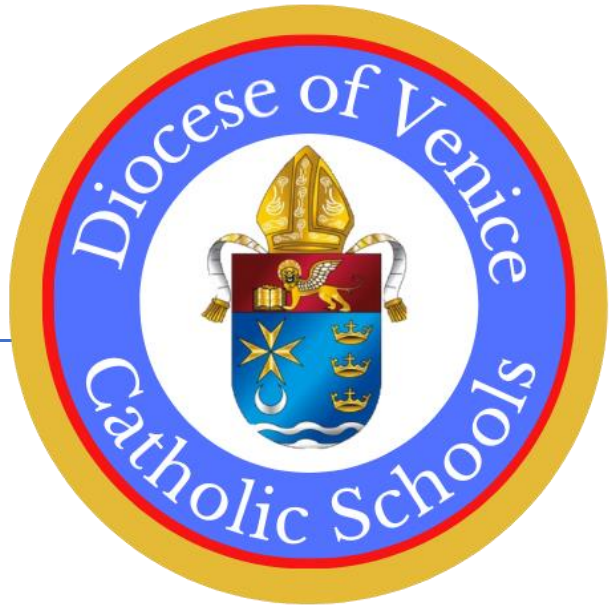
Diocese of Venice
Curricular Standards:
Grade 4

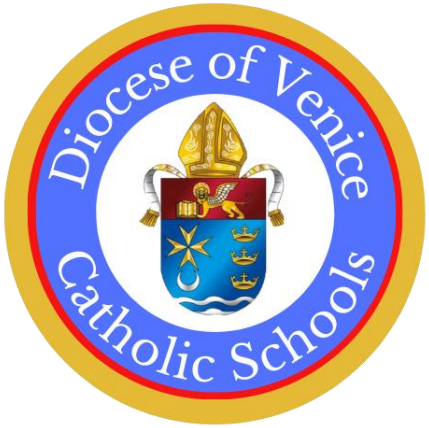
English Language Arts, Mathematics, Science, & Social Studies



Basic Principles underlying All Standards to be used for the Planning of Curriculum for the Diocese of Venice

Basic principles which inform all Catholic education in the Schools of the Diocese of Venice are:

- All knowledge, in some way, reflects God's Truth, Beauty and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
- Curriculum and instruction seeks to promote a synthesis of faith, life and culture and to form students as disciples of Jesus.



English Language Arts (ELA) Standards

Diocese Of Venice Catholic School Standards For English Language Arts (ELA)

Using writing, speaking, and listening as the communication vehicle for their search for truth, beauty and goodness, students will demonstrate increasing sophistication in all aspects of language usage. Vocabulary, syntax, and the development, organization and presentation of ideas, will reflect the utilization of increasingly arduous content and sources.

The cultural heritage of mankind includes other values apart from the specific ambient of truth. When the Christian teacher helps a pupil to grasp, appreciate and assimilate these values, he is guiding him towards eternal realities. This movement towards the Uncreated Source of all knowledge highlights the importance of teaching for the growth of faith. *The Catholic School, #42*

Reading and literature, as in all truths, are best presented through the perspective of our Catholic faith. These standards are directed toward fostering students' understanding and working knowledge of reading, from the alphabetic principle to comprehension of complex literary and informational text. The aim of these standards "is not merely the attainment of knowledge but the acquisition of values and discovery of truth." - Sacred Congregation for the Catholic Education, (*The Catholic School*, #39)

Literary and artistic works depict the struggles of societies, of families, and of individuals. They spring from the depths of the human heart, revealing its lights and its shadows, its hope and its despair. The Christian perspective goes beyond the merely human, and offers more penetrating criteria for understanding the human struggle and the mysteries of the human spirit. *Religious Dimensions of Education in a Catholic School: Guidelines for Reflection and Renewal, # 61*

The increased attention given to science and technology must not lead to a neglect of the humanities: philosophy, history, literature and art. Since earliest times, each society has developed and handed on its artistic and literary heritage, and our human patrimony is nothing more than the sum total of this cultural wealth… The artistic and literary patrimony of Christianity is vast and gives visible testimony to a faith that has been handed down through centuries. *Religious Dimensions of Education in a Catholic School: Guidelines for Reflection and Renewal, #60*

In a Catholic school, curricular formation….

1. Involves the integral formation of the whole person, body, mind and spirit, in light of his or her ultimate end and the good of society. (1)

2. Promotes human virtues and the dignity of human person, as created in the image and likeness of God and modeled on the person of Jesus Christ. [2]
3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.
5. Encourages a synthesis of faith, life, and culture.

ELA K-8 Catholic Integrated Faith Standards					
LA.K8.IF	Integration of Faith: Kindergarten – Grade 8				
		LA.K8.IF	Catholic Curricular Standards and Dispositions in English Language Arts		
				LA.K8.IF.1	Analyze literature that reflects the Catholic culture and worldview.
				LA.K8.IF.2	Share how literature can contribute to strengthening one's moral character.
				LA.K8.IF.3	Demonstrate how literature is used to develop a religious, moral, and social sense.
				LA.K8.IF.4	Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.
				LA.K8.IF.5	Identify how Christian and Western symbols and symbolism communicate the battle between good and evil.
				LA.K8.IF.6	Identify the causes underlying why people do the things they do.
				LA.K8.IF.7	Summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times.
				LA.K8.IF.8	Use language as a bridge for communication with one's fellow man for the betterment of all involved.
				LA.K8.IF.9	Write in various ways to naturally order thoughts, align them with Truth, and accurately express intent, knowledge, and feelings.
				LA.K8.IF.10	Share how literature cultivates the aesthetic faculties within the human person.
				LA.K8.IF.11	Share how literature ignites the creative imagination.
				LA.K8.IF.12	Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes.
				LA.K8.IF.13	Share how the beauty and cadence of poetry impacts human sensibilities and forms the soul.

ELA 4th Grade					
LA.4.FS	Language Arts: Grade 4: Foundational Skills				
		LA.4.FS.1	Phonics, Spelling and Word Recognition		
				LA.4.FS.1.1	Know and apply grade-level phonics and word analysis skills in decoding words;Use combined knowledge to read accurately unfamiliar multisyllabic words in context and out of context;Spell base words with roots and affixes (e.g., -ion,-ment,-ly, dis-, pre-);Spell words with orthographic patterns and rules, including plural rules (e.g., words ending in f as in leaf, to leaves);Spell words with orthographic patterns and rules including double consonants in the middle of words;Spell words with orthographic patterns and rules including silent letters (e.g., knee, wring).
		LA.4.FS.2	Fluency		
				LA.4.FS.2.1	Read with sufficient rate and accuracy:;Read aloud grade-level text with fluency (e.g, rate, accuracy, expression, appropriate phrasing) and comprehension;Read grade-level prose and poetry aloud with fluency on successive readings;Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.4.LA	Language Arts: Grade 4: Language				
		LA.4.LA.1	Conventions of Standard English		
				LA.4.LA.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking;Use relative pronouns (who, whose, whom, which, that,) and relative adverbs (where, when, why);Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses;Use modal auxiliaries (e.g., can, may, must) to convey various conditions.l;Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag);Form and use prepositional phrases;Use coordinating and correlative conjunctions (e.g., either/or, neither/nor);Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons;Correctly use frequently confused words

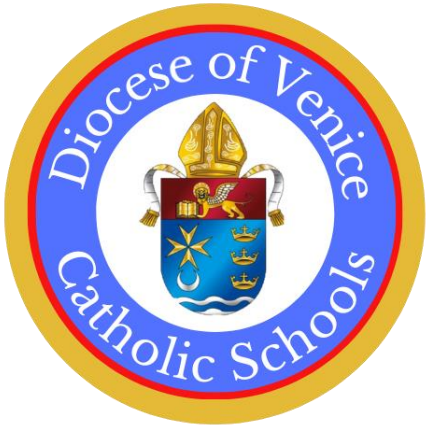
					(e.g., to, too, two, their, there);Use complete and simple compound sentences with correct subject-verb agreement.
				LA.4.LA.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;Use punctuation to separate items in a sentence; Use correct capitalization; Use commas and quotations marks to direct speech and quotations from a text; Use a comma before a coordinating conjunction in a compound sentence; Spell grade-appropriate words correctly, consulting references as needed.
		LA.4.LA.2	Knowledge of Language		
				LA.4.LA.2.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening; Choose words and phrases to convey ideas precisely; Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
		LA.4.LA.3	Vocabulary		
				LA.4.LA.3.1	Determine or clarify meaning of unknown and multiple-meaning words and phrases based on 4th grade reading and content, choosing flexibly from a range of strategies:;Use context (e.g., definitions, examples, or restatements) as a clue to the meaning of a word or phrase; Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph);Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
				LA.4.LA.3.2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figurative language, including similes and metaphors in context; Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context; Recognize and explain the meaning of common idioms, adages, and proverbs; Demonstrate understanding of words relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
				LA.4.LA.3.3	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, conservations, and endangered when discussing animal preservations).
LA.4.W	Language Arts: Grade 4: Writing				
		LA.4.W.1	Text Types and Purposes		

				LA.4.W.1.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information; Introduce a topic or text clearly, state an opinion, and create organizational structure in which related ideas are grouped to support the writer's purpose; Provide reasons that are supported by facts and details; Link opinion and reasons using words and phrases (e.g., for instance, in order, in addition.); Provide a concluding statement or section related to the opinion presented.
				LA.4.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly; Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid in comprehension. Ex; Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic ;Link ideas within categories of information using words and phrases (e.g., another, for example, also, because);Use precise language and domain-specific vocabulary to explain a topic. Provide a concluding statement or section related to the information or explanation presented.
				LA.4.W.1.3	Write narratives to develop real/imagined experiences or events using effective technique, descriptive details, and clear event sequences; Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally; Use dialogue and description to develop experiences and events or show the responses of characters to situations; Use a variety of transitional words and phrases and sensory details to convey experiences and events precisely; Provide a conclusion that follows from the narrated experiences or events; Delight and wonder through creating stories of virtuous heroes and heroines.
		LA.4.W.2	Writing Process and Distribution of Writing		
				LA.4.W.2.1	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, audience, and genre.
				LA.4.W.2.2	Develop and strengthen writing as needed by planning, revising, and editing.
				LA.4.W.2.3	Revise drafts to clarify meaning and enhance style; include simple and compound sentences.
				LA.4.W.2.4	Revise drafts to improve transitions by adding, deleting, combining, and rearranging sentences of larger units of text.
				LA.4.W.2.5	Edit drafts for grammar, mechanics, and spelling.
		LA.4.W.3	Research to Build and Present Writing		
				LA.4.W.3.1	Conduct short research projects that build knowledge through investigation of different aspects of a topic.

				LA.4.W.3.2	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of resources.
				LA.4.W.3.3	Draw evidence from literary or informational texts to support analysis, reflection and research; Describe a character, setting or event in depth, drawing on specific details in the text (e.g., a character's thoughts, words or action). Explain how an author uses reasons and evidence to support particular points in a text.
				LA.4.W.3.4	Use technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
		LA.4.W.4	Range of Writing		
				LA.4.W.4.1	Write routinely over extended time frames (time for research, reflection, revision).
				LA.4.W.4.2	Write in shorter time frames (single sitting or a day or two) for a range of discipline specific tasks, purposes, and audience.
		LA.4.W.5	Responding to Literature		
				LA.4.W.5.1	Create and present a poem, narrative, play, artwork, or literary review in response to a particular author or theme studied in class.
LA.4.SL	Language Arts: Grade 4: Speaking and Listening				
		LA.4.SL.1	Comprehension and Collaboration		
				LA.4.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on 4th topics and texts, building on and expressing ideas clearly; Come to discussions prepared having read or studied required material; explicitly draw on that preparations and other information known about the topic to explore ideas under discussion; Follow agreed-upon rules for discussions and carry out assigned roles; Pose and respond to specific questions to clarify or follow up on information; Make comments that contribute to the discussion and link to others remarks; Review the key ideas expressed and explain their own ideas and understanding in light of the discussion; Seek to understand and communicate with individuals from different perspectives and cultural backgrounds; State ideas coherently and concisely in group discussion.
				LA.4.SL.1.2	Paraphrase portions of text read aloud or information presented in diverse media and formats, including visually, quantitatively, orally.
				LA.4.SL.1.3	Identify the reasons/evidence a speaker provides to support particular points.
		LA.4.SL.2	Presentation of Knowledge and Ideas		

				LA.4.SL.2.1	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
				LA.4.SL.2.2	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
				LA.4.SL.2.3	Differentiate between contexts that call for formal English and situations where informal discourse is appropriate (e.g., small group discussion).
				LA.4.SL.2.4	Use formal English appropriate to tasks and situations.
LA.4.L	Language Arts: Grade 4: Literature				
		LA.4.L.1	Key Ideas and Details		
				LA.4.L.1.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
				LA.4.L.1.2	Determine a theme of a story, poem, or play from details in the text.
		LA.4.L.2	Craft and Structure		
				LA.4.L.2.1	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).
				LA.4.L.2.2	Explain major differences between poems, plays, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., cast of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
				LA.4.L.2.3	Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.
		LA.4.L.3	Integration of Knowledge and Ideas		
				LA.4.L.3.1	Make connections between the text of a story or play and a visual or oral presentation of the text.
				LA.4.L.3.2	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.
		LA.4.L.4	Range of Reading		
				LA.4.L.4.1	Read fluently and comprehend quality literature, including stories, plays and poetry at the 4th grade level or above.
		LA.4.L.5	Responding to Literature		
				LA.4.L.5.1	Recognize, interpret, and make connections in narratives, poetry, and plays, to other texts, ideas, and cultural perspectives, personal events, and situations.

LA.4.IT	Language Arts: Grade 4: Informational and Non-Fiction Text				
		LA.4.IT.1	Key Ideas and Details		
				LA.4.IT.1.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
				LA.4.IT.1.2	Determine the author's purpose of a text and explain how it is supported by key details; summarize the text.
				LA.4.IT.1.3	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.
		LA.4.IT.2	Craft and Structure		
				LA.4.IT.2.1	Determine the meaning of general academic and domain specific words or phrases in a text relevant to a 4th grade topic or subject area.
				LA.4.IT.2.2	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.
				LA.4.IT.2.3	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
		LA.4.IT.3	Integration of Knowledge and Ideas		
				LA.4.IT.3.1	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
				LA.4.IT.3.2	Explain how an author uses reasons and evidence to support particular points in an article or text.
				LA.4.IT.3.3	Integrate information from two texts on the same topic to write or speak about the subject knowledgeably.
				LA.4.IT.3.4	Read and comprehend informational texts, including history/social studies, science, and technical texts, at the 4th grade level or above;Explain the functions of conjunctions, prepositions, and interjections. Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).



Mathematics Standards

Diocese Of Venice Catholic School Standards For Mathematics

Mathematics is the study of quantity, structure, space, and change. Attention should be paid to the needs of today's society in teaching mathematics by fostering real world application, enabling students to undertake responsibilities in society both locally and globally while witnessing to the faith.

Individual subjects must be taught according to their own particular methods. It would be wrong to consider subjects as mere adjuncts to faith or as a useful means of teaching apologetics. They enable the pupil to assimilate skills, knowledge, intellectual methods and moral and social attitudes, all of which help to develop his personality and lead him to take his place as an active member of the community of man. Their aim is not merely the attainment of knowledge but the acquisition of values and the discovery of truth. *The Catholic School, 39*

In a Catholic school, curricular formation…

1. Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society.[i]
2. Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ.[ii]
3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.[iii]
5. Encourages a synthesis of faith, life, and culture.[iv]

Mathematics 4th Grade Catholic Integrated Faith Standards				
MA.4.IF	Catholic Curricular Standards and Dispositions in Mathematics			
	MA.4.IF	4th Grade Math Integration of Faith		
			MA.4.IF.1	Recognize the power of the human mind as both a gift from God and a reflection of Him in whose image and likeness we are made.
			MA.4.IF.2	Display a sense of wonder about mathematical relationships as well as confidence in mathematical certitude.
			MA.4.IF.3	Respond to the beauty, harmony, proportion, radiance, and wholeness present in mathematics.
			MA.4.IF.4	Show interest in the pursuit of understanding for its own sake.
			MA.4.IF.5	Exhibit joy at solving difficult mathematical problems and operations.
			MA.4.IF.6	Show interest in how the mental processes evident within the discipline of mathematics (such as order, perseverance, and logical reasoning) help us with the development of the natural virtues (such as self-discipline and fortitude).

4th Grade Mathematics					
MA.4.G	Grade 4 Geometry				
		MA.4.G.1	Draw and identify lines and angles, and classify shapes by properties of their lines and angles.		
				MA.4.G.1.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
				MA.4.G.1.2	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.
				MA.4.G.1.3	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.
MA.4.MD	Grade 4 Measurement and Data				
		MA.4.MD.1	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.		
				MA.4.MD.1.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record

					measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...
				MA.4.MD.1.2	Use the four operations to solve word problems1 involving distances, intervals of time, and money, including problems involving simple fractions or decimals2. Represent fractional quantities of distance and intervals of time using linear models. (1See glossary Table 1 and Table 2) (2Computational fluency with fractions and decimals is not the goal for students at this grade level.)
				MA.4.MD.1.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.
		MA.4.MD.2	Represent and interpret data.		
				MA.4.MD.2.1	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.
		MA.4.MD.3	Geometric measurement: understand concepts of angle and measure angles.		
				MA.4.MD.3.1	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 1/360 of a circle is called a "one-degree angle" and can be used to measure angles; An angle that turns through a one-degree angles is said to have an angle measure of n degrees.
				MA.4.MD.3.2	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
				MA.4.MD.3.3	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.
MA.4.NF	Grade 4 Number and Operations - Fractions				
		MA.4.NF.1	Extend understanding of fraction equivalence and ordering.		
				MA.4.NF.1.1	Explain why a fraction a/b is equivalent to a fraction (n x a)/(n x 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.
				MA.4.NF.1.2	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.

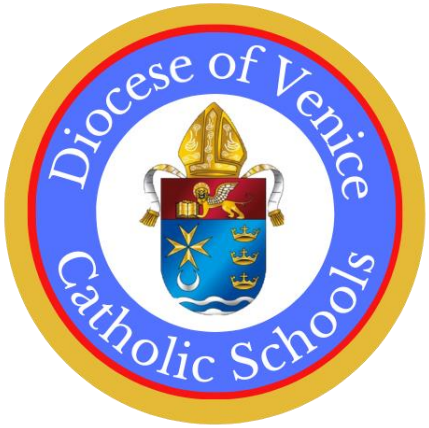
					Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
		MA.4.NF.2	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.		
				MA.4.NF.2.1	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; 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 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.
				MA.4.NF.2.2	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 x(1/4), recording the

					conclusion by the equation 5/4 = 5 x(1/4); 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 x(2/5) as 6 x(1/5), recognizing this product as 6/5. (In general, n x(a/b) = (n xa)/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?
		MA.4.NF.3	Understand decimal notation for fractions, and compare decimal fractions.		
				MA.4.NF.3.1	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.
				MA.4.NF.3.2	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.
				MA.4.NF.3.3	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.

MA.4.NBT	Grade 4 Number and Operations in Base Ten				
		MA.4.NBT.1	Generalize place value understanding for multi-digit whole numbers.		
				MA.4.NBT.1.1	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. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.
				MA.4.NBT.1.2	Read and write multi-digit whole numbers using base-ten numerals, number names, 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.
				MA.4.NBT.1.3	Use place value understanding to round multi-digit whole numbers to any place.
		MA.4.NBT.2	Use place value understanding and properties of operations to perform multi-digit arithmetic.		
				MA.4.NBT.2.1	Fluently add and subtract multi-digit whole numbers using the standard algorithm.
				MA.4.NBT.2.2	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.
				MA.4.NBT.2.3	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.
MA.4.OA	Grade 4 Operations and Algebraic Thinking				
		MA.4.OA.1	Use the four operations with whole numbers to solve problems.		
				MA.4.OA.1.1	Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 x7 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.
				MA.4.OA.1.2	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.
				MA.4.OA.1.3	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.
				MA.4.OA.1.4	Determine whether an equation is true or false by using comparative relational thinking. For example, without adding 60 and 24, determine whether the equation 60 + 24 = 57 + 27 is true or false.
				MA.4.OA.1.5	Determine the unknown whole number in an equation relating four whole numbers using comparative relational thinking. For example,

					solve 76 + 9 = n + 5 for n by arguing that nine is four more than five, so the unknown number must be four greater than 76.
		MA.4.OA.2	Gain familiarity with factors and multiples.		
				MA.4.OA.2.1	Investigate factors and multiples; a. 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; c. Determine whether a given whole number in the range 1-100 is prime or composite.
		MA.4.OA.3	Generate and analyze patterns.		
				MA.4.OA.3.1	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.



Science Standards

Diocese Of Venice Catholic School Standards For Science

By the very nature of creation, material being is endowed with its own stability, truth and excellence, its own order and laws. We must respect these truths as we recognize the methods proper to every science and technique.
Gaudium et Spes, #36

Science is a gift of human intellect, which is given to us by God to help us understand His Creation. Science is the study of interdependent relations in our earth's systems and structures that reflect God's truth, beauty, and goodness. These standards are directed toward life, earth, and physical aspects that enable deeper incorporation of children into the Church, the formation of community within the school, and respect for the uniqueness and dignity of each person as created in the image of God recognizing that scientific knowledge is a call to serve.
Life, Earth, and Physical Science foster growth in Christian virtue and develop an appreciation for God's creation and the good of society. Science is developing our stewardship and relationship in all aspects of our faith and Gospel values.

In a Catholic school, curricular formation….

1. Involves the integral formation of the whole person, body, mind and spirit, in light of his or her ultimate end and the good of society. (1)
2. Promotes human virtues and the dignity of human person, as created in the image and likeness of God and modeled on the person of Jesus Christ. 2
3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.
5. Encourages a synthesis of faith, life, and culture.

Science K-6 Catholic Integrated Faith Standards				
SC.K6.IF	K-6 Integration of Faith - Catholic Curricular Standards and Dispositions in Scientific Topics			
	SC.K6.IF.1	Scientific Topics - General Standards		
			SC.K6.IF.1.1	Exhibit care and concern at all stages of life for each human person as an image and likeness of God.
			SC.K6.IF.1.2	Describe the unity of faith and reason with confidence that there exists no contradiction between the God of nature and the God of faith.
			SC.K6.IF.1.3	Value the human body as the temple of the Holy Spirit.
	SC.K6.IF.2	Scientific Topics - Intellectual Standards		
			IS1SC.K6.IF.2.1	Explain what it means to say that God created the world and all matter out of nothing at a certain point in time; how it manifests His wisdom, glory, and purpose; and how He holds everything in existence according to His plan.
			IS1SC.K6.IF.2.2	Describe the relationships, elements, underlying order, harmony, and meaning in God’s creation.
			IS1SC.K6.IF.2.3	Explain how creation is an outward sign of God's love and goodness and, therefore, is ,"sacramental" in nature.
			IS1SC.K6.IF.2.4	Give examples of the beauty evident in God’s creation.
			IS1SC.K6.IF.2.5	Explain the processes of conservation, preservation, overconsumption, and stewardship in relation to caring for that which God has given to sustain and delight us.
			IS1SC.K6.IF.2.6	Describe God’s relationship with man and nature.
			IS1SC.K6.IF.2.7	Describe how science and technology should always be at the service of humanity and, ultimately, to God, in harmony with His purposes.
			IS1SC.K6.IF.2.8	Explain how science properly limits its focus to how things physically exist and is not designed to answer issues of meaning, the value of things, or the mysteries of the human person.

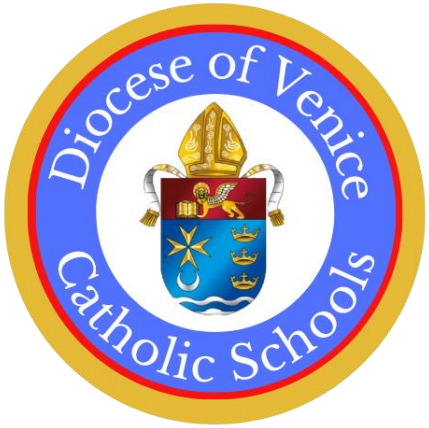
				IS1SC.K6.IF.2.9	Describe how the use of the scientific method to explore and understand nature differs, yet complements, the theological and philosophical questions one asks in order to understand God and His works.
				IS1SC.K6.IF.2.10	Analyze the false assumption that science can replace faith.
				IS1SC.K6.IF.2.11	List the basic contributions of significant Catholics to science such as Galileo, Copernicus, Mendel, and others.
		SC.K6.IF.3	Scientific Topics - Dispositional Standards		
				DS1SC.K6.IF.3.1	Display a sense of wonder and delight about the natural universe and its beauty.
				DS1SC.K6.IF.3.2	Share concern and care for the environment as a part of God's creation.
				DS1SC.K6.IF.3.3	Accept the premise that nature should not be manipulated simply at man's will or only viewed as a thing to be used, but that man must cooperate with God's plan for himself and for nature.
				DS1SC.K6.IF.3.4	Accept that scientific knowledge is a call to serve and not simply a means to gain power, material prosperity, or success.

4th Grade Science					
SC.4.E	Grade 4 Earth and Space Science				
		SC.4.E.5	Earth in Space and Time		
				SC.4.E.5.1	Observe that the patterns of stars in the sky stay the same although they appear to shift across the sky nightly, and different stars can be seen in different seasons.
				SC.4.E.5.2	Describe the changes in the observable shape of the moon over the course of about a month.
				SC.4.E.5.3	Recognize that Earth revolves around the Sun in a year and rotates on its axis in a 24-hour day.
				SC.4.E.5.4	Relate that the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and stars are connected.
				SC.4.E.5.5	Investigate and report the effects of space research and exploration on the economy and culture of Florida.
		SC.4.E.6	Earth Structures		
				SC.4.E.6.1	Identify the three categories of rocks: igneous, (formed from molten rock); sedimentary (pieces of other rocks and fossilized organisms); and metamorphic (formed from heat and pressure).
				SC.4.E.6.2	Identify the physical properties of common earth-forming minerals, including hardness, color, luster, cleavage, and streak color, and recognize the role of minerals in the formation of rocks.
				SC.4.E.6.3	Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.
				SC.4.E.6.4	Describe the basic differences between physical weathering (breaking down of rock by wind, water, ice, temperature change, and plants) and erosion (movement of rock by gravity, wind, water, and ice).
				SC.4.E.6.5	Investigate how technology and tools help to extend the ability of humans to observe very small things and very large things.
				SC.4.E.6.6	Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy).

SC.4.L	Grade 4 Life Science				
		SC.4.L.16	Heredity and Reproduction		
				SC.4.L.16.1	Identify processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination.
				SC.4.L.16.2	Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.
				SC.4.L.16.3	Recognize that animal behaviors may be shaped by heredity and learning.
				SC.4.L.16.4	Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering seed-bearing plants.
		SC.4.L.17	Interdependence		
				SC.4.L.17.1	Compare the seasonal changes in Florida plants and animals to those in other regions of the country.
				SC.4.L.17.2	Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.
				SC.4.L.17.3	Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.
				SC.4.L.17.4	Recognize ways plants and animals, including humans, can impact the environment.
SC.4.N	Grade 4 Nature of Science				
		SC.4.N.1	The Practice of Science		
				SC.4.N.1.1	Raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source), conduct both individual and team investigations through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.
				SC.4.N.1.2	Compare the observations made by different groups using multiple tools and seek reasons to explain the differences across groups.

				SC.4.N.1.3	Explain that science does not always follow a rigidly defined method ("the scientific method") but that science does involve the use of observations and empirical evidence.
				SC.4.N.1.4	Attempt reasonable answers to scientific questions and cite evidence in support.
				SC.4.N.1.5	Compare the methods and results of investigations done by other classmates.
				SC.4.N.1.6	Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.
				SC.4.N.1.7	Recognize and explain that scientists base their explanations on evidence.
				SC.4.N.1.8	Recognize that science involves creativity in designing experiments.
		SC.4.N.2	The Characteristics of Scientific Knowledge		
				SC.4.N.2.1	Explain that science focuses solely on the natural world.
		SC.4.N.3	The Role of Theories, Laws, Hypotheses, and Models		
				SC.4.N.3.1	Explain that models can be three dimensional, two dimensional, an explanation in your mind, or a computer model.
SC.4.P	Grade 4 Physical Science				
		SC.4.P.8	Properties of Matter		
				SC.4.P.8.1	Measure and compare objects and materials based on their physical properties including: mass, shape, volume, color, hardness, texture, odor, taste, attraction to magnets.
				SC.4.P.8.2	Identify properties and common uses of water in each of its states.
				SC.4.P.8.3	Explore the Law of Conservation of Mass by demonstrating that the mass of a whole object is always the same as the sum of the masses of its parts.
				SC.4.P.8.4	Investigate and describe that magnets can attract magnetic materials and attract and repel other magnets.
		SC.4.P.9	Changes in Matter		

				SC.4.P.9.1	Identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant matter, burning, rusting, and cooking.
		SC.4.P.10	Forms of Energy		
				SC.4.P.10.1	Observe and describe some basic forms of energy, including light, heat, sound, electrical, and the energy of motion.
				SC.4.P.10.2	Investigate and describe that energy has the ability to cause motion or create change.
				SC.4.P.10.3	Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.
				SC.4.P.10.4	Describe how moving water and air are sources of energy and can be used to move things.
		SC.4.P.11	Energy Transfer and Transformations		
				SC.4.P.11.1	Recognize that heat flows from a hot object to a cold object and that heat flow may cause materials to change temperature.
				SC.4.P.11.2	Identify common materials that conduct heat well or poorly.
		SC.4.P.12	Motion of Objects		
				SC.4.P.12.1	Recognize that an object in motion always changes its position and may change its direction.
				SC.4.P.12.2	Investigate and describe that the speed of an object is determined by the distance it travels in a unit of time and that objects can move at different speeds.



Social Studies/History Standards

Diocese Of Venice Catholic School Standards For Social Studies and History

Social Science is the study of society and the relationship of individual members within society which we use to uncover the truth of our connection with one another through time and across geographic barriers. This study also helps to discover the deeper truth of each one's relationship with God.

A curriculum that is open to the intercultural perspective presents the students with a study of civilizations that were previously unknown to them, or were remote from them, but which now are brought to their attention, as well as being brought much "closer" thanks to globalization and modern means of communication, crossing barriers of space and ideological defenses. Teaching that aims to help students understand the reality in which they live cannot ignore the aspect of encounter. On the contrary, teaching has the duty to favor dialogue, as well as cultural and spiritual exchanges.

Educating to Intercultural Dialogue in Catholic Schools: Living in Harmony for a Civilization of Love, #68

Teachers should guide the students' work in such a way that they will be able to discover a religious dimension in the world of human history. As a preliminary, they should be encouraged to develop a taste for historical truth, and therefore to realize the need to look critically at texts and curricula which, at times, are imposed by a government or distorted by the ideology of the author…they will see the development of civilizations, and learn about progress…When they are ready to appreciate it, students can be invited to reflect on the fact that this human struggle takes place within the divine history [of universal salvation. At this moment, the religious dimension of history begins to shine forth in all its luminous grandeur.
The Religious Dimension of a Catholic School, 1988, # 58-59

In a Catholic school, curricular formation…

1. Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society.[i]
2. Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ.[ii]

3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.[iii]
5. Encourages a synthesis of faith, life, and culture.[iv]

Catholic Standards for Social Science

Students will use Social Science to nurture respect for all human life, develop an appreciation for multicultural diversity, and understand our responsibilities as Christian citizens of our communities and the world.

A. To understand Catholic Tradition and its positive moral actions as students identify the importance of promoting human dignity, protecting human rights, and building the common good within the political systems of the United States government, not just with those around us, but for those who have gone before us and those who will come after us. CSAD2

B. To delineate between the rights, duties, and responsibilities to one another, to our country, and to the global society as it is defined by Catholic social justice teaching.

C. To use Catholic doctrine in order to directly promote human dignity and the responsibility of individuals to participate in civic discourse at the local, federal, and global level: value the diversity among students in the classroom and school community as children of God. CSAD3

D. To respond to Catholic values that directly affect human dignity and the responsibility of individuals for the betterment of society.

E. To promote Catholic identity while working to resolve conflict and acknowledging the role of the United States government, as evidenced by its citizens, by actively participating in the promotion of peace and solidarity.

F. To display Catholic teachings and values while understanding the role of government in protecting human rights, discerning what is positive in the world, what needs to be transformed, and what injustice must be overcome. CSAD4

G. Strive for a habitual vision of excellence. CSAD6

Social Studies and History K-6 Catholic Integrated Faith Standards					
SS.K6.IF	K-6 Integration of Faith - Catholic Curricular Standards and Dispositions in History				
		SS.K6.IF.1	History - General Standards		
				SS.K6.IF.1.1	Demonstrate a general understanding of the story of humanity from creation to present through a Catholic concept of the world and man.
				SS.K6.IF.1.2	Demonstrate an understanding about great figures of history by examining their lives for examples of virtue or vice.
				SS.K6.IF.1.3	Demonstrate an understanding of the cultural inheritance provided by the Church.
		SS.K6.IF.2	History - Intellectual Property		
				SS.K6.IF.2.1	Describe how history begins and ends in God and how history has a religious dimension.
				SS.K6.IF.2.2	Describe how Jesus, as God incarnate, existed in history just like we do.
				SS.K6.IF.2.3	Describe how reading history is a way to learn about what God does for humanity.
				SS.K6.IF.2.4	Explain the history of the Catholic Church and its impact in human events.
				SS.K6.IF.2.5	Exhibit mastery of essential dates, persons, places, and facts relevant to the Western tradition and the Catholic Church.
				SS.K6.IF.2.6	Explain how the central themes within the stories of important Catholic figures and saints repeat over time.
				SS.K6.IF.2.7	Explain how beliefs about God, humanity, and material things affect behavior.
				SS.K6.IF.2.8	Explain the human condition and the role and dignity of man in God's plan.
				SS.K6.IF.2.9	Demonstrate how history helps us predict and plan for future events using prudence and wisdom gleaned from recognizing previous patterns of change, knowledge of past events, and a richer, more significant, view of personal experiences.

				SS.K6.IF.2.10	Explain how historical events involving critical human experiences, especially those dealing with good and evil, help enlarge perspective and understanding of self and others.
				SS.K6.IF.2.11	Identify the motivating values that have informed particular societies and how they correlate with Catholic teaching.
				SS.K6.IF.2.12	Examine how history can assist in the acquisition of values and virtues.
		SS.K6.IF.3	History - Dispositional Standards		
				SS.K6.IF.3.1	Select and describe beautiful artifacts from different times and cultures
				SS.K6.IF.3.2	Exhibit an affinity for the common good and shared humanity, not just with those nearby, but also for those who have gone before and those who will come after.
				SS.K6.IF.3.3	Demonstrate respect and solicitude to individual differences among students in the classroom and school community.
				SS.K6.IF.3.4	Discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome.
				SS.K6.IF.3.5	Justify the significance and impact of the Catholic Church throughout history.
				SS.K6.IF.3.6	Develop a habitual vision of greatness.

4th Grade Social Studies				
SS.4.A	Grade 4 American History			
	SS.4.A.1	Historical Inquiry and Analysis		
			SS.4.A.1.1	Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
			SS.4.A.1.2	Synthesize information related to Florida history through print and electronic media.
	SS.4.A.2	Pre-Columbian Florida		
			SS.4.A.2.1	Compare Native American tribes in Florida.
	SS.4.A.3	Exploration and Settlement of Florida		
			SS.4.A.3.1	Identify explorers who came to Florida and the motivations for their expeditions.
			SS.4.A.3.2	Describe causes and effects of European colonization on the Native American tribes of Florida.
			SS.4.A.3.3	Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.
			SS.4.A.3.4	Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).
			SS.4.A.3.5	Identify the significance of Fort Mose as the first free African community in the United States.
			SS.4.A.3.6	Identify the effects of Spanish rule in Florida.
			SS.4.A.3.7	Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.
			SS.4.A.3.8	Explain how the Seminole tribe formed and the purpose for their migration.
			SS.4.A.3.9	Explain how Florida (Adams-Onis Treaty) became a U.S. territory.
			SS.4.A.3.10	Identify the causes and effects of the Seminole Wars.

	SS.4.A.4	Growth of Florida		
			SS.4.A.4.1	Explain the effects of technological advances on Florida.
			SS.4.A.4.2	Describe pioneer life in Florida.
	SS.4.A.5	Crisis of the Union: Civil War and Reconstruction in Florida		
			SS.4.A.5.1	Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.
			SS.4.A.5.2	Summarize challenges Floridians faced during Reconstruction.
	SS.4.A.6	Industrialization and Emergence of Modern Florida		
			SS.4.A.6.1	Describe the economic development of Florida's major industries.
			SS.4.A.6.2	Summarize contributions immigrant groups made to Florida.
			SS.4.A.6.3	Describe the contributions of significant individuals to Florida.
			SS.4.A.6.4	Describe effects of the Spanish American War on Florida.
	SS.4.A.7	Roaring 20's, the Great Depression, and WWII in Florida		
			SS.4.A.7.1	Describe the causes and effects of the 1920's Florida land boom and bust.
			SS.4.A.7.2	Summarize challenges Floridians faced during the Great Depression.
			SS.4.A.7.3	Identify Florida's role in World War II.
	SS.4.A.8	Contemporary Florida into the 21st Century		
			SS.4.A.8.1	Identify Florida's role in the Civil Rights Movement.
			SS.4.A.8.2	Describe how and why immigration impacts Florida today.
			SS.4.A.8.3	Describe the effect of the United States space program on Florida's economy and growth.

			SS.4.A.8.4	Explain how tourism affects Florida's economy and growth.
	SS.4.A.9	Chronological Thinking		
			SS.4.A.9.1	Utilize timelines to sequence key events in Florida history.
SS.4.C	Grade 4 Civics and Government			
	SS.4.C.1	Foundations of Government, Law, and the American Political System		
			SS.4.C.1.1	Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.
	SS.4.C.2	Civic and Political Participation		
			SS.4.C.2.1	Discuss public issues in Florida that impact the daily lives of its citizens.
			SS.4.C.2.2	Identify ways citizens work together to influence government and help solve community and state problems.
			SS.4.C.2.3	Explain the importance of public service, voting, and volunteerism.
	SS.4.C.3	Structure and Functions of Government		
			SS.4.C.3.1	Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.
			SS.4.C.3.2	Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).
SS.4.E	Grade 4 Economics			
	SS.4.E.1	Beginning Economics		
			SS.4.E.1.1	Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.
			SS.4.E.1.2	Explain Florida's role in the national and international economy and conditions that attract businesses to the state.
SS.4.FL	Grade 4 Financial Literacy			
	SS.4.FL.1	Earning Income		

				SS.4.FL.1.1	People have many different types of jobs from which to choose. Identify different jobs requiring people to have different skills.
				SS.4.FL.1.2	People earn an income when they are hired by an employer to work at a job. Explain why employers are willing to pay people to do their work.
				SS.4.FL.1.3	Workers are paid for their labor in different ways such as wages, salaries, or commissions. Explain the ways in which workers are paid.
				SS.4.FL.1.4	People can earn interest income from letting other people borrow their money. Explain why banks and financial institutions pay people interest when they deposit their money at those institutions.
				SS.4.FL.1.5	People can earn income by renting their property to other people. Identify different types of property (such as apartments, automobiles, or tools) that people own and on which rent is paid.
				SS.4.FL.1.6	Describe ways that people who own a business can earn a profit, which is a source of income.
				SS.4.FL.1.7	Entrepreneurs are people who start new businesses. Entrepreneurs do not know if their new businesses will be successful and earn a profit. Identify ways in which starting a business is risky for entrepreneurs.
				SS.4.FL.1.8	Income earned from working and most other sources of income are taxed. Describe ways that the revenue from these taxes is used to pay for government provided goods and services.
		SS.4.FL.2	Buying Goods and Services		
				SS.4.FL.2.1	Explain that economic wants are desires that can be satisfied by consuming a good, a service, or a leisure activity.
				SS.4.FL.2.2	Explain that people make choices about what goods and services they buy because they can,Äö√Ñ√¥t have everything they want. This requires individuals to prioritize their wants.
				SS.4.FL.2.3	Identify some of the ways that people spend a portion of their income on goods and services in order to increase their personal satisfaction or happiness.
				SS.4.FL.2.4	Discuss that whenever people buy something, they incur an opportunity cost. Opportunity cost is the value of the next best alternative that is given up when a person makes a choice.

				SS.4.FL.2.5	Explain that costs are things that a decision maker gives up; benefits are things that a decision maker gains. Make an informed decision by comparing the costs and benefits of spending alternatives.
				SS.4.FL.2.6	Predict how people's spending choices are influenced by prices as well as many other factors, including advertising, the spending choices of others, and peer pressure.
				SS.4.FL.2.7	Planning for spending can help people make informed choices. Develop a budget plan for spending, saving, and managing income.
		SS.4.FL.3	Saving		
				SS.4.FL.3.1	Identify ways that income is saved, spent on goods and services, or used to pay taxes.
				SS.4.FL.3.2	Explain that when people save money, they give up the opportunity to buy things now in order to buy things later.
				SS.4.FL.3.3	Identify ways that people can choose to save money in many places,Äö√Ñ√Æfor example, at home in a piggy bank or at a commercial bank, credit union, or savings and loan.
				SS.4.FL.3.4	Identify savings goals people set as incentives to save. One savings goal might be to buy goods and services in the future.
				SS.4.FL.3.5	Explain that when people deposit money into a bank (or other financial institution), the bank may pay them interest. Banks attract savings by paying interest. People also deposit money into banks because banks are safe places to keep their savings.
		SS.4.FL.4	Using Credit		
				SS.4.FL.4.1	Discuss that interest is the price the borrower pays for using someone else's money.
				SS.4.FL.4.2	Identify instances when people use credit, that they receive something of value now and agree to repay the lender over time, or at some date in the future, with interest.
		SS.4.FL.5	Financial Investing		
				SS.4.FL.5.1	Explain that after people have saved some of their income, they must decide how to invest their savings so that it can grow over time.

				SS.4.FL.5.2	Explain that a financial investment is the purchase of a financial asset such as a stock with the expectation of an increase in the value of the asset and/or increase in future income.
		SS.4.FL.6	Protecting and Insuring		
				SS.4.FL.6.1	Explain that risk is the chance of loss or harm.
				SS.4.FL.6.2	Explain that risk from accidents and unexpected events is an unavoidable part of daily life.
				SS.4.FL.6.3	Describe ways that individuals can either choose to accept risk or take steps to protect themselves by avoiding or reducing risk.
				SS.4.FL.6.4	Discuss that one method to cope with unexpected losses is to save for emergencies.
SS.4.G	Grade 4 Geography				
		SS.4.G.1	The World in Spatial Terms		
				SS.4.G.1.1	Identify physical features of Florida.
				SS.4.G.1.2	Locate and label cultural features on a Florida map.
				SS.4.G.1.3	Explain how weather impacts Florida.
				SS.4.G.1.4	Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).