a unit.
- measure angles in whole-number degrees using a protractor.

#### Geometry

- draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
- classify two-dimensional figures.
- recognize a line of symmetry for a two-dimensional figure.



## PHYSICAL EDUCATION

The curriculum for each grade level contains specific goals and objectives to enable students to learn and develop sport skills, and understand the benefits of exercise and good sportsmanship. The physical education units are based on the National Standards for each particular grade and ensure fun and diverse experiences.

### By the end of fourth grade students will be able to...

- combine basic locomotor skills and nonlocomotor skills along with manipulative skills (running and throwing, running and kicking, running and bending etc.).
- participate in physical activities without interfering with others or objects with fewer teacher prompts.
- participate in establishing class rules, procedures and safety practices for specific activities.
- define and apply the elements of cooperative strategies.
- participate in health-related fitness activities that will improve cardiovascular endurance, flexibility, muscular strength and muscular endurance.
- identify activities that positively impact overall fitness (team sports outside of class).
- identify the immediate effects of exercise on the body (increased heart rate, increased breathing, sweating etc.).
- demonstrate good sportsmanship (making good choices, appropriate communication, winning and losing).

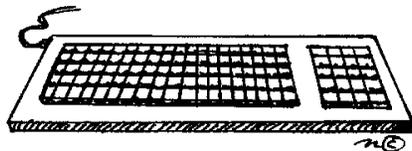


## TECHNOLOGY

Students will use more advanced word processing tools to produce documents and complete exercises. They will learn to create and present multimedia presentations. Research for projects is done using the Internet. Students will be introduced to entering data in a spreadsheet and using it to produce a variety of graphs. Projects often reflect the topics currently studied in the classroom.

### **By the end of fourth grade students will be able to...**

- touch type using formal keyboarding skills at a rate of at least 10 words per minute.
- gain proficiency using word processing skills to create and format a variety of documents including but not limited to multiple paragraphs, bulleted and numbered lists and use of word art and graphics.
- create multimedia presentations which include graphics, transitions, animations and sound and present to an authentic audience of peers.
- learn terminology to describe a spreadsheet worksheet and learn how to enter data and move through a spreadsheet.
- successfully complete the process of using spreadsheet data to create line, column and pie graphs to visually represent or summarize data.
- understand differences between types of graphs and appropriate use of each.
- use the Internet effectively for research and to gather information.
- locate and capture graphics from the Internet and insert them in documents and multimedia presentations.



## SCIENCE

Students will develop an understanding of the inquiry process and participate in hands on learning experiments. They will connect scientific understanding throughout life science, physical science, and earth and space science.

### **By the end of fourth grade students will be able to...**

#### **Scientific Inquiry**

- make predictions, hypotheses, observations, and report information.
- interpret charts and other graphic information.
- identify/use basic scientific equipment.
- plan and carry out investigations.

#### **Life Science**

- classify traits and behaviors of living things as inherited or learned.
- identify physical features and differences of plants and animals that help them survive and reproduce.

#### **Physical Science**

- describe ways that energy and matter change, interact, and are related.
- explain the characteristics and properties of energy and matter.

#### **Earth Science**

- understand and apply concepts that describe the changing features and processes of Earth's resources.
- explain the natural cycles of the Earth.
- identify/explain natural cycles and patterns of the solar system.



## **SOCIAL STUDIES**

Throughout the year students will develop the ability to make informed and reasoned decisions as citizens and gain a broader understanding of the political and economic systems. Students will better understand trends, events, and movements in local, state, national, and world history.

### **By the end of fourth grade students will be able to...**

#### **History/Culture**

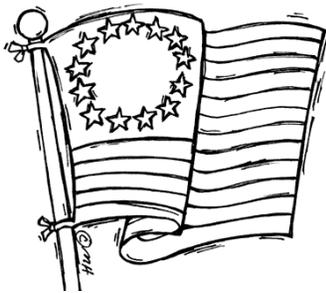
- understand major concepts involving people, places, and events in Illinois and the U.S..

#### **Geography**

- use maps and globes accurately.
- understands major geographic concepts and vocabulary.
- use tools of geography to interpret information and data.
- identify the five themes of geography.

#### **Civics, Government, and Economics**

- identify and use primary and secondary sources.
- use a variety of inquiry/research strategies.
- read and interpret a timeline.



## **SPANISH**

Starting to learn a new language at a young age can be very beneficial to children. In this class, we speak almost exclusively in Spanish. This helps the students to develop an “ear” for the language and eventually speak it better than students who begin to learn at a later age.

### **By the end of fourth grade students will be able to...**

- count to 100.
- introduce themselves and ask others their name.
- ask others how old they are and respond themselves.
- talk about the color of an object.
- talk about feelings such as hot, cold, or hungry.
- talk about what foods they like and dislike.
- talk about where family members are in the house.
- identify classroom objects.
- describe food and colors.
- recite the day of the week and tell what the date is.
- describe the weather and seasons.
- discuss where they “go” around town.
- read stories in Spanish and tell the main ideas.
- describe what they are wearing.
- describe themselves in terms of personality and looks.
- talk about what they like to do.

