Fourth Grade Instructional Objectives

Bible

1. Memorize specific Bible passages.
2. Identify and explain Jesus' role as the Son of God.
3. Identify and explain Jesus' role as Savior.
4. Explain how Christ died for man (atonement).
5. Recognize that man is a sinner and deserves eternal punishment.
6. Explain how man must repent of his sins.
7. Explain how man must believe that Christ died for his sins.
8. Recognize that man must ask Christ to become his Savior.
9. Explain the importance of committing God's Word to memory.
10. Discuss how the law of Moses points to man's need for a Savior.
11. Relate the details leading up to Christ's birth.
12. Identify events surrounding Christ's boyhood.
13. Summarize and apply biblical truths found in the story of David.
14. Paraphrase the attributes of God.
15. Identify and explain Jesus' role as high priest.
16. Describe chronologically the events of the Passion week.
17. Explain that man must confess to others that he has accepted Christ.
18. Recall the definition of the church.
19. Explain the importance of unity within the church.
20. Explain the importance of purity within the church.

Reading

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
8. 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.
9. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

10. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
11. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
12. 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.
13. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
14. 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.
15. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
16. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
17. Explain how an author uses reasons and evidence to support particular points in a text.
18. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
19. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
20. Know and apply grade-level phonics and word analysis skills in decoding words.
    •a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
21. Read with sufficient accuracy and fluency to support comprehension.
    •a. Read on-level text with purpose and understanding.
    •b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
    •c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading: Writing/Language
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
    •a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
    •b. Provide reasons that are supported by facts and details.
    •c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
    •d. Provide a concluding statement or section related to the opinion presented.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
    •a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when

useful to aiding comprehension.

•b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

•c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

•d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

•e. Provide a concluding statement or section related to the information or explanation presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

•a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

•b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

•c. Use a variety of transitional words and phrases to manage the sequence of events.

•d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

•e. Provide a conclusion that follows from the narrated experiences or events.

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

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

6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

•a. Apply grade 4 Reading standards to literature (e.g., Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].).

•b. Apply grade 4 Reading standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text).

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

11. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly

•a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

•b. Follow agreed-upon rules for discussions and carry out assigned roles

•c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

•d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

12. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

13. Identify the reasons and evidence a speaker provides to support particular points.

14. 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.

15. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

16. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

17. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

•a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

•b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

•c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

•d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag.).

•e. Form and use prepositional phrases.

•f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

•g. Correctly use frequently confused words (e.g., to, too, two; there, their).

18. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

•a. Use correct capitalization.

•b. Use commas and quotation marks to mark direct speech and quotations from a text.

•c. Use a comma before a coordinating conjunction in a compound sentence.

•d. Spell grade-appropriate words correctly, consulting references as needed.

19. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

•a. Choose words and phrases to convey ideas precisely.

•b. Choose punctuation for effect.

•c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

20. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

•a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

•b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

•c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

21. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

•a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

•b. Recognize and explain the meaning of common idioms, adages, and proverbs.

•c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar buy not identical meanings (synonyms).

22. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Mathematics

1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

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.

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.

4. Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

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

6. 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.

7. 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.

8. Use place value understanding to round multi-digit whole numbers to any place.

9. Fluently add and subtract multi-digit whole numbers using the standard algorithm.

10. 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.
11. 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.
12. 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.
13. 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.
14. Understand a fraction a/b with a > 1 as a sum of fractions 1/b.
    •a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
    •b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 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.
15. 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).
    •b. Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 x (2/5) as 6 x (1/5), recognizing this product as 6/5. (In general, n x (a/b) = (n x a)/b.)
    •c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?
16. 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.

17. 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.
18. 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.
19. 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), ...
20. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
21. 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.
22. 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.
23. 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.
    •b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
24. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
25. 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.
26. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
27. 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.

28. 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.

Science
1. Generate questions based on observations.
2. Plan and conduct simple and fair investigations.
3. Manipulate simple tools that aid observation and data collection (for example: hand lens, balance, ruler, meter stick, measuring cup, thermometer, spring scale, stop watch/timer).
4. Make accurate measurements with appropriate units (centimeters, meters, Celsius, grams, seconds, minutes) for the measurement tool.
5. Summarize information from charts and graphs to answer scientific questions.
6. Share ideas about science through purposeful conversation in collaborative groups.
7. Communicate and present findings of observations and investigations.
8. Develop research strategies and skills for information gathering and problem solving.
9. Compare and contrast sets of data from multiple trials of a science investigation to explain reasons for differences.
10. Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.
11. Use data /samples as evidence to separate fact from opinion.
12. Use evidence when communicating scientific ideas.
13. Identify technology used in everyday life.
14. Identify current problems that may be solved through the use of technology.
15. Describe the effect humans and other organisms have on the balance of the natural world.
16. Identify the force that pulls objects towards the Earth.
17. Explain how we need light to see objects: light from a source reflects off objects and enters our eyes.
18. Describe the function of the following plant parts: flower, stem, root, and leaf.
19. Identify and compare structures in animals used for controlling body temperature, support, movement, food-getting, and protection (for example: fur, wings, teeth, scales). *
20. Classify plants on the basis of observable physical characteristics (roots, leaves, stems, and flowers).
21. Classify animals on the basis of observable physical characteristics (backbone, body coverings, limbs). *
22. Relate characteristics and functions of observable parts in a variety of plants that allow them to live in their environment (leaf shape, thorns, odor, color). *
23. Relate characteristics and functions of observable body parts to the ability of animals to live in their environment (sharp teeth, claws, color, body coverings). *
24. Identify natural resources (metals, fuels, fresh water, fertile soil, and forests). *
25. Classify renewable (fresh water, fertile soil, forests) and non-renewable (fuels, metals) resources. *
26. Describe ways humans are protecting, extending, and restoring resources (recycle, reuse, reduce, renewal).
27. Recognize that paper, metal, glass, and some plastics can be recycled.

28. Describe ways humans are dependent on the natural environment (forests, water, clean air, Earth materials) and constructed environments (homes, neighborhoods, shopping malls, factories, and industry).
29. Describe helpful or harmful effects of humans on the environment (garbage, habitat destruction, land management, renewable, and non-renewable resources).
30. Recognize and describe different types of Earth materials (mineral, rock, clay, boulder, gravel, sand, soil, water, and air). *
31. Recognize that rocks are made up of minerals.
32. Identify and describe natural causes of change in the Earth's surface (erosion, glaciers, volcanoes, landslides, and earthquakes).
33. Identify Earth materials used to construct some common objects (bricks, buildings, roads, glass). *
34. Describe how materials taken from the Earth can be used as fuels for heating and transportation.

Social Studies
1. Use historical inquiry questions to investigate the development of Michigan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present. (C, E)
2. Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)
3. Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities. (G, E)
4. Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present (e.g., 1837-1900, 1900-1950, 1950-2000). (G)
5. Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past. (E)
6. Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan. (G, E)
7. Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region.
8. Describe past and current threats to Michigan's natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources. (G, C, E)
9. Create timelines (using decades after 1930) to sequence and describe important events in Michigan history; annotate with connections to the past and impact on the future.
10. Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected to other places?).
11. Use cardinal and intermediate directions to describe the relative location of significant places in the United States.
12. Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).

13. Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.
14. Use maps to describe elevation, climate, and patterns of population density in the United States.
15. Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).
16. Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States.
17. Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. (H)
18. Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food). (H)
19. Assess the positive and negative effects of human activities on the physical environment of the United States.
20. Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?).
21. Explain probable consequences of an absence of government and of rules and laws.
22. Describe the purposes of government as identified in the Preamble of the Constitution.
23. Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.
24. Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press).
25. Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights).
26. Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver's license, marriage license).
27. Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).
28. Describe how the powers of the federal government are separated among the branches.
29. Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments).
30. Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments).
31. Explain how the federal government uses taxing and spending to serve the purposes of government.

32. Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).
33. Describe the relationship between rights and responsibilities of citizenship.
34. Explain why rights have limits.
35. Describe ways citizens can work together to promote the values and principles of American democracy.
36. Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?).
37. Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization).
38. Describe how positive and negative incentives influence behavior in a market economy.
39. Explain how price affects decisions about purchasing goods and services (substitute goods).
40. Explain how specialization and division of labor increase productivity (e.g., assembly line). (H)
41. Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., supply, demand).
42. Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.
43. Explain why public goods (e.g., libraries, roads, parks, the Mackinac Bridge) are not privately owned. (H)
44. Explain how changes in the United States economy impact levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, changes in competition). (H)
45. Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).
46. Identify public issues in the United States that influence the daily lives of its citizens.
47. Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.
48. Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.
49. Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.
50. Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
51. Participate in projects to help or inform others.

World Language
The students will receive 33 weeks of instruction in the following languages:
Spanish, German, and French. These classes are taught by certified world language instructors.

Special Classes
Fourth grade students will receive instruction in the following special classes:
  1. World Language (11 weeks each of French, German, and Spanish)

2. Art (once per week)
3. Music (twice per week)
4. Physical Education (twice per week)
5. Chapel (once per week)
6. Library (once per week)

Computer Education

Our students will receive age appropriate keyboarding instruction from our computer specialist. Grades 2-6 will also enjoy educational instruction, utilizing the internet (parent permission required). PCA has a limited access plan for students with Cyber Proxy Protection. All internet lessons are teacher supervised.