

Schoolwide Learning Expectations

As members of the
St. Bruno Catholic School Community,
we will...

Be responsible

Respect ourselves and others

Understand and appreciate diversity

Nurture our creative spirit

Open our heart to others

Think as problem solvers

Imitate Christ and follow His Church

Grow as independent learners

Exhibit excellence in all that we do

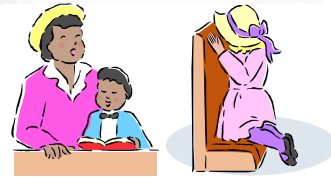
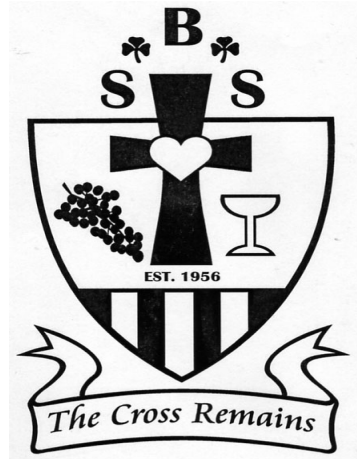
Realize the importance of community

Strive to be life-long learners

Go Bruno Tigers!



St. Bruno Catholic School





Fourth Grade Curriculum Standards


*Working in partnership with
families for the total development
of our children so that they may
grow in wisdom, age, and grace, in
the sight of God and the
community*


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Mrs. Peggy L Vice,
Principal


Religion


 Understands and responds to scriptural passages as experiences of God's love for us, our love for human kind and God, and our need for mercy and forgiveness.


 Demonstrates the ability to find passages in the Bible. Articulates the difference between the Old and the New Testaments


 Celebrates the Eucharist as a sacrament of the Church's unity, reconciliation and peace. Celebrates reconciliation as a sacrament of conversion, God's forgiveness, mercy, and love. Participates regularly in Sunday Eucharist


 Recognizes the value of and knows how to do an examination of conscience. Expresses sorrow for sins in a prayer of confession

 Experiences different forms of prayer. Prays and understands the prayer of St. Francis as a model for peace and love


 Knows Jesus' two great commandments are a Christian's way of life. Responds to the Ten commandments as rules to help us live God's life of love and the Beatitudes as a way of life modeled by Christ to bring happiness. Names the Corporal and Spiritual works of mercy. Sees the Corporal and Spiritual Works of Mercy as ways of responding to the needs of others


 Participates in forms of service which reach out to the community


 Realizes that original sin is the human condition into which we are all born. Recognizes conscience as the inner ability to judge between good and bad when making choices. Realizes that temptation is a pull toward something we know is sinful and is part of everyone's life

 Differentiates between sin as free choice to turn away from God, mistakes, and accidents. Distinguishes between mortal and venial sin. Realizes that all choices have responsibilities and consequences and are to be made in light of Gospel values



 Understands grace as a sharing in God's life. Describes Jesus as the model of forgiveness

 Understands the importance of Mary as the mother of Jesus and Patroness of the Americas

 Appreciates the Holy Spirit as helper and guide in making good choices

Dear Parents:

*You are the primary
educator of your children.
At St. Bruno Catholic School
we pledge to work in partner-
ship with you for the total
development of your child.*

*Well communicated standards
provide you with the information
you need to have a better under-
standing of what your child is to
learn in a specific grade level and
in a specific subject. Your
knowledge of the standards will
help you frame questions for
parent teacher conferences;
select reading and writing
materials for the home; and
shape your visits to public
libraries and other
places of interest.*



English—Language Arts

READING

Word analysis, fluency, and systematic vocabulary development



Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Reading comprehension



Students read and understand grade-level appropriate material. They draw upon a variety of comprehension strategies as needed (e.g. generating and responding to essential questions, making predictions, comparing information from several sources).

Literary response and analysis



Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g. theme, plot, setting, characters).

WRITING

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process.

Students write compositions that describe and explain familiar objects, events, and experiences.

Students write and speak with a command of standard English conventions appropriate to this grade level.

LISTENING AND SPEAKING

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement

History—Social Studies

Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

- Students demonstrate an understanding of the physical and human geographic features that define places and regions in California
- 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 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 explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s
- Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution



Mathematics



By the end of grade four, students understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They describe and compare simple fractions and decimals. They understand the properties of, and the relationships between, plane geometric figures. They collect, represent, and analyze data to answer questions.

Number Sense

- Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers
- Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals
- Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations
- Students know how to factor small whole numbers

Algebra

- Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences.

Measurement and Geometry

- Students understand perimeter and area
- Students use two-dimensional coordinate grids to represent points and graph lines and simple figures
- Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems

Statistics, Data Analysis, and Probability

- Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings

- Students make predictions for simple probability situations

Mathematical Reasoning

- Students make decisions about how to approach problems
- Students use strategies, skills, and concepts in finding solutions
- Students move beyond a particular problem by generalizing to other situations

Science



Physical Science:

- Electricity and magnetism are related effects that have many useful applications in everyday life..

Life Science:

- All organisms need energy and matter to live and grow
- Living organisms depend on one another and on their environment for survival

Earth Science:

- The properties of rocks and minerals reflect the processes that formed them
- Waves, wind, water, and ice shape and reshape Earth's land surface

Investigation and Experimentation:

- Scientific progress is made by asking meaningful questions and conducting careful investigations..

