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ABSTRACT

This document discusses the development and implementation of alternative performance indicators (APIs) to assess the educational progress of children with disabilities in Wisconsin toward model academic content standards. It begins by describing the alternate assessment process, the definition of APIs, and the process of developing APIs. Questions to consider when evaluating the quality of alternate performance indicators and activities are also provided. Charts with sample APIs for each content standard (mathematics, language arts, science, and social studies) for students completing fourth grade are provided, along with examples of the conceptual knowledge and skills associated with standards that are to be demonstrated by students with disabilities. The samples are designed to assist educators in developing Individualized Education Program goals that take into consideration how the goals are consistent with standards set for all students. (CR)

ALTERNATE PERFORMANCE INDICATORS (APIs)

THE DEVELOPMENT AND EXAMPLES OF APIs FOR STUDENTS WITH DISABILITIES

Wisconsin Department of Public Instruction

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FOREWARD

All children, including children with disabilities, deserve the fullest educational experience. This includes, to the maximum extent possible, the right to be involved in and meet the same challenging expectations that have been established for all children.

The State of Wisconsin has established a statewide assessment system based on model academic content standards to determine progress of children. The Department of Public Instruction recognizes there are unique challenges in involving all children with disabilities in the assessment system and has issued a number of documents to assist district staff in their meaningful participation. A publication "*Educational Assessment and Accountability for All Students*" by Stephen Elliott, Ph.D., UW-Madison, is available to help educators become familiar with Wisconsin's Assessment System, as well as the valid use of testing accommodations and alternate assessment.

This document extends the performance indicators for the model academic content standards to provide examples of meaningful measures of progress for some students with disabilities. Dr. Elliott and Margo Gottleib, Ph.D. Illinois Resource Center, contributed to the development of Alternate Performance Indicators in Wisconsin. In addition, each of the contributors, listed later in the document, is to be commended for their dedication to the vision of meaningful, positive participation for all children in Wisconsin.

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THE ALTERNATE ASSESSMENT PROCESS

In the fall of 1998, the Department of Public Instruction (DPI) issued Bulletin 98.14 that described the DPI guidelines for complying with the assessment provisions of the Individuals with Disabilities Education Act (IDEA). According to department policy, Individualized Education Program (IEP) teams are responsible for determining how a student with a disability will participate in standardized statewide and district assessments. IEP teams must make this decision based on several factors including a student's present level of education performance, IEP goals and objectives, and the content and format of the standardized test. IEP teams must collect multiple pieces of evidence such as classroom work samples, teacher or parent reports, and classroom observations to make decisions about participation in the standardized assessment.

Participation in general statewide and district assessments for students with disabilities is not an all or nothing decision. Options for participation in such assessments include that the student:

- participates without accommodations
- participates in all or portions (some of the content areas) of assessment with accommodations as needed; participates in an alternate assessment process for remaining portions (content areas)
- participates in an alternate assessment process for all portions (content areas)

If the IEP team determines a student should participate in an alternate assessment process, the review process and data used can serve as the alternate assessment if the following criteria are met:

- the data are recent, reliable, and representative of the student's current academic performance
- the data are aligned with the *Wisconsin Model Academic Standards* (WMAS) or district developed standards
- the analysis of the data is summarized and shared with the student's parents in a meaningful way

One way to align IEP goals and objectives and the alternate assessment process with the WMAS is to use alternate performance indicators (APIs).

WHAT ARE ALTERNATE PERFORMANCE INDICATORS?

Alternate performance indicators (APIs) are extensions of the academic content standards for all students. They describe how students with disabilities may demonstrate learning associated with designated content and performance standards aligned with the *Wisconsin Model Academic Standards* (WMAS) or district-developed standards. APIs can serve as a framework for constructing a detailed review for the students who participate in the statewide assessment system through an alternate assessment process for some portions or the entire test. APIs are also intended to assist Individualized Education Program (IEP) teams in communicating with parents and educators about a student's current level of performance relative to the academic content standards.

DEVELOPING APIs (THE PROCESS)

Teams of educators throughout the state developed sample APIs using the 4th grade performance standards in Language Arts, Math, Science, and Social Studies. After reviewing the 4th grade performance standards, the teams identified the population of students the APIs would be used with and determined how the standards would be expressed for this population. They then used the process of "backward mapping" to develop APIs. During this process each team first identified the specific skills and knowledge that led to mastery of performance standards from the WMAS. After identifying the fundamental skills leading up to mastery of a 4th grade performance standard (e.g., reading), the team then identified the knowledge and skills appropriate for the student, *based on that student's present level of educational performance*.

For each performance standard, the sample APIs in language arts, mathematics, science, and social studies offer specific examples of various avenues teachers may use to illustrate how students with disabilities utilize the knowledge and skills associated with a model academic content standard. The sample performance activities and tasks specify what the students may actually carry out to demonstrate their proficiency in that body of knowledge or skill. Performance activities and tasks are classroom-based.

The sample APIs provided at the end of this document for each content standard are not an exhaustive list but merely examples of the conceptual knowledge and skills associated with standards that are to be demonstrated by students with disabilities. The samples were designed to assist IEP teams in developing IEP goals taking into consideration how these goals are consistent with standards set for all students.

To facilitate the process of designing APIs and activities/tasks, the teams utilized a uniform format, in the form of a chart, for all four content areas. The planning chart enabled team members to work together, follow a logical sequence of steps, and document alignment among the performance standards, APIs, alternate performance activities/tasks and data sources. The reproducible chart is on Page 6 for district and school use.

The Statewide Alternate Assessment work group used 4th grade standards when developing the sample APIs for the sample population they identified. Depending on the population identified, districts may need to develop APIs at other grade levels and other tools that may be used to align IEP goals, objectives, and the alternate assessment process.

When developing APIs, teams need to be familiar with the content and performance standards from both the Wisconsin Model Academic Standards as well as any local standards developed by the district. Using the chart provided, the content standard is stated at the top of the page with four columns beneath it. The first column, on the left hand side, is a performance standard followed by (a) sample APIs, (b) sample alternate performance activities/tasks, and (c) sources of data. From each performance standard, one to three sample APIs and one to two sample alternate performance activities/tasks are generated. For each activity/task, the data source (whether information is gathered from student work samples, direct observation, or tests) is identified. (The math areas have this column completed to give readers an idea of how teams could fill in this portion of the chart).

Districts that want to develop their own APIs or modify the examples provided should engage in self-evaluation to determine the fit among their students, curriculum, instruction, and assessment prior to creating activities or combining related ones to create alternate performance assessment tasks. (See Page 5 for questions to consider when evaluating the quality of APIs and activities.)

For further information or questions regarding the development of the sample APIs and the alternate assessment process, please contact Sandra Berndt, Education Consultant, DPI at (608) 266-1785.

This information and information regarding assessment of students with disabilities can be accessed through the internet:

http://www.dpi.state.wi.us/dpi/dlsea/een/
Testing and Assessment

QUESTIONS TO CONSIDER WHEN EVALUATING THE QUALITY OF ALTERNATE PERFORMANCE INDICATORS AND ACTIVITIES

Is the Alternate Performance Indicator (API)...

1. Aligned with a Performance and Content Standard from the Wisconsin Model Academic Standards?
2. Appropriate for the student based on his or her present level of educational performance?
3. Related to the student's educational program?
4. Stated clearly?
5. Observable and measurable?
6. Applicable across different instructional contexts and settings?
7. Applicable to a variety of student activities and tasks?

Are the activities and tasks used to measure each Alternate Performance Indicator (API)...

1. Consistent with the API?
2. Descriptive of what the student needs to do?
3. Engaging and challenging for the student?
4. Representative of the possible range of student performance?
5. Sensitive to the unique needs of the student?
6. Able to be incorporated into the student's daily instruction?

Alternate Performance Indicators Worksheet

Subject:

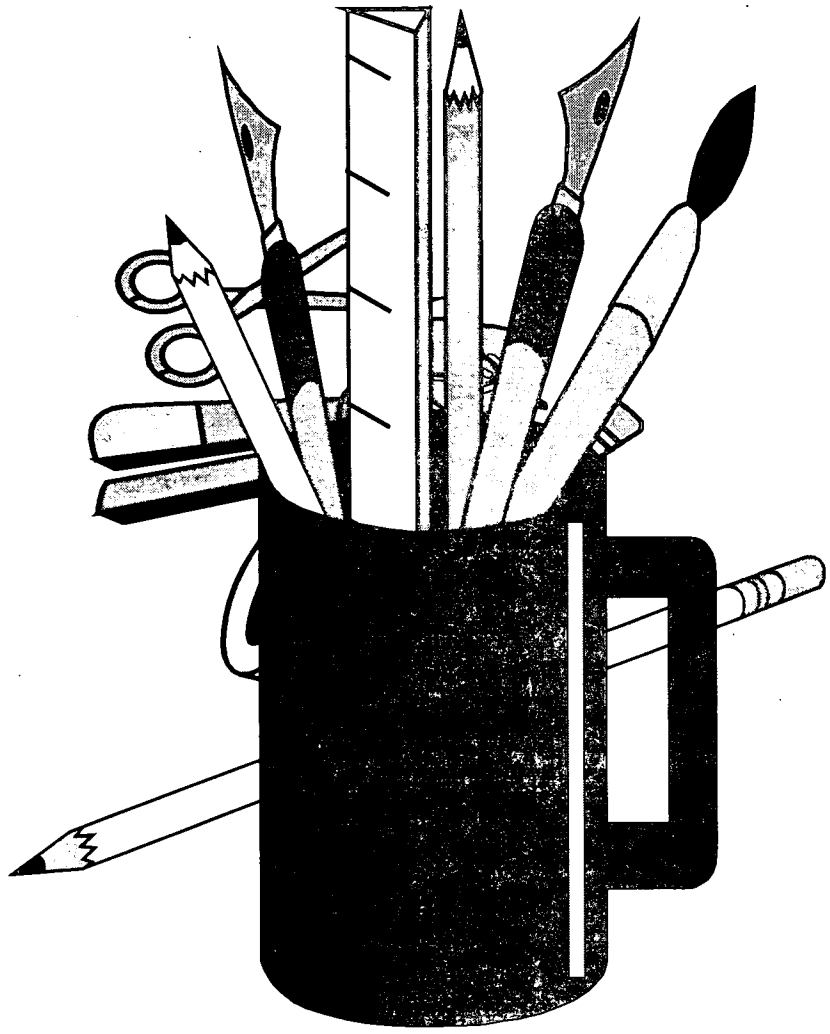
Content Standard:

Descriptor:

Rationale:

WMAS Performance Standard	Sample Alternate Performance Indicators	Sample Alternate Performance Activities/Tasks	Possible Data Sources to Assess Progress (work samples, observations, tests)

MATH



A. Mathematical Processes

Content Standard: Students in Wisconsin will draw on a broad body of mathematical knowledge and apply a variety of mathematical skills and strategies, including reasoning, oral and written communication, and the use of appropriate technology, when solving mathematical, real-world and nonroutine problems.

Rationale: In order to participate fully as a citizen and a worker in our contemporary world, a person should be mathematically powerful. Mathematical power is the ability to explore, to conjecture, to reason logically, and to apply a wide repertoire of methods to solve problems. Because no one lives and works in isolation, it is also important to have the ability to communicate mathematical ideas clearly and effectively.

Performance Standards: ***By the end of grade four students will:***	***Sample Alternate Performance Indicators:*** **(1-3 per standard)**	***Sample Performance Activities/Tasks:*** **(1-2 per indicator)**	*Reliable and Representative Sources of Data (WS/DO/RR/T/ Other)*
A.4.1. Use reasoning abilities to • perceive patterns • identify relationships • formulate questions for further exploration • justify strategies • test the reasonableness of results	1. Respond to sensory input	1.a. Show a response (e.g., startle reaction, eye movement) to texture, sound	DO
		1.b. Demonstrate purposeful response such as activating a switch or removing themselves from a situation	DO
	2. Recognize a difference in patterns	2.a. Identify by pointing to or removing objects which do not match others in a group	DO, WS
		2.b. Develop a pattern (e.g., sound, physical object, picture, movement) and add next "piece" to the pattern	DO, WS
		2.c. Match two patterns out of three choices	DO
	3. Ask questions	3.a. Indicate the concept of "more" by using a gesture (e.g., verbal, sign, movement)	DO, WS
		3.b. Seek information about a real life situation using assistive technology, signing, or verbal means and participate in the real-life setting or experience	

A.4.2. Communicate mathematical ideas in a variety of ways, including words, numbers, symbols, pictures, graphs, tables, diagrams, and models	1. Respond to math ideas using vocabulary	1.a. Match number words with number representatives (e.g., "one-1, two-2")	DO, WS
		1.b. Identify which group has more or less	
	2. Use graphs, charts, and tables	2.a. Point to dates on a calendar, picture, or graph	DO, WS
		2.b. Use a picture graph to identify the number of objects in a specific group	
	3. Use number concept	3.a. Indicate a preference numerically (e.g., ask for 2 cookies)	DO
A.4.3. Connect mathematical learning with other subjects, personal experiences, current events, and personal interest and • see relationships between various kinds of problems and actual events • use mathematics as a way to understand other areas of the curriculum (e.g., measurement in science, map skills in social studies)	1. Integrate math into real life	1.a. Say, match, or point to identifying information (e.g., address, phone number and age)	DO, WS
		1.b. Point to and/or verbalize the next activity daily on a daily schedule	DO
		1.c. Locate a friend's telephone number in the phone book and write it down	DO, WS
		1.d. Identify prices, movie times, graphs, charts, and events in a newspaper	
A.4.4. Use appropriate mathematical vocabulary, symbols, and notation with understanding based on prior conceptual work	1. Give information using math vocabulary	1.a. State their age when asked	DO
		1.b. Count the number of houses, blocks, and miles they live from school	DO
		1.c. Explain a math sentence using a picture or prompt	
	2. Use information given in symbols	2.a. Follow directions using pictures or symbols	

		2.b. Follow a recipe card using print, picture representation, and symbols	DO
A.4.5. Explain solutions to problems clearly and logically in oral and written work and support solutions with evidence	1. Demonstrate a solution to an everyday problem	1.a. Sequence a set of pictures to show logical thinking 1.b. Demonstrate how to purchase an item	 DO

B. Number Operations and Relationships

***Content Standard*:** Students in Wisconsin will use numbers effectively for various purposes such as counting, measuring, estimating, and problem solving.

***Rationale*:** People use numbers to qualify, describe, and label things in the world around them. It is important to know the many uses of numbers and various ways of representing them. Number sense is a matter of necessity, not only in one's occupation but also in the conduct of daily life such as shopping, cooking, planning a budget, or analyzing information reported in the media. When computing, an educated person needs to know which operations (e.g., addition, multiplication), which procedures (e.g., mental techniques, algorithms*), or which technological aids (e.g., calculator, spreadsheet) are appropriate.

Performance Standards: ***By the end of grade four student will:***	***Sample Alternate Performance Indicators:* (1-3 per standard)**	***Sample Performance Activities/Tasks:* (1-2 per indicator)**	*Reliable and Representative Sources of Data (WS/DO/RR/T/ Other)*
B.4.1. Represent and explain whole numbers, decimals, and fractions with • physical materials • number lines and other pictorial models • verbal descriptions • place-value concepts and notation • symbolic renaming (e.g., 43 = 40+3 = 30+13)	1. Identify numerals 1-100 2. Demonstrate use of a number line 3. Recognize the ones, tens, and hundreds columns	1.a. Point to a number versus other graphics (select numbers from other symbols such as letters, shapes, pictures lines) 2.a. Use a number line or other model to add two single-digit numbers 2.b. Use a number line or other model to subtract 3.a. Point to a column indicated by the teacher	DO DO, WS DO, WS
B.4.2. Determine the number of things in a set by • grouping and counting (e.g., by threes, five's, hundreds) • combining and arranging (e.g. all possible coin combinations amounting to thirty cents) • estimation, including rounding	1. Count by five's 2. Recognize coins,(e.g., penny, nickel, dime, quarter)	1.a. Identify the group that has the most of an object 1.b. Use nickels to count by five's 1.c. Count objects by five (e.g., match 5 pennies to nickel, group pennies by "5's", group objects into 5's) 2.a. Identify which of two coin groups has a greater value	DO, WS DO, WS DO, WS

B.4.3. Read, write, and order whole numbers, simple fractions (e.g., halves, fourths, tenths), unit fractions, and commonly used decimals (monetary units)	1. List three whole numbers in proper numerical order 2. Read a number of 1-3 digits 3. Write numbers	1.a. Given three number cards out of sequence, put them in order 2.a. Orally read the number page in a book or show the number of the page in a book 3.a. Write the numbers of their home addresses	DO, WS DO WS
B.4.4. Identify and represent equivalent fractions for halves, fourths, eighths, and sixteenths	1. Identify that two halves make a whole 2. Distinguish a part as a piece of a whole	1.a. Match halves of objects together to make a whole 2.a. Complete a puzzle	WS, DO DO
B.4.5. In problem-solving situations involving whole numbers, select and efficiently use appropriate conceptual procedures such as • recalling the basic facts of addition, subtraction, multiplication, and division • using mental math (e.g., 37 + 25, 40x7) • estimation • selecting and applying algorithms for addition, subtraction, multiplication, and division • using a calculator	1. In problem solving, use a calculator, technology, or concrete objects to add a number of items 2. Resolve problems involving whole numbers using appropriate communications strategies	1.a. Buy two or more items from a grocery store and add the prices together (using a calculator or estimation rounding) 2.a. Indicate the need for an appropriate number of items (e.g., two shoes, one hat)	DO, WS DO
B.4.6. Add and subtract fractions with like denominators	1. Use fractions	1.a. Find the correct measurement tool in cooking by selecting from an oral list or pointing to pictures of measuring devices (measuring cups, spoons)	DO, WS

B.4.7. In problem-solving situations involving money, add and subtract decimals	1. Use money in real life activities	1.a. Place coins in vending machine 1.b. Demonstrate understanding at appropriate dollar amounts 1.c. Determine the appropriate tip to leave for a bill at a restaurant 1.d. Demonstrate correct bill and coin representations for amounts up to $5.00	DO DO, WS

C. Geometry

Content Standard: Students in Wisconsin will be able to use geometric concepts, relationships and procedures to interpret, represent, and solve problems.

[Note: Familiar mathematical content dealing with measurement of geometric objects (e.g., length, area, volume) is presented in "D. Measurement."]

Rationale: Geometry and its study of shapes and relationships are an effort to understand the nature and beauty of the world. While the need to understand our environment is still with us, the rapid advance of technology has created another need: to understand ideas communicated visually through electronic media. For these reasons, educated people in the 21st Century need a well-developed sense of spatial order to visualize and model real-world problem situations.

Performance Standards: ***By the end of grade four students will:***	***Sample Alternate Performance Indicators:*** **(1-3 per standard)**	***Sample Performance Activities/Tasks:*** **(1-2 per indicator)**	*Reliable and Representative Sources of Data (WS/DO/RR/T/ Other)*
C.4.1. Describe two- and three-dimensional figures, (e.g., circles, polygons, trapezoids, prisms, spheres) by • naming them • comparing, sorting, and classifying them • drawing and constructing physical models to specifications • identifying their properties (e.g., number of sizes or faces, two- or three-dimensionality, equal sizes, number of right angles) • predicting the results of combining or subdividing two-dimensional figures • explaining how these figures are related to	1. Recognize or identify shapes verbally or by pointing 2. Sort shapes into groups	1.a. Name or point to real objects and their shapes (e.g., box is square, ball is circle) 2.a. Relate shapes to items within their environment and classroom 2.b. Sort objects by similar characteristics (e.g., shapes)	DO, WS DO, WS DO

objects in the environment			
C.4.2. Use physical materials and motion geometry (such as slides, flips, and turns) to identify properties and relationships, including but not limited to • symmetry • congruence • similarity	1. Understand spatial relations 2. Differentiate spatial relations	1.a. Fit the correct shape into the appropriate corresponding opening (e.g., pegs into board) 1.b. Place objects in positions as directed (e.g., place ball under table) 2.a. Match like-sized objects (e.g., select appropriate-sized garbage bags for the container)	DO DO DO
C.4.3. Identify and use relationships among figures, including but not limited to • location, (e.g. between, adjacent to, interior of) • position (e.g., parallel, perpendicular) • intersection (of two-dimensional figures)	1. Demonstrate navigation skills 2. Identify location terms (e.g., next to, between, over, under)	1.a. Safely maneuver in the classroom and school 1.b. Safely take a city bus from one place to another with assistance 1.c. Safely travel within the neighborhood and community 2.a. Assume an appropriate position according to the teacher's direction with oral/signing cues	DO DO DO DO
C.4.4. Use simple two-dimensional coordinate systems to find locations on maps and to represent points and simple figures	1. Read a simple map	1.a. Point to specific locations on a simple map 1.b. Trace a path between two locations on a simple map 1.c. Navigate from one place to another using a map (e.g., treasure hunt)	 DO

D. Measurement

Content Standard: Students in Wisconsin will select and use appropriate tools (including technology) and techniques to measure things to a specified degree of accuracy. They will use measurements in problem-solving situations.

Rationale: Measurement is the foundation upon which much technological, scientific, economic, and social inquiry rests. Before things can be analyzed and subjected to scientific investigation or mathematical modeling*, they must first be quantified by appropriate measurement principles. Measurable attributes* include such diverse concepts as voting preferences, consumer price indices, speed and acceleration, length, monetary value, duration of an Olympic race, or probability of contracting a fatal disease.

Performance Standards: ***By the end of grade four students will:***	***Sample Alternate Performance Indicators:* (1-3 per standard)**	***Sample Performance Activities/Tasks:* (1-2 per indicator)**	*Reliable and Representative Sources of Data (WS/DO/RR/T/ Other)*
D.4.1. Recognize and describe measurable attributes*, such as length, liquid capacity, time, weight (mass), temperature, volume, monetary value, and angle size, and identify the appropriate units to measure them	1. Describe and identify the appropriate tool of measurement	1.a. Select and use the proper tool to measure height (e.g., another student's height, objects)	DO
		1.b. Select and use the proper tool to determine body weight	DO
	2. Identify units of measurement	2.a. Match a selected unit to the proper tool (e.g., inches to ruler)	DO
		2.b. Select and use the proper tool to measure ingredients for a recipe	
D.4.2. Demonstrate understanding of basic facts, principles, and techniques of measurement, including ◦ appropriate use of arbitrary* and standard units (metric and US Customary) ◦ appropriate use and conversion of units within a system, such as yards,	1. Demonstrate understanding of basic measurement concepts	1.a. Pick the longer/shorter items from two given items	DO, WS
		1.b. Select the big/little objects from a group of objects	DO, WS
	2. State the reasonableness of an obtained measurement	2.a. Select the appropriate size pan for cooking an item	DO
		2.b.Measure and state their height within six inches	DO

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feet, and inches; kilograms and grams; gallons, quarts, pints, and cups ◦ judging the reasonableness of an obtained measurement as it relates to prior experience and familiar benchmarks			
D.4.3. Read and interpret measuring instruments, (e.g., rulers, clocks, thermometers)	1.Tell time	1.a. Recognize change of activities by using a clock on a desk and matching it to one on the wall	DO
		1.b. Arrive on time for a class or meeting	DO
		1.c. Indicate time to the nearest minute, half-hour, or hour	DO, WS
		1.d. Set an alarm clock	DO
	2. Measure accurately with a ruler, tape measure, and yardstick	2.a. Use string to measure objects	DO, WS
		2.b. Measure objects in the room to the nearest inch with a ruler	DO, WS
D.4.4. Determine measurements directly* by using standard tools to these suggested degrees of accuracy • length to the nearest half-inch or nearest centimeter • weight (mass) to the nearest ounce or nearest 5 grams • temperature to the nearest 5 degrees • time to the nearest minute • monetary value to dollars and cents	1. Use money appropriately for consumer activities	1.a. Balance a checkbook for using a calculator, write checks, and pay bills by the due date	DO, WS
	2. Demonstrate understanding of temperature	2.a. Choose clothing appropriate to the temperature	DO
		2.b. Use potholder to pick up hot items	DO
	3. Accurately measure fluids	3.a. Fill measuring cup to a specified level, (e.g., 1/4, 1/2, 1/3, 1 , 2 cups)	DO
		3.b. Select the appropriate size measuring cup (e.g., 1/4,1/2 1/3, 1cup)	DO

• liquid capacity to the nearest fluid ounce			
D.4.5. Determine measurements by using basic relationships (such as perimeter and area) and approximate measurements by using estimation techniques	1. Use basic relationships to approximate measurement 2. Use estimation in determining measurements	1.a. Pick the appropriate size clothing for themselves 2.a. Say, sign, or write their height within six inches 2.b. Tell the time needed to get from home to school	DO DO DO, WS

E. Statistics and Probability

Content Standard: Students in Wisconsin will use data collection and analysis, statistics and probability in problem-solving situations, employing technology where appropriate.

Rationale: Dramatic advances in technology have launched the world into the Information Age, when data are used to describe past events or predict future events. Whether in the business place or in the home, as producers or consumers of information, citizens need to be well versed in the concepts and procedures of data analysis in order to make informed decisions.

Performance Standards: ***By the end of grade four students will:***	***Sample Alternate Performance Indicators:* (1-3 per standard)**	***Sample Performance Activities/Tasks:* (1-2 per indicator)**	*Reliable and Representative Sources of Data (WS/DO/RR/T/ Other)*
E.4.1. Work with data in the context of real-world situations by ◦ formulating questions that lead to data collection and analysis ◦ determining what data to collect and when and how to collect them ◦ collecting, organizing, and displaying data ◦ drawing reasonable conclusions based on data	1. Collect, organize, and report data	1.a. Tabulate and report a lunch count. 1.b. Chart the weather (e.g., finding pictures that correspond to "sunny")	DO DO, WS
	2. Determine what real-life data to collect	2.a. Complete a job application including identification information 2.b. Understand printed or electronic advertisement 2.c. Collect and record information about requirements and working conditions of particular jobs (e.g., identify tools used by various workers and jobs)	WS Portfolio WS
E.4.2. Describe a set of data using ◦ high and low values, and range* ◦ most frequent value (mode*) ◦ middle value of a set of ordered data (median*)	1. Describe frequency of activity results	1.a. Chart, tally and report the number of wins and losses for a sports team 1.b. Track and be able to list the number and variety of medals awarded at a sporting event	WS WS
	2. Collect data in real-life situations	2.a. Operate automatic bowling scoring and track results to determine average and games won	WS, DO

E.4.3. In problem-solving situations, read, extract, and use information presented in graphs, tables, or charts	1. Read and interpret a graph, table, or chart and use the information	1.a. Point to the picture item on a McDonald's menu that matches the spoken name presented	DO
		1.b. Find a television show to watch by using TV Guide and tune the television to the proper station	DO
		1.c. Take a bus from one location to another by following a bus schedule	DO
E.4.4. Determine if future events are more, less, or equally likely, impossible, or certain to occur	1. Identify qualities to maintain future employment	1.a. Observe community workers and say and/or sign what they need to do for their jobs	WS
	2. Identify the steps needed to complete a task or goal	2.a. Pick up and put away toys (or other objects) appropriately	DO
		2.b. List the requirements and skills needed to graduate from high school	WS
E.4.5. Predict outcomes of future events and test predictions using data from a variety of sources	1. Deals with situations in a safe manner	1.a. Demonstrate safe use of a stove	DO
		1.b. Perform a simple first aid test	DO

F. Algebraic Relationships

Content Standard: Students in Wisconsin will discover, describe, and generalize simple and complex patterns and relationships. In the context of real-world problem situations, students will use algebraic techniques to define and describe the problem to determine and justify appropriate solutions.

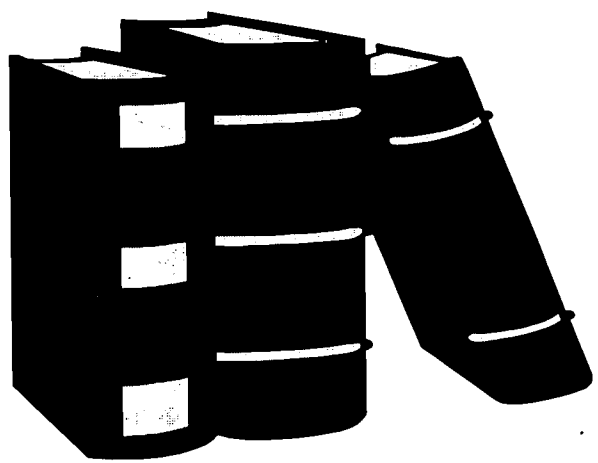
Rationale: Algebra is the language of mathematics. Much of the observable world can be characterized as having patterned regularity where a change in one quantity results in other quantities. Through algebra and the use of variables and functions, mathematical models can be built which are essential to personal, scientific, economic, social, medical, artistic, and civic fields of inquiry.

Performance Standards: *By the end of grade four students will:*	*Sample Alternate Performance Indicators:* (1-3 per standard)	*Sample Performance Activities/Tasks:* (1-2 per indicator)	*Reliable and Representative Sources of Data (WS/DO/RR/T/ Other)*
F.4.1. **Use letters, boxes, or other symbols to stand for any number, measured quantity, or object in simple situations, (e.g., N + 0 = N is true for any number)**	1. Use one-to-one correspondence	1.a. Set the correct number of places at the dinner table	DO
		1.b. Match a teacher-made pattern with another pattern	DO, WS
		1.c. Match a number of objects with the number	DO, WS
	2. Identify and use patterns	2.a. Count nickels, dimes, and pennies, counting by 1's, 5's, and 10's	DO, WS
		2.b. The student will say, sign, and/or point to sequencing of days, (e.g., what day is tomorrow, today)	DO
F.4.2. **Use the vocabulary, symbols, and notation of algebra accurately, (e.g., correct use of the symbol "=", effective use of the associative property of multiplication)**	1. Correctly use symbols and vocabulary of addition and subtraction	1.a. Perform one-digit addition facts	WS, DO
		1.b. Perform one-digit subtraction facts	WS, DO
		1.c. Distinguish between addition and subtraction when given mixed problems	DO
	2. Use the vocabulary of equal or same as	2.a. Determine which students have equal number of objects	DO

	3. Identify monetary symbols ($, decimal point).	2.b. Count objects and identify the corresponding numeral (via verbally, pointing, signing)	DO, WS
		3.a. Point to the correct monetary symbol	WS, DO
		3.b. Read monetary amounts off a menu	WS, DO
		3.c. Write monetary symbols when doing math problems involving money and read the answer correctly	WS, DO
F.4.3. **Work with simple linear patterns and relationships in a variety of ways, including** ◦ **recognizing and extending number patterns** ◦ **describing them verbally** ◦ **representing them with pictures, tables, charts, graphs** ◦ **recognizing that different models can represent the same pattern or relationship** ◦ **using them to describe real-world phenomena**	1. Recognize and extend number patterns.	1.a. Rote count past 10 (to 20, 30, 40, etc.)	DO
		1.b. Use a number line to count objects	DO, WS
		1.c. Distinguish between addition and subtraction when given mixed problems	WS
	2. Take data from a chart and representing it as a graph	2.a. Use data to create a graph	DO, WS
F.4.4. **Recognize variability in simple functional relationships by describing how a change in one quantity can produce a change in another, (e.g., number of bicycles and the total number of wheels)**	1. Use functional relationships in daily living	1.a. Set a table for the correct number of people and use the correct eating utensils	DO
		1.b. Find two different ways to use coins to equal $1.00 or another given amount (e.g., 4 quarters, 10 dimes, 2 quarters and 5 dimes, 20 nickels)	WS, DO
		1.c. Compute hours of work and pay received	WS, DO

F.4.5. **Use simple equations and inequalities in a variety of ways, including** • **representing problem situations** • **solving them by different methods, (e.g., use of manipulatives, guess and check strategies, recall of number facts)** • **recording and describing solution strategies**	1. Distinguish between the concepts of more or less and all or none 2. Identify and solve problems in a variety of ways	1.a. Given quantities of like objects, tell which is more or less 1.b. Given a set amount of dollars, determine if they have sufficient dollars to purchase a product 2.a. Purchase two items using at least two methods and determine if sufficient money was used (e.g., calculator, tally marks, touch money)	 DO, WS DO, WS
F.4.6. **Recognize and use generalized properties and relationships of arithmetic, (e.g., comutativity of addition, inverse relationship of multiplication and division)**	1. Use arithmetic relationships	1.a. Use addition to correct subtraction problems 1.b. Use repeat addition to solve multiplication problems	DO, WS DO, WS

LANGUAGE ARTS



A. Reading /Literature

Content Standard: Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others.

Rationale: Reading is a complex, interactive process that continues to be a primary means of acquiring and using information. Society regards reading as essential to daily living. Because reading is fundamental to the mastery of other school subjects, students at all levels must learn to understand what they read. They must know and use various strategies -- ways of unlocking the meaning of words and larger blocks of text -- to become successful readers.

Students should be challenged to read literature and other materials that reflect and stimulate their interests and intellectual abilities. They should read a wide variety of materials, including fiction, nonfiction, poetry, drama, and other written works that reveal the richness and diversity of our heritage, afford opportunities to acquire new information, refine perspectives, respond to the needs and demands of society and the workplace, and provide for personal fulfillment.

Performance Standards: ***By the end of grade four students will:***	***Sample Alternate Performance Indicators:*** **(1-3 per standard)**	***Sample Performance Activities/Tasks:*** **(1-2 per indicator)**	*Reliable and Representative Sources of Data (WS/DO/RR/T/ Other)*
A.4.1. Use effective reading strategies to achieve their purposes in reading • use a variety of strategies and word recognition skills, including rereading, finding context clues, applying knowledge of letter-sound relationships, and analyzing word structures • infer the meaning of unfamiliar words in the context of a passage by examining known words, phrases, and structures • demonstrate phonemic awareness by using letter/sound relationships as aids to pronunciation	1. Use a variety of strategies and word recognition skills 2. Read/interpret symbols in everyday routines and/or environments 3. Draw upon sight word vocabulary 4. Analyze word structures 5. Demonstrate phonemic awareness	1.a. Point to their own names on lunches/lockers/desks/lists 1.b. Use pictures for context clues 2.a. Read a note to go home and follow directions 2.b. Read a class schedule and printed directions orally 3.a. Use pictorial symbols to convey ideas and communicate wants and needs 3.b. Construct a word bank using vocabulary acquired through reading stories 4.a. Match pictures to show understanding of words 4.b. Predict, analyze or make new words based on word families such as mat, bat, cat 5.a. Generate rhyming words and endings, and match or point to letters and sounds 5.b. Recognize patterns and chunks of words in printed material	

and understanding unfamiliar words and text • comprehend reading by using strategies such as activating prior knowledge, establishing purpose, self-correcting, self-monitoring, rereading, making predictions, finding context clues, developing visual images, applying knowledge of text structures, and adjusting reading rate according to purpose and difficulty • read aloud with age-appropriate fluency, accuracy, and expression • discern how written texts and accompanying illustrations connect to convey meaning • identify and use organizational features of texts, such as headings, paragraphs, and format, to improve understanding • identify a purpose for reading, such as gaining information, learning about a viewpoint, or appreciating literature	6. Comprehend reading by using strategies such as activating prior knowledge, and developing visual images 7. Identify a purpose for reading 8. Identify details of literature	6.a. Connect new words or passages to personal experience via speech, writing, signs, and/or assistive technology 6.b. Contribute to a discussion based on prior experience via speech, writing, signs, and/or assistive technology 7.a. Find information related to a personal experience in a source such as a newspaper article 7.b. List books read with comments relating to their interest in the books and facts learned 8.a. Point to named items within a picture related to a story 8.b. Follow steps of a recipe via reading or listening with teacher prompts, as needed 8.c. Match story pictures to written descriptions of the same events 8.d. Answer who, what, where, and when questions about a story 8.e. Identify the beginning, middle and end of a story

A.4.2. Read, interpret, and critically analyze literature • recognize and recall elements and details of story structure, such as sequence of events, character, plot, and setting, in order to reflect on meaning • draw upon a reservoir of reading materials, including fairy tales, fables, and narratives from the United States and cultures worldwide, to understand plots, make predictions, and relate reading to prior knowledge and experience • summarize ideas drawn from stories, identifying cause-and-effect relationships, interpreting events and ideas, and connecting different works to each other and to real-life experiences • extend the literal meaning of a text by making inferences, and evaluate the significance and validity of texts in light of prior knowledge and experience	1. Listen to literature read by another 2. Examine ideas from a piece of literature 3. Choose a variety of nonfiction, fiction, and environmental literature 4. Draw conclusions from literature	1.a. Attend for the duration of an activity 1.b. Ask appropriate questions 2.a. Respond appropriately with head nods (yes) or shakes (no) to comprehension questions 2.b. Draw a picture of a song or story 2.c. Answer "how" and "why" questions 2.d. Dramatize a story via role playing and signing 2.e. Compare/contrast story differences using graphic organizers 3.a. Select several books on a given topic 3.b. Keep a list of books read 3.c. Make a collage of environmental print/symbols to represent a theme 3.d. Identify favorite authors, subjects and topics 4.a. Identify vocabulary from school/community environment via reading, matching, signing, and pointing 4.b. Select pictures to predict events 4.c. Judge the actions of characters 4.d. Rewrite the ending of a story 4.e. Participate in activities that use pattern books	
A.4.3. Read and discuss literary and nonliterary texts in order to understand human experience • demonstrate the ability to	1. Identify emotions expressed or inferred in literature	1.a. Match pictures to words that depict emotions such as happy, sad, excited, and angry 1.b. Draw, sign, and/or act out an emotion found in a given reading selection	

integrate general knowledge about the world and familiarity with literary and nonliterary texts when reflecting upon life's experiences • identify and summarize main ideas and key points from literature, informational texts, and other print and nonprint sources • distinguish fiction from nonfiction, realistic fiction from fantasy, biography from autobiography, and poetry from prose	2. Pick out the beginning, middle and end of a story 3. Distinguish what is real and imaginary in literature, including biographies, autobiographies, and poetry	1.c. Role play an emotion 2.a. Sequence main points-in a series of pictures 2.b. Draw a picture for each part of a story 3.a. State reasons why an example is factual or fictional 3.b. Sort story illustrations into factual and fictional groups	
A.4.4. Read to acquire information • summarize key details of informational texts, connecting new information to prior knowledge • identify a topic of interest and seek information about it by investigating available text resources	1. Read and demonstrate comprehension of safety words, symbols, and pictures 2. Read and demonstrate comprehension of environmental print, symbols, and pictures 3. Recognize personal information when presented in various forms	1.a. Match a word to either pictures or the universal symbols for police, fire department, exit, hospital, or school 1.b. Select a word or picture when given a verbal cue 1.c. Point to and say or sign words, when in the community 2.a. Match a word to the appropriate picture within the school setting in order to follow a schedule 2.b. Match a word to the appropriate location within the community such as grocery isle, menus, restrooms 3.a. Locate personal information on a printed list 3.b. Point to or circle their names when given two or more choices 3.c. Identify their personal information when presented in assorted fonts	

	4. Read and comprehend print material related to nonfiction topics	4.a. Relate information taken from printed materials 4.b. Complete a hands-on project after either reading or hearing instructions	

B. Writing

Content Standard: Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, and to create and entertain.

Rationale: Written communication skills are central to learning. Whether in academic life, in the workplace, or in personal life, they offer a powerful advantage in a world in which people must constantly learn new information. To become confident and effective writers, students need to learn how to write for various purposes and audiences. They need to try different approaches and to reconsider what they have written through revision and editing. To ensure that their writing is understood and well-received, students need a working knowledge of language as well as grammatical structures, diction and usage, punctuation, spelling, layout, and presentation. This knowledge is also invaluable for discussing, critiquing, revising, and editing written communication in almost any form.

Performance Standards: ***By the end of grade four students will:***	***Sample Alternate Performance Indicators:* (1-3 per standard)**	***Sample Performance Activities/Tasks:* (1-2 per indicator)**	*Reliable and Representative Sources of Data (WS/DO/RR/T/ Other)*
B.4.1. Create or produce writing to communicate with different audiences for a variety of purposes • write nonfiction and technical pieces (summaries, messages, informational essays, basic directions, instructions, simple reports) that convey essential details and facts and provide accurate representations of events and sequences • write expressive pieces in response to reading, viewing, and life experiences (narratives, reflections, and letters) employing descriptive detail and a personal voice • write creative pieces (poetry, fiction, and plays) employing basic aesthetic	1. Use a variety of writing styles, printed word and/or symbol pictures to communicate feelings, needs, desires, and thoughts 2. Use a variety of writing technologies to communicate (e.g., pencil, pen, computer) 3. Write for a variety of readers	1.a. Use pictures and symbols to develop a sequence to relate recipe information, game instructions, or directions to a place within the school or community 1.b. Use drawings, collages, pictures, words, and/or symbols to communicate feelings, directions and/or message 1.c. Write a letter, note, or journal entry using printed words and/or symbols or pictures 2.a. Use a stamp to sign their name on schoolwork 2.b. Use a variety of tools such as stamps, pens, or computer to create a story 2.c. Use word processing software to create a short story 3.a. Write letters with or without assistance to a pen pal 3.b. Write personal notes such as invitations and thank you notes with or without assistance	

principles appropriate to each genre			
B.4.2. Plan, revise, edit, and publish clear and effective writing • produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, and content of successive drafts in order to fulfill a specific purpose for communicating with a specific audience • explain the extent and reasons for revision in conference with a teacher • given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English and an appropriate voice, if applicable	1. Sequence words, phrases and picture symbols to produce a storyline or multiple story lines 2. Produce multiple drafts of a writing sample	1.a. Create a semantic map of ideas in order to outline a story 1.b. Make a grocery or shopping list, or a "to do" list 2.a. Select their best written work from several samples 2.b. Correct a written draft with or without teacher input	
B.4.3. Understand the function of various forms, structures, and punctuation marks of standard English and use them appropriately in communications • understand and use parts of speech effectively, including nouns, pronouns, and adjectives • use adverbials effectively, including words and phrases	1. Use periods, question marks, and exclamation points 2.Use plural and singular forms 3. Use capitol letters, including proper nouns, titles, and initial words of	1.a. Indicate or use punctuation marks in a given group of phrases 1.b. Write questions ending in a question mark 2.a. Match pictures to singular/plural words 2.b. Select irregular plural forms such as man/men and mouse/mice 3.a. Use capital letters for the first letter of their first and last names	

• employ principles of agreement related to number, gender, and case • capitalize proper nouns, titles, and initial words of sentences • use punctuation marks and conjunctions, as appropriate, to separate sentences and connect independent clauses • use commas correctly to punctuate appositives and lists • spell frequently used words correctly • use word order and punctuation marks to distinguish statements, questions, exclamations, and commands	sentences 4. Understand and functionally use different parts of speech 5. Spell frequently used words	3.b. Use capital letters to begin sentences 4.a. Name, point to or match words to pictures for an action referring to a given object or person 4.b. State a "who" or "what" for a given action 4.c. Use a descriptor to describe a word, phrase or picture 5.a. Spell frequently used words in written language applications	

C. Oral Language

(*including augmentative communication or sign language*)

Content Standard: Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.

Rationale: The spoken word, essential to our individual and social development, remains a central means of communication. Whether in informal interactions or more formal settings, speakers are required to communicate clearly in a manner that befits the occasion.

Listening is the most used and least understood of all communication skills. We spend approximately 45 percent of all communication time and as much as 57 percent of school instruction time listening. The ability to listen and to follow instructions is highly prized in the workplace.

Performance Standards: ***By the end of grade four students will:***	***Sample Alternate Performance Indicators:* (1-3 per standard)**	***Sample Performance Activities/Tasks:* (1-2 per indicator)**	*Reliable and Representative Sources of Data (WS/DO/RR/T/ Other)*
C.4.1. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes • identify and discuss criteria for effective oral presentations, including such factors as eye contact, projection, tone, volume, rate, and articulation • read aloud effectively from previously-read material • speaking from notes or a brief outline, communicate precise information and accurate instructions in clearly organized and sequenced detail • present autobiographical or fictional stories that recount events effectively to large and small audiences • participate in group readings, such as choral, echo, and shadow reading	1. Demonstrate effective expressive communication behaviors to make their message understood. These may include gestures, signs, verbal, assistive technology, pictures, symbols, and connected speech 2. Express opinions, feelings and needs	1.a. Make appropriate eye contact with their communication partners 1.b. Use appropriate body or facial gestures to communicate a need, interest, or choice 1.c. Initiate communication regarding personal and survival needs using requests or refusals (e.g., ask for an item in a store, order a meal, or ask for help) 1.d. Respond with single-word utterances, signs, or gestures to communicate details in sentences 1.e. Share personal information and interests 1.f. Maintain an appropriate distance between speaker and listener 2.a. Employ lists of adverbs or adjectives to describe things 2.b. Express feelings of excitement, happiness, fear, sadness, displeasure, disappointment through social skills and roleplay 2.c. Express feelings in an appropriate manner using "I" messages	

• perform dramatic readings and presentations • distinguish between fact and opinion and provide evidence to support opinions	3. Restate their message if it is not clearly understood by the listener	2.d. Audiotape a happy gram or thank you note to another person 2.e. Make a request to familiar or unfamiliar people 3.a. Repeat a message upon request 3.b. Paraphrase a message upon request 3.c. Slow their rate of speech upon request 3.d. Employ a computer or other assistive device to communicate using synthetic oral speech	
	4. Use effective oral delivery to vary rate, pitch and force	4.a. Use appropriate voice volume for each situation. 4.b. Practice oral reading using appropriate tone for the situation	
	5. Ask clarifying questions	5.a. Use correct inflection in oral communication and display correct body language for the situation 5.b. Ask another student questions about a topic or maintaining a topic of conversation 5.c. Ask appropriate questions related to topics, objects, and events	
C.4.2. Listen to and comprehend oral communications • follow basic directions • identify and summarize key points of a story or discussion • retell stories and reports of events in proper sequence • follow sequence in plot and character development, predict outcomes, and draw conclusions • recall the content of stories after hearing them, relate the	1. Increase vocabulary needed for daily living in the community and school environments	1.a. Use word banks and pictionaries to communicate basic wants/needs 1.b. Make a map of the community and label it with appropriate vocabulary	
	2. Accept the opinion of others	2.a. Identify facial expressions and state what each means 2.b. Make corrections based on teacher/peer comments and respond appropriately to constructive criticism	
	3. Listen empathetically to the feelings of others	3.a. Listen to others without interrupting	

content to prior knowledge, and answer various types of factual and interpretive questions about the stories • distinguish fact from fantasy and fact from opinion • understand increasingly complex sentence structures • understand a variety of word structures and forms, such as affixes, roots, homonyms, antonyms, synonyms, and word analogies	4. Follow oral directions and instructions 5. Enjoy speech rhythm and rhyme 6. Use simple social courtesies appropriately to exchange pleasantries 7. Conduct interviews	3.b. Describe the main points of television news stories 4.a. Follow directions with or without visual cues 4.b. Draw a given direction 4.c. Take turns giving and following directions 5.a. Sing along, play musical instruments, pantomime, or listen to stories that rhyme 5.b. Read pattern books or co-read choral presentations 5.c. Point to words that rhyme or are spelled like a given word 6.a. Greet others using appropriate eye contact and a smile 6.b. Use appropriate greetings/pleasantries in various settings such as lunchroom, recess, home, and close conversation 6.c. Use appropriate telephone skills 7.a. Make list of questions for interview; verbally conduct the interview; following the questions, make written notes of the responses and report back the information learned 7.b. Obtain information using the telephone	
C.4.3. Participate effectively in discussion • volunteer relevant information, ask relevant questions, and answer questions directly • use appropriate eye contact and other nonverbal cues • use appropriate strategies to keep a discussion going • reflect on the ideas and opinions of others and respond thoughtfully • ask for clarification and	1. Successfully participate in a small group discussion using an understood form of communication effectively with verbal (including sign language) and non-verbal means	1.a. Use appropriate turn-taking skills in a discussion 1.b. Give appropriate, topical responses 1.c. Express persuasive messages 1.d. Choose a topic and maintain the topic until an appropriate conclusion is reached 1.e. Respond to a speaker with related comments 1.f. Respond to jokes or humor with appropriate facial, body, or gestural language	

explanation of unfamiliar words and ideas • summarize information conveyed through discussion			

D. Language

Content Standard: Students in Wisconsin will apply their knowledge of the nature, grammar, and variations of English.

Rationale: The essential basis of English language arts is language. Language exists in many variations, and the ability to use it well is frequently a source of power, respect, and financial success. However, if students are unaware of how language works, they may be unable to use it effectively.

Performance Standards: ***By the end of grade four students will:***	***Sample Alternate Performance Indicators:* (1-3 per standard)**	***Sample Performance Activities/Tasks:* (1-2 per indicator)**	***Reliable and Representative Sources of Data (WS/DO/RR/T/ Other)***
D.4.1. Develop their vocabulary of words, phrases, and idioms as a means of improving communication • consult dictionaries, thesauruses, and other resources to find and compare definitions, choose among synonyms, and spell words correctly • use their knowledge of roots, prefixes, and suffixes to interpret and convey the meaning of words • identify common figures of speech and use them appropriately	1. Engage in purposeful communication 2. Identify meanings of a variety of words in the language or mode used by the students 3. Develop strategies for associating meaning of new words	1.a. Attend to a speaker by using appropriate eye contact 1.b. Maintain an appropriate proximity/personal space to speaker while in conversation 1.c. Take part in a 2-way conversation using various modes such as letter, assistive technology, verbal, and written 2.a. Engage in parallel play or turn taking 2.b. Initiate a conversation with others 3.a. Indicate understanding through gestures, facial expression or language (oral or written) 3.b. Match pictures to printed, spoken or signed words 3.c. Utilize picture dictionaries and/or word banks	
D.4.2. Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English • identify various styles and purposes of oral and written	1. Identify various methods and purposes of language and when to use these methods 2. Identify various styles of language in relationship to cultural, social, and/or regional environments	1.a. Respond differently to speakers in different environments 1.b. Identify times during the school day that require the use of more formal language such as giving a report or show and tell 2.a. Point to a picture to identify the speaker (e.g., mom/dad) 2.b. Compare another speaker's language to their own	

language and learn to communicate effectively in commonly occurring situations • describe and give examples of variations in English that appear in different social, cultural, regional, and professional environments			

E. Media and Technology

Content Standard: Students in Wisconsin will use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; and to entertain and be entertained.

Rationale: In a technological world in which thought is increasingly dominated by media such as newspapers, magazines, radio, television, movies, computer software, and electronic networks, students need to understand the impact of media on daily life. To use media effectively students must be able to evaluate information and match the information with the appropriate medium for a specific audience. In order to do this, they must recognize how communication changes from one medium to another.

Performance Standards: By the end of grade four students will:	*Sample Alternate Performance Indicators:* (1-3 per standard)	*Sample Performance Activities/Tasks:* (1-2 per indicator)	*Reliable and Representative Sources of Data (WS/DO/RR/T/ Other)*
E.4.1. **Use computers to acquire, organize, analyze, and communicate information** • **operate common computer hardware and software** • **use basic wordprocessing, graphics, and drawing programs** • **create, store, and retrieve electronic files** • **access information using electronic reference resources, such as library catalogs, encyclopedias, almanacs, and indexes** • **generate, send, and retrieve electronic messages**	1. Operate common computer hardware and software	1.a. Point to a command/symbol on a communication board to make their needs known 1.b. Activate electronic devices such as an audiotape, TV/VCR, and tape recorder 1.c. Use assistive technology to take notes in class	
	2. Use basic word processing, graphics, and drawing-programs	2.a. Use a computer to create lists 2.b. Use a computer to create a sequence of steps for a task and/or activity 2.c. Create graphics	
	3. Create, store, and retrieve electronic files	3.a. Use a computer to create files and save data	
	4. Access information using electronic reference resources, library catalogs, encyclopedia, almanacs, and indexes	4.a. Use a talking electronic dictionary 4.b. Use electronic references (CD ROM) to find information on a given topic	
	5. Generate, send and retrieve electronic messages	5.a. Record a message on an answering machine and leave a message	

	6. Identify symbols central to particular messages	5.b. Use TTY to send and respond to greetings, engage in a two-way conversation, and maintain a topic appropriately 5.c. Access personal Email and respond 6.a. Match a logo to the product 6.b. Create an original logo/poster/ advertisement for a product	
E.4.2. **Make informed judgments about media and products** • **identify the intent or appeal behind products and messages promoted via media** • **recognize basic propaganda techniques** • **identify images and symbols central to particular messages**	1. Identify the appeal behind products promoted in media 2. Make a consumer decision regarding the merits of a product 3. Write news articles appropriate for familiar media	1.a. Choose a favorite product in a store, catalog, or magazine 1.b. State why they like a chosen product 2.a. Purchase an item and determine its monetary value 2.b. Purchase a nutritional food item 3.a. Use a computer to select graphics, colors, or designs for a newsletter topic 3.b. Write an article for a newsletter	
E.4.3. **Create products appropriate to audience and purpose** • **write news articles appropriate for familiar media** • **create simple advertising messages and graphics appropriate for familiar media** • **prepare, perform, and tape simple radio and television scripts** • **prepare and perform school announcements and program scripts**	1. Create simple advertising messages and graphics 2. Prepare, perform, and tape audio or visual scripts 3. Prepare and perform school announcements and programs	1.a. Match an item's printed names to the item 1.b. Design posters or create jingles for a product 2.a. Give a speech on a given subject 2.b. Create a narrated videotape tour of the school and/or the community 2.c. Make a brochure, flyer, or poster for a school function 3.a. Activate a switch to initiate pre-recorded announcements 3.b. Distribute programs, announcements or mail to classrooms/ teachers 3.c. Participate in a play or short skit	

E.4.4. **Demonstrate a working knowledge of media production and distribution** • **make distinctions between messages presented on radio, television, and in print** • **recognize how messages are adjusted for different audiences** • **identify sales approaches and techniques aimed at children**	1. Make distinctions between messages presented on radio, television, and in print 2. Recognize how messages are adjusted for different audiences 3. Identify sales approaches and techniques aimed at children	1.a. Match characters to their media such as a television star or newscaster to their program or artist to their music, using visual and/or verbal cues 1.b. Operate a school radio and/or camcorder equipment 2.a. Match pictures of men and women to the product they sell or represent 2.b. Select pictures from catalogs and/or magazines and categorize them according to their common messages 3.a. Participate in school personal safety programs such as DARE, AODA, or HGD	
E.4.5. **Analyze and edit media work as appropriate to audience and purpose** • **generate and edit media work as appropriate to audience and purpose, sequencing the presentation effectively and adding or deleting information as necessary to achieve desired effects** • **provide feedback to (and receive it from) peers about the content, organization, and overall effect of media work**	1. Generate and edit media work as appropriate to an audience and effectively add or delete information as necessary 2. Provide feedback to (and receive it from) peers about the media presentation	1.a. Identify age-appropriate media 1.b. Make decisions about editing video production 2.a. Give a "thumbs up" to show approval and "thumbs down" to show disapproval of various media 2.b. Develop and conduct a satisfaction survey of students focusing on media programming	

F. Research and Inquiry

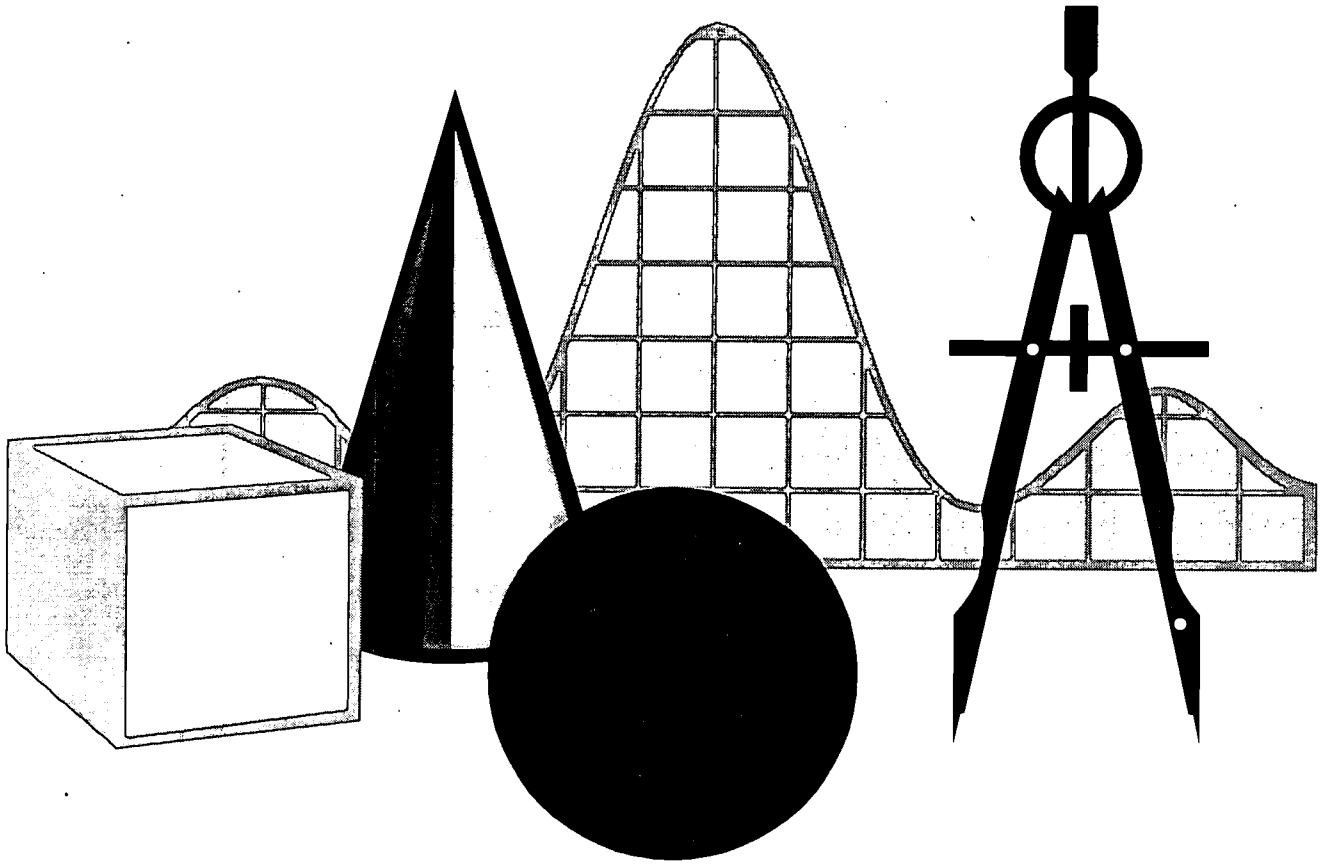
Content Standard: Students in Wisconsin will locate, use, and communicate information from a variety of print and nonprint materials.

Rationale: Students acquire a wide range of abilities and tools for raising questions, investigating ideas, and solving problems. Research involves posing interesting and important questions, using multiple sources of information, analyzing and relating facts and concepts, and arriving at conclusions or new understandings (adapted from the national *Standards for English Language Arts*).

Performance Standards: ***By the end of grade four students will:***	***Sample Alternate Performance Indicators:*** **(1-3 per standard)**	***Sample Performance Activities/Tasks:*** **(1-2 per indicator)**	***Reliable and Representative Sources of Data (WS/DO/RR/T/ Other)***
F.4.1. Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings • propose research by formulating initial questions, narrowing the focus of a topic, identifying prior knowledge, and developing a basic plan for gathering information • conduct research by identifying, locating, exploring, and effectively using multiple sources of information appropriate to the inquiry, including print, nonprint, and electronic sources • recognize, record, organize, and acknowledge information pertinent to a project, accurately blending discoveries into answers	1. Propose research by formulating initial questions, narrowing the focus of a topic, identifying prior knowledge, and developing a basic plan for gathering information	1.a. Identify an area of interest and gather information about the topic 1.b. Create a graphic organizer (e.g., story map) 1.c. Identify tasks within a skill area 1.d. Divide responsibilities within a group research project	
	2. Conduct research by identifying, locating, and effectively using multiple sources of information including print, nonprint and electronic	2.a. List resources on a topic using assistive technology, verbal, and/or written language 2.b. Use multiple resources to gain information 2.c. Use print media such as magazines and the internet to gather pictures on an identified topic	
	3. Recognize, record, organize, and acknowledge information pertinent to a project, accurately blending discoveries into answers	3.a. List tasks needed to complete a project and check off tasks when completed 3.b. Fill in a simple prepared outline with two-to-three supporting ideas relating to a topic 3.c. Compile and sort data to answer a research question 3.d. Evaluate data to answer a research question 3.e. Point to pictures related to the topic	

• present the results of inquiry, reporting and commenting on the substance and process of learning, orally and in writing, using appropriate visual aids	4. Present the results of inquiry, reporting and commenting on the substance and process of learning, orally and in writing, using appropriate visual aids	4.a. Generate a graph, chart, or poster to summarize research gathered 4.b. Complete a self-assessment on a project 4.c. Present information on a topic using pictures and other media (e.g., give speech, videotape)	

SCIENCE



A. SCIENCE CONNECTIONS

Content Standard: Students in Wisconsin will understand that among the science disciplines there are unifying themes: systems, order, organization, and interactions; evidence, models, and explanations; constancy, change, and measurement; evolution, equilibrium, and energy; and form and function. These themes relate and interconnect the Wisconsin science standards to one another. Each theme is further defined in the glossary following the science standards.

Rationale: These unifying themes are ways of thinking rather than theories or discoveries. Students should know about these themes and realize that the more they learn about science the better they will understand how the themes organize and enlarge their knowledge. Science is a system and should be seen as a single discipline rather than a set of separate disciplines. Students will also understand science better when they connect and integrate these unifying themes into what they know about themselves and the world around them.

Performance Standards: ***By the end of grade four students will:***	***Sample Alternate Performance Indicators:*** **(1-3 per standard)**	***Sample Performance Activities/Tasks:*** **(1-2 per indicator)**	*Reliable and Representative Sources of Data (WS/DO/RR/T/ Other)*
A.4.1. When conducting science investigations, ask and answer questions that will help decide the general areas of science being addressed	1. When conducting science investigations, ask and answer questions that will help determine the general areas of science being addressed	1.a. Focus on and participate in science investigations that provide an opportunity to observe change in the physical, life, and earth sciences 1.b. Participate in the building of models to be used in the study of plants, rocks, sound, etc., and discuss how the models help us learn the science 1.c. Responds to teacher questions by pointing to pictures of items or actual items in an experiment 1.d. Ask and/or answer questions using their communication modes 1.e. Answer questions about investigations that lead to an understanding of how information learned in one investigation connects to another investigation 1.f. Ask relevant questions about the investigation	
A.4.2. When faced with a science related problem, decide what evidence, models, or explanations previously studied can be used to better understand what is happening	1. Experience a variety of new situations to demonstrate an awareness of changes in their environment	1.a. Use information gained from previous classroom investigations to answer yes/no questions about whether situations have changed 1.b. Recognize similarities to their own experiences	

now			
A.4.3. When investigating a science-related problem, decide what data can be collected to determine the most useful explanations	1. Select appropriate materials when faced with a science problem or inquiry	1.a. Name materials 1.b. Generate a list of materials needed for an activity/experiment 1.c. Choose materials needed to conduct a "fair" test and arrive at an answer to a posed question 1.d. Participate in science problem-solving activities	
A.4.4. When studying a science-related problems, decide which of the science themes are important	1. Observe and recognize science themes	1.a. Attend to the teacher during a scientific inquiry as scientific themes are identified 1.b. Select items that belong to a group of objects that represent a science theme 1.c. Name the tools of measurement needed in a scientific inquiry 1.d. Name the theme being used in a scientific inquiry when given choices or independently (i.e., without choices, cues)	
A.4.5. When studying a science-related problem, decide what changes over time are occurring or have occurred	1. Detect/notice change	1.a. Demonstrate an awareness of changes in their environment through facial, postural, and/or gestural changes 1.b. Identify similarities and differences 1.c. Answer "yes" or "no" when asked if something changed 1.d. Observe and record through drawings or writing changes that take place in the life of an insect and a plant or other activities/experiments 1.e. Express the change that is occurring and the sequence of change using pictures (expansion: using word either through oral/written expression)	

B. NATURE OF SCIENCE

Content Standard: Students in Wisconsin will understand that science is ongoing and inventive and that scientific understandings have changed over time as new evidence is found.

Rationale: Students will realize that scientific knowledge is developed from the activities of scientists and others who work to find the best possible explanations of the natural world. Researchers and those who are involved in science follow a generally accepted set of rules to produce scientific knowledge that others can confirm through experimentation. This knowledge is public, replicable, and undergoing revision and refinement based on new experiments and data.

Performance Standards: ***By the end of grade four students will:***	***Sample Alternate Performance Indicators:*** **(1-3 per standard)**	***Sample Performance Activities/Tasks:*** **(1-2 per indicator)**	*Reliable and Representative Sources of Data (WS/DO/RR/T/ Other)*
B.4.1. Use encyclopedias, source books, texts, computers, teachers, parents, other adults, journals, popular press, and various other sources to help answer science-related questions and plan investigations	1. Use encyclopedia, sourcebooks, texts, computers, teachers, parents, other adults, journals, popular press, and various other resources to identify vocabulary and pictures from science units	1.a. Cut out pictures from source materials to match the vocabulary from the science unit, with or without assistance 1.b. Point to photos when given vocabulary word(s) 1.c. Match pictures with vocabulary words	
	2. Write vocabulary definitions using encyclopedias, source books, texts, computers, teachers, parents, other adults, journals, popular press, and various other sources related to the science unit	2.a. Go to the library to find books related to unit, with or without adult help 2.b. Write, orally explain, or listen to vocabulary definitions while using source books related to the unit	
	3. Use texts to answer comprehension questions related to the science unit	3.a. Use the science/vocabulary word in a sentence 3.b. Orally explain key terms and concepts from the science unit	
	4. Use real objects and/or experiences to answer questions regarding science units	4.a. Copy definitions from the book 4.b. Use verbal or non-verbal responses to answer yes/no questions related to vocabulary 4.c. Visit the library and participate in the selection of materials and books related to science themes and unit-related activities, with or without assistance	

		4.d. Use classroom experiences, including field trips related to science units, to answer questions from science units	
B.4.2. Acquire information about people who have contributed to the development of major ideas in the sciences and learn about the cultures in which these people lived and worked	1. Demonstrate an understanding of how people and science influence their lives and the impact of technology over time on the acquisition of scientific knowledge	1.a. The student will be exposed to a timeline of scientific events and scientists including current scientific discoveries (e.g., computer, microwave) 1.b. Study a timeline that shows how science has changed and relates events to the timeline through matching and labeling (e.g., naming) 1.c. Match pictures of scientists and scientific events 1.d. List the varieties of technology scientists have made available today	
B.4.3. Show how the major developments of scientific knowledge in the earth and space, life and environmental, and physical sciences have changed over time	1. Show how the major developments of scientific knowledge in the earth and space, life and environmental, and physical sciences have changed over time	1.a. Choose pictures of scientific instruments or devices used today that show changes in the weather from one day to the next 1.b. Answer questions about historic scientific events or knowledge (e.g., Do dinosaurs live today?) 1.c. Answer yes/no questions such as "Is the weather the same today as it was yesterday?" 1.d. Describe how the weather is different today compared to yesterday 1.e. Use a timeline to show how science has changed and explain how the changes occurred	

C. SCIENCE INQUIRY

Content Standard: Students in Wisconsin will investigate questions using scientific methods and tools, revise their personal understanding to accommodate knowledge, and communicate these understandings to others.

Rationale: Students should experience science in a form that engages them in actively constructing ideas and explanations and enhances their opportunities to develop the skills of doing science. Such inquiry (problem solving) should include questioning, forming hypotheses, collecting and analyzing data, reaching conclusions and evaluating results, and communicating procedures and findings to others.

Performance Standards: ***By the end of grade four students will:***	***Sample Alternate Performance Indicators:* (1-3 per standard)**	***Sample Performance Activities/Tasks:* (1-2 per indicator)**	*Reliable and Representative Sources of Data (WS/DO/RR/T/ Other)*
C.4.1. Use the vocabulary of the unifying themes to ask questions about objects, organisms, and events being studied	1. Use vocabulary learned from scientific inquiry 2. Ask questions about science using the vocabulary of the unifying themes	1.a. Participate in and/or attend to the science activity 1.b. Answer yes/no questions regarding the science themes and vocabulary used 2.a. Demonstrate knowledge of same and different using science vocabulary 2.b. Match pictures with words or objects as part of the science activity or picture to picture and/or object to object	
C.4.2. Use the science content being learned to ask questions, plan investigations, make observations, make predictions, and offer explanations	1. Use the science content being learned to ask questions, plan investigations, make observations, make predictions, and offer explanations	1.a. Choose pictures that represent the events from an activity or experiment 1.b. Sequence pictures according to the proper set of events in an experiment 1.c. Select pictures that are predictive of the outcome of an inquiry/activity/experiment 1.d. Answer cause-and-effect question. 1.e. State what is needed to solve a science problem or predict what will happen	

C.4.3. Select multiple sources of information to help answer questions selected for classroom investigations	1. Select multiple sources of information to help answer questions selected for classroom investigations	1.a. Participate in "hands-on" science experiments 1.b. Study multiple sources of information in order to answer questions regarding inquiry/activity 1.c. Make and use pictures/symbols related to the inquiry/topic/theme	
C.4.4. Use simple science equipment including rulers, balances, graduated cylinders, hand lenses, thermometers, and computers safely and effectively to collect data relevant to questions and investigations	1. Use equipment safely	1.a. Observe equipment in use 1.b. Use thermometers 1.c. Measure using rulers, cups, scales, etc., with or without assistance 1.d. Choose appropriate and safe equipment or pictures of equipment for a task	
C.4.5. Use data they have collected to develop explanations and answer questions generated by investigations	1. Use data to answer questions	1.a. Answer yes/no questions related to the science inquiry 1.b. Use manipulatives to represent the data collected in an experiment/activity inquiry 1.c. Use pictures to represent data from science investigations 1.d. Compare one piece of data to another 1.e. Demonstrate understanding of more/less in relating information from the science inquiry (verbally and/or non-verbally, using assistive technology, gestures, signs)	
C.4.6. Communicate the results of their investigations in ways their audiences will understand by using charts, graphs, drawings, written descriptions, and various other means	1. Communicate results of investigation in ways their audience will understand	1.a. Develop graphs, charts, pictures, and collage 1.b. Develop a visual or pictorial representation of their own personal experience (e.g., weather charts, eye color) 1.c. Draw or use pictures to explain events 1.d. Sequence pictures to show the order of scientific results 1.e. Demonstrate understanding of cause-and-effect pictures by showing what happens	

C.4.7. Support their conclusions with logical arguments	1. Demonstrate understanding of cause and effect	1.a. Answer yes/no questions on the effect of activity/ inquiry/experiment 1.b. Express (verbally) the consequences of events by participating in hands-on experiences and scientific inquiry (e.g., communicate "ouch" as reaction to touching hot object) 1.c. Ask "why" questions about events/inquiries/ experiments	
C.4.8. Ask additional questions that might help focus or further an investigation	1. Ask questions about science activity	1.a. Respond to modeling by the teacher about how to use "questioning" during an activity 1.b. Respond to teacher questioning/prompts about the science activity 1.c. Attend to and ask questions during science experiments	

D. PHYSICAL SCIENCE

Content Standard: Students in Wisconsin will demonstrate an understanding of the physical and chemical properties of matter, the forms and properties of energy, and the ways in which matter and energy interact.

Rationale: Knowledge of the physical and chemical properties of matter and energy is basic to an understanding of the earth and space, life and environmental, and physical sciences. The properties of matter can be explained in terms of the atomic structure of matter. Natural events are the result of interactions of matter and energy. When students understand how matter and energy interact, they can explain and predict chemical and physical changes that occur around them.

For more details of the content of life and environmental sciences, see *National Science Education Standards* (1996, p. 115 - 201), Washington, D.C., National Academy Press.

Performance Standards: ***By the end of grade four students will:***	***Sample Alternate Performance Indicators:*** **(1-3 per standard)**	***Sample Performance Activities/Tasks:*** **(1-2 per indicator)**	*Reliable and Representative Sources of Data (WS/DO/RR/T/ Other)*
Properties of Earth Materials			
D.4.1. Understand that objects are made of more than one substance, by observing, describing, and measuring the properties of earth materials, including properties of size, weight, shape, color, temperature, and the ability to react with other substances	1. Understand objects are made of various substances	1.a. Respond to yes/no questions about the contents, properties and attributes of various substances 1.b. Compare size, weight, shape, color, and temperature by observing or using simple science tools 1.c. State properties and attributes of an object (e.g., supply properties) after using sense of sight, touch, hearing, and smell to observe the object 1.d. Describe basic properties of an object by size, weight, and other attributes	
D.4.2. Group and/or classify objects and substances based on the properties of earth materials	1. Group objects according to similar properties 2. Group pictures according to similar properties 3. Identify the category or name of group of objects (pictures)	1.a. Group objects by size, weight, shape, and color (e.g., "solid, liquid, gas" properties) 2.a. Group pictures by size, weight, shape, color, and solid/liquid/gas properties 3.a. Sort objects, then name the group, select the name of the group from a list, or respond to yes/no questions in order to name the group	

4.3. Understand that substances can exist in different states—solid, liquid, and gas	1. Understand that substances can exist in different states—solid, liquid, and gas	1.a. State if a substance is solid, liquid, or gas 1.b. Identify common objects from their environment as a solid, liquid, or gas 1.c. Participate in activities involving objects with different qualities (solid, liquid ,and gas) and use information gathered to determine how properties are different	
D.4.4. Observe and describe changes in form, temperature, color, speed, and direction of objects and construct explanations for the changes	1. Participate in activities and hands-on experiences involving form, temperature, color, speed, and direction of objects	1.a. Mix colors to form new colors 1.b. Follow recipes involving food changing form (e.g., pudding, bread) 1.c. Distinguish between hot and cold, and fast and slow (opposite properties) 1.d. Measure the temperatures of liquids by using a tool appropriate to their abilities and skills 1.e. Indicate changes in object/environment attributes such as room temperature, fan speed, Pac Man speed, and computer screen color (verbal, non-verbal, gesture, signs)	
D.4.5. Construct simple models of what is happening to materials and substances undergoing change, using simple instruments or tools to aid observations and collect data	1. Make products that represent changes in substances from the students' environment 2. Follow directions with verbal, and/or visual, and/or physical prompts	1.a. Participate in activities involving changes in substances (e.g., baking, boiling) 1.b. Make or participate in making simple charts or graphs that show recorded observations and/or collected data on changes in substances 2.a. Sequence pictures that show change 2.b. Use task analysis of sequence (first, second, third) to show the change	

Position and Motion of Objects			
D.4.6. Observe and describe physical events in objects at rest or in motion	1. Observe and describe physical events in objects at rest or in motion	1.a. Participate in activities using force to push or pull objects (e.g., swing, door) 1.b. Demonstrate understanding of stop (rest) and go (motions) signs with the motion of self or objects 1.c. Use their own bodies to experience motion and rest and describe what happened 1.d. Demonstrate objects in motion and at rest (e.g., vacuum cleaner, broom, washing machine) 1.e. State if an object is at rest or in motion	
D.4.7. Observe and describe physical events involving objects and develop record-keeping systems to follow these events by measuring and describing changes in their properties, including position relative to another object, motion over time, and position due to forces	1. Observe and describe physical events involving objects and position	1.a. Participate in graphing 1.b. Recognize the position of their own bodies relative to objects in motion (e.g., beside, in/out, up/down) 1.c. Demonstrate safety in environment related to the force behind objects (e.g., as door opening/closing) 1.d. Use a block tower to demonstrate the results of force (e.g., push and cause it to fall down and change of position)	
Light, Heat, Electricity, and Magnetism			
D.4.8. Ask questions and make observations to discover the differences between substances that can be touched (matter) and substances that cannot be touched (forms of energy, light, heat, electricity, sound, and magnetism)	1. Discover the differences between substances that can be touched and substances that cannot be touched, to differentiate that which can be touched (not concrete)	1.a. Participate in an experiment involving magnets and observe the effects of magnetic force 1.b. Investigate the use of electrical energy to light a bulb, ring a bell, and run a motor 1.c. Differentiate between loud and quiet sounds/objects, on and off (electricity), and bright and dark in discovering differences in substances	

E. EARTH AND SPACE SCIENCE

Content Standard: Students in Wisconsin will demonstrate an understanding of the structure and systems of the earth and other bodies in the universe and their interactions.

Rationale: By studying the earth, its composition, history, and the processes that shape it, students gain a better understanding of the planet on which they live. Understanding these geologic, meteorological, astronomical, and oceanographic processes allows students to make responsible choices and to evaluate the consequences of their choices. In addition, all bodies in space, including the earth, are influenced by forces acting throughout the solar system and the universe. Studying the universe enhances students' understanding of the earth's origins, its place in the universe, and its future.

For more details of the content of life and environmental sciences, see *National Science Education Standards* (1996, p. 115 - 201), Washington, D.C., National Academy Press.

Performance Standards: ***By the end of grade four students will:***	***Sample Alternate Performance Indicators:*** **(1-3 per standard)**	***Sample Performance Activities/Tasks:*** **(1-2 per indicator)**	*Reliable and Representative Sources of Data (WS/DO/RR/T/ Other)*
Properties of Earth Materials			
E.4.1. Investigate that earth materials are composed of rocks and soils and correctly use the vocabulary for rocks, minerals, and soils during these investigations	1. Investigate that earth materials are composed of rocks and soils.	1.a. Participate in activities involving a variety of earth materials such as a sand table and rainmakers 1.b. Discriminate between objects that belong or do not belong to a group 1.c. Sort objects by rocks, minerals, and soils 1.d. Sort objects by contrasting features 1.e. Use a hand lens to observe rocks, minerals and soils, and name the properties observed	
	2. Use vocabulary for rocks, minerals, and soil from activities	2.a. Look at objects with a label present 2.b. Match objects with pictures 2.c. Answer yes/no questions regarding earth material labels and/or properties (e.g., "Is this a rock?")	

E.4.2. Show that earth materials have different physical and chemical properties, including the properties of soils found in Wisconsin	1. Participate in activities using earth materials that have different physical and chemical properties	1.a. Have tactile experiences involving earth materials and their properties 1.b. Select materials that are hard/soft, shiny/dull, and porous/non-porous 1.c. Answer yes/no questions about materials and their properties	
E.4.3. Develop descriptions of the land and water masses of the earth and of Wisconsin's rocks and minerals, using the common vocabulary of earth and space science	1. Participate in and/or describe activities involving land and water masses of the earth 2. Use and/or describe Wisconsin rocks and minerals	1a. Participate in real-life experiences and multimedia activities dealing with land and water masses 1.b. Match land and water masses of the earth (pictures, labels, matching) 2.a. Collect rocks/objects belonging to rock/mineral groups in Wisconsin 2.b. Match pictures to objects found 2.c. Label and display a variety of Wisconsin rocks/mineral 2.d. Design and/or build models	
Objects in the Sky			
E.4.4. Identify celestial objects (e.g., stars, sun, moon, planets) in the sky, noting changes in patterns of those objects over time	1. Identify the stars, moon and sun in the sky 2. Identify changes in the stars, moon, and sun	1a. Use safe procedures for looking toward the sun 1.b. Label the stars, moon, and sun 2.a. Group pictures (e.g., stars, moon, and sun) 2.b. Rotate/revolve their bodies or objects to simulate the moon and sun 2.c. Discriminate between light and dark, and day and night 2.d. Participate in activities that simulate change through pictures, experiments, drawings, and building models 2.e. Answer yes/no and comprehension questions regarding	

		changes	
Changes in the Earth and Sky			
E.4.5. Describe the weather commonly found in Wisconsin in terms of clouds, temperature, humidity, and forms of precipitation, and the changes that occur over time, including seasonal changes	1. Identify weather commonly found in Wisconsin 2. Participate in activities regarding seasonal and weather changes in Wisconsin	1.a. Participate in tactile experiences regarding various forms of Wisconsin precipitation/weather 1.b. Match names of clouds, precipitation, temperature, and humidity with pictures 1.c. Observe the daytime sky on a regular basis and draw or record changes 1.d. Describe common forms of clouds, precipitation, etc., found in Wisconsin 2.a. Sort pictures by season 2.b. Answer yes/no questions regarding weather 2.c. Label/describe different seasons 2.d. Select and dress in clothing appropriate for seasons and daily weather	
E.4.6. Using the science themes, find patterns and cycles in the earth's daily, yearly, and long-term changes	1. Identify changes over time related to weather	1.a. Attend to a class presentation related to weather and calendar 1.b. Make choices related to the weather and the calendar (pointing to picture, access assistive device independently or with assistance) 1.c. Use pictorial references for charting daily/weekly weather 1.d. Use a calendar to discriminate today/yesterday/tomorrow 1.e. Label weather/time vocabulary (e.g., pictures, drawings) 1.f. Name and describe changes in time and weather	

E.4.7. Using the science themes, describe resources used in the home, community, and nation as a whole	1. Identify how science is a part of their personal environment (e.g., home, school, community)	1.a. Participate in a school recycling program (e.g., crush cans, collect materials) 1.b. Sort products to be recycled 1.c. Bring in (identify) containers as examples of science influences used every day 1.d. Name products recycled 1.e. Describe why recycling is important	
E.4.8. Illustrate resources humans use in mining, forestry, farming, and manufacturing in Wisconsin and elsewhere in the world	1. Illustrate resources humans use in mining, forestry, farming, and manufacturing in Wisconsin and elsewhere in the world	1.a. Participate in activities that show how resources are used 1.b. Group resources used in farming 1.c. Form a collage of resources used in Wisconsin 1.d. Describe how resources are used in Wisconsin	

F. LIFE AND ENVIRONMENTAL SCIENCE

Content Standard: Students in Wisconsin will demonstrate an understanding of the characteristics and structures of living things, the processes of life, and how living things interact with one another and their environment.

Rationale: Students will enhance their natural curiosity about living things and their environment through study of the structure and function of living things, ecosystems, life cycles, energy movement (transfer), energy change (transformation), and changes in populations of organisms through time. Knowledge of these concepts and processes of life and environmental science will assist students in making informed choices regarding their lifestyles and the impact they have on communities of living things in their environment.

For more details of the content of life and environmental sciences, see *National Science Education Standards* (1996, p. 115 - 201), Washington, D.C., National Academy Press.

Performance Standards: ***By the end of grade four students will:***	***Sample Alternate Performance Indicators:*** **(1-3 per standard)**	***Sample Performance Activities/Tasks:*** **(1-2 per indicator)**	***Reliable and Representative Sources of Data (WS/DO/RR/T/ Other)***
The Characteristics of Organisms			
F.4.1. Discover how each organism meets its basic needs for water, nutrients, protection, and energy in order to survive	1. Discover how each organism meets its basic needs for water, nutrients, protection, and energy in order to survive	1.a. Participate in activities demonstrating growth/change (e.g., plants, caterpillars) 1.b. Sequence pictures depicting change in organisms 1.c. Respond to why and how questions (cause and effect) about growth/change 1.d. Name three things that describe how objects change and place them in order	
F.4.2. Investigate how organisms, especially plants, respond to both internal cues (the need for water) and external cues (changes in the environment)	1. Investigate how organisms, especially plants, respond to both internal cues (the need for water) and external cues (changes in the environment)	1.a. Participate in activities that manipulate external and internal conditions (e.g., water, light) 1.b. Record data showing how changes in internal and external conditions affect organisms (graph) 1.c. Respond to yes/no questions regarding growth and conditions	

Life Cycles of Organisms			
F.4.3. Illustrate the different ways that organisms grow through life stages and survive to produce new members of their type	1. Illustrate the different ways that organisms grow through life stages and survive to produce new members of their type	1.a. Attend to activities demonstrating life stages (e.g., butterfly cage, planting) 1.b. Sequence the life stages of plants and animals by using pictures 1.c. Describe different stages of plants and animals in their environment	
Organisms and Their Environment			
F.4.4. Using the science themes, develop explanations for the connections among living and nonliving things in various environments	1. Explore connections among and between living and non-living things in their environment	1.a. Participate in tactile activities comparing living and non-living things 1.b. Answer yes/no questions regarding living or non-living things 1.c. Sort objects into living and non-living categories 1.d. Categorize pictures into groups of living and non-living things 1.e. List characteristics of living and non-living things 1.f. Discuss the interaction between plants and non-living objects such as soil, water, and air	

G. SCIENCE APPLICATIONS

Content Standard: Students in Wisconsin will demonstrate an understanding of the relationship between science and technology and the ways in which that relationship influences human activities.

Rationale: Science and technology compliment each other. Science helps drive technology and technology provides science with tools for investigation, inquiry, and analysis. Together, science and technology applications provide solutions to human problems, needs, and aspirations. Students should understand that advances in science and technology affect the earth's systems.

Performance Standards: ***By the end of grade four students will:***	***Sample Alternate Performance Indicators:*** **(1-3 per standard)**	***Sample Performance Activities/Tasks:*** **(1-2 per indicator)**	*Reliable and Representative Sources of Data (WS/DO/RR/T/ Other)*
G.4.1. Identify the technology used by someone employed in a job or position in Wisconsin and explain how the technology helps	1. Identify the technology used by someone employed in a job or position in Wisconsin and explain how the technology helps	1.a. Attend to the use/demonstration of technology within their environment 1.b. Point to tools used within their environment 1.c. Identify tools used in the classroom/school by teachers 1.d. Match a tool's technology with its function 1.e. Explain how they use technology within their environment	
G.4.2. Discover what changes in technology have occurred in a career chosen by a parent, grandparent, or an adult friend over a long period of time	1. Discover what changes in technology have occurred in a career chosen by a parent, grandparent, or an adult friend over a long period of time	1.a. Participate in hands-on experiences showing technological change in given careers 1.b. Make models or collages depicting old and new technologies 1.c. Describe technological changes in careers within their environment	
G.4.3. Determine what science discoveries have led to changes in technologies that are being used in the workplace by someone employed locally	1. Determine what science discoveries have led to changes in technologies that are being used in the workplace by someone employed locally	1.a. View technology at local work sites 1.b. Examine discoveries leading to technology used in their environment 1.c. Sequence pictures of discovery development 1.d. Match pictures of discoveries to present technologies	

G.4.4. Identify the combinations of simple machines in a device used in the home, the workplace, or elsewhere in the community	1. Discover simple machines in their environment	1.a. Experience simple machines by using or observing machines in their environment 1.b. List all the classroom's simple machines 1.c. Categorize objects into groups of simple machines 1.d. Name simple machines used at home	
G.4.5. Ask questions to find answers about how devices and machines were invented and produced	1. Participate in making simple machines	1.a. Observe construction of simple machines 1.b. Choose objects included as parts of a simple machine 1.c. Ask questions about simple machines, technology function, and use	

H. SCIENCE IN SOCIAL AND PERSONAL PERSPECTIVES

Content Standard: Students in Wisconsin will use scientific information and skills to make decisions about themselves, Wisconsin, and the world in which they live.

Rationale: An important purpose of science education is to give students a means to understand and act on personal, economic, social, political, and international issues. Knowledge and methodology of the earth and space, life and environmental, and physical sciences facilitate analysis of topics related to personal health, environment, and management of resources, and help evaluate the merits of alternative courses of action.

Performance Standards: ***By the end of grade four students will:***	***Sample Alternate Performance Indicators:*** **(1-3 per standard)**	***Sample Performance Activities/Tasks:*** **(1-2 per indicator)**	***Reliable and Representative Sources of Data (WS/DO/RR/T/ Other)***
H.4.1. Describe how science and technology have helped, and in some cases hindered, progress in providing better food, more rapid information, quicker and safer transportation, and more effective health care	1. Describe how science and technology have helped, and in some cases hindered, progress in providing better food, more rapid information, quicker and safer transportation, and more effective health care	1.a. Participate in bus transportation, independent mobility training, and other means of transportation 1.b. Participate in activities using old and new technologies/procedures (e.g., make ice cream) 1.c. Make collages showing old and new ways of doing activities 1.d. Make a pictorial timeline of technological development 1.e. Describe how activities were formerly done (e.g.,10, 20, 50 years ago)	
H.4.2. Using the science themes, identify local and state issues that are helped by science and technology and explain how science and technology can also cause a problem	1. Explore how science can help and can cause problems in their environment	1.a. Participate in activities demonstrating the good and bad effects of science/technology 1.b. Categorize pictures according to the good and bad effects of technology in our environment 1.c. Name the good and bad effects of technology in our environment 1.d. Provide examples of how science/ technology has made it possible to spray and kill insects, and make fruits and vegetables last longer, and how this can be harmful to people	
H.4.3. Show how science has contributed to meeting personal needs, including hygiene, nutrition, exercise, safety, and	1. Show how science has contributed to meeting personal needs, including hygiene, nutrition, exercise, safety, and	1.a. Use science/technology in everyday needs 1.b. Discriminate technological tools used for daily tasks	

health care	health care	1.c. Identify or describe technological needs for daily function 1.d. List ways that science/technology contribute to meeting daily needs	
H.4.4. Develop a list of issues that citizens must make decisions about and describe a strategy for becoming informed about the science behind these issues	1. Be exposed to a variety of technologies for possible use now and in the future	1.a. Participate in demonstrations of technology 1.b. Respond positively or negatively to the use of technology 1.c. Describe future personal needs in the area of personal technology 1.d. Ask questions about future technological needs and the technology available	

SOCIAL STUDIES

A. Geography: People, Places, and Environments

Content Standard: Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments.

Rationale: Students gain geographical perspectives on the world by studying the earth and the interactions of people in which places where they live, work and play. Knowledge of geography helps students to address the various cultural, economic, social, and civic implications of life in earth's many environments. In Wisconsin schools, the content, concepts, and skills related to geography may be taught in units and courses that deal with geography, history, global studies, anthropology, sociology, psychology, current events, and world religions.

Performance Standards: ***By the end of grade four students will:***	***Sample Alternate Performance Indicators:*** **(1-3 per standard)**	***Sample Performance Activities/Tasks:*** **(1-2 per indicator)**	**Sources of Data**
A.4.1. Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface	1. Identify vertical and horizontal lines	1.a. Point to horizontal (across) and vertical (up/down) lines on a paper	
	2. Recognize/differentiate different shapes and figures	2.a. Match different shapes	
		2.b. Sort balls and blocks into appropriate containers	
	3. Identify representations of the earth's surface	3.a. Point to and identify various geographical features (e.g., earth, mountains, rivers) on a globe or map	
	4. Point to different directions	4.a. Point out directions on a map or paper (e.g., north, south, east, west)	
		4.b. Locate a compass rose on a map	
	5. Demonstrate up and down, left and right	5.a. Show their left or right hand/foot upon command	
		5.b. Put gloves and shoes on the correct hands/feet	
A.4.2. Locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms; natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders	1. Differentiate between water and land on a map or globe	1.a. Point to water or land on a map or globe	
	2. Locate the United States on a map or globe	2.a. Point to the United States on a map or globe	
	3. Locate a mountain range on a map	3.a. Touch a relief map and point to and/or name a mountain	

	or globe	range	
A.4.3. Construct a map of the world from memory, showing the location of major land masses, bodies of water, and mountain ranges	1. Identify color codes for a map key 2. Place continents and oceans on a map of the world	1.a. Color land and water on a blank world map (e.g., make water blue, land green) 2.a. Complete a world puzzle of the world showing continents and oceans	
A.4.4. Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters	1. Discriminate between various types of houses 2. Differentiate between a farm and a city	1a. Match habitats with people, animals, insects, etc 2.a. Sort pictures of objects found on a farm or in a city, and identify where they are located (name place)	
A.4.5. Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world	1. Identify common community locations 2. Relate their home addresses	1.a. Point to pictures of places where the students would eat, shop, play, or worship 2.a. Tell/write/sign their addresses, telephone number, and give directions to another individual	
A.4.6. Identify and distinguish between predictable environmental changes, such as weather patterns and seasons, and unpredictable changes, such as floods and droughts, and describe the social and economic effects of these changes	1. Participate appropriately during a fire drill 2. Choose appropriate clothing for the weather	1.a. Follow safety rules for fire alarms and tornado warnings 2.a. Point to/say/match appropriate clothing when given choices (e.g., choices based on weather/activities, employment)	
A.4.7. Identify connections between the local community and other places in Wisconsin, the United States, and the world	1. Name the city/town/village, state, country where they live 2. Recognize the shape of the state of Wisconsin 3. Recognize similar landmarks in neighboring communities	1.a. Communicate their city/town/village, state, and country 2.a. Select the shape of the state of Wisconsin from among two to five shapes 3.a. Select pictures of landmarks (e.g., parks, gas stations, churches, restaurants, stores, malls) that can be found in their community or neighboring communities	
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A.4.8. Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment	1. Distinguish between natural and man-made objects 2. Discuss reasons for changes in natural and man-made environments	1.a. List or identify natural or man-made objects found outside 1.b. Sort pictures into natural or man-made categories 2.a. After visiting a site, discuss the effects that the man-made changes have on the community: -landfill -construction site -location of a fire -park	
A.4.9. Give examples to show how scientific and technological knowledge has led to environmental changes, such as pollution prevention measures, air-conditioning, and solar heating	1. Identify technical systems that change the environment (e.g., air conditioners, heaters, fans) 2. Select appropriate technology for the weather. 3. Use appropriate technology in their home or school setting 4. Identify recyclable materials	1.a. Compare the classroom with the air-conditioned office and choose where they would rather be on a hot day 2.a. Match pictures of weather with pictures of the appropriate technological devices (e.g., snow/shovel) 3.a. Use a remote control, computer, light switch, fan, and thermostat to make changes in their environment 4.a. Sort paper, glass, and aluminum into proper containers for recycling	

B. History: Time, Continuity, and Change

Content Standard: Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.

Rationale: *Students* need to understand their historical roots and how past events have shaped their world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Reconstructing and interpreting historical events provides a needed perspective in addressing the past, the present, and the future. In Wisconsin schools, the content, concepts, and skills related to history may be taught in units and courses in United States and world history, global studies, geography, economics, anthropology, sociology, psychology, current events, and the humanities.

Performance Standards: ***By the end of grade four students will:***	***Sample Alternate Performance Indicators:* (1-3 per standard)**	***Sample Performance Activities/Tasks:* (1-2 per indicator)**	***Reliable and Representative Sources of Data (WS/DO/RR/T/ Other)***
B.4.1. Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts	1. Give examples of the past, present, and future 2. Categorize pictures or objects as old or new, and past or present	1.a. Participate in daily calendar activities (e.g., post date, birthdays, future events, what we did yesterday) 1.b. Sort pictures by past, present, and future (e.g., baby pictures, class pictures, family albums, graduation photos) 2.a. Sequence pictures by past, present and future/before, now, and after (using baby pictures, class pictures, family albums) 2.b. Point out the newer/older of two objects presented (e.g., child, grandparent; old car, new car; fossil, seashell)	
B.4.2. Use a timeline to select, organize, and sequence information describing eras in history	1. Place events on a timeline	1.a. Place significant school year events on a timeline (e.g., daily, weekly, or monthly) 1.b. Construct a personal timeline depicting birth to present	
B.4.3. Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important	1. Identify famous historical figures and their contributions to society 2. Identify family or community figures and their contributions to society	1.a. Match a picture of a person to the activity that made him/her famous (e.g., George Washington, first president; Henry Aaron, baseball; Abraham Lincoln, slavery) 2.a. Bring photos of parents and grandparents to school and give a short description of something each has done	

historical events			
B.4.4. Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups	1. Identify the conveniences that are available today that were not present when their ancestors lived	1.a. Participate in activities that can be completed without the use of modern conveniences such as electricity, running water, calculators, and computers	
B.4.5. Identify the historical background and meaning of important political values such as freedom, democracy, and justice	1. Indicate if something is fair or unfair 2. Explain the meanings of freedom, democracy, and justice	1.a. Roleplay an unfair situation in the classroom (e.g., teacher hands out ice cream to only some children, some children are allowed to play, others are not) 2.a. Roleplay situations/select rules and consequences to demonstrate the concepts of freedom, democracy, and justice	
B.4.6. Explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the United States flag and the state flags	1. Celebrate national holidays in an appropriate manner 2. Show proper respect for the flag and national symbols.	1.a. Participate in classroom celebrations by listening to stories, coloring pictures, and matching holidays to objects 2.a. Stand and place their hand over their heart when the Pledge of Allegiance is recited or the National Anthem is sung, or cooperate with assistance	
B.4.7. Identify and describe important events and famous people in Wisconsin and United States history	1. Participate in historical and ethnic celebrations	1.a. Participate in field trips to historical sites, reenactments, or celebrations in the local community and/or throughout the state	
B.4.8. Compare past and present technologies related to energy, transportation, and communications, and describe the effects of technological change, either beneficial or harmful, on people and the environment	1. State the benefits of assistive technology devices and transportation devices 2. Compare past and present methods of preparing	1.a. React when assistive technology devices and transportation devices are removed 2.a. Compare various methods of doing tasks	

B.4.9. Describe examples of cooperation and interdependence among individuals, groups, and nations	1. Complete a group class activity	1.a. Ask for help when needed to complete an activity (e.g., assemble puzzle when each person has a piece, move a rug as a team, play a parachute game)	
B.4.10. Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin	1. Identify various traditional Native American dress and customs	1.a. Discriminate pictures of traditional American Indian culture from similar modern pictures or objects	

C. Political Science and Citizenship: Power, Authority, Governance, and Responsibility

Content Standard: Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.

Rationale: Knowledge about the structures of power, authority, and governance and their evolving functions in contemporary society is essential if young citizens are to develop civic responsibility. Young people become more effective citizens and problem solvers when they know how local, state, and national governments and international organizations function and interact. In Wisconsin schools, the content, concepts, and skills related to political science may be taught in units and courses dealing with government, history, law, political science, global studies, civics, and current events.

Performance Standards: ***By the end of grade four students will:***	***Sample Alternate Performance Indicators:* (1-3 per standard)**	***Sample Performance Activities/Tasks:* (1-2 per indicator)**	***Reliable and Representative Sources of Data (WS/DO/RR/T/ Other)***
C.4.1. Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity	1. Complete assigned jobs daily 2. Attend school daily except when they have legitimate excuses 3. Recognize and apply school rules	1.a. Complete classroom jobs such as collecting lunch tickets and emptying wastebaskets 2.a. Respond when attendance is taken 3.a. Obey school rules	
C.4.2. Identify the documents, such as the Declaration of Independence, the Constitution, and the Bill of Rights, in which the rights of citizens in our country are guaranteed	1. Demonstrate an understanding of the rights of citizens	1.a. Share and take turns with others in the class 1.b. Stand in line	
C.4.3. Explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation	1. Acknowledge the need for classroom rules 2. Understand that positive and negative consequences result from their actions	1.a. Develop and follow classroom rules as part of a team 2.a. Work with the teacher to develop positive/negative consequences of keeping and breaking classroom rules	

C.4.4. Explain the basic purpose of government in American society, recognizing the three levels of government	1. Explain the basic purpose of government 2. Identify government leaders at the local, state, and federal levels	1.a. Roleplay the results of lack of structure in a given situation 2.a. Match a picture of the local mayor to the city, the governor to the state, and the president to the nation	
C.4.5. Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community	1. Relate their needs and wants to the classroom teacher or other appropriate individuals 2. Describe why voting is important	1.a. Advocate for themselves (e.g., ask for help when needed) 2.a. Vote in a class/school election 2.b. Visit a polling place	
C.4.6. Locate, organize, and use relevant information to understand an issue in the classroom or school, while taking into account the viewpoints and interests of different groups and individuals	1. Identify an issue in the classroom or school 2. Make an appropriate choice among several options	1.a. Report situations that make them happy/unhappy 2.a. Discuss the options of a situation with a peer (e.g., have a group decide how to share a food item)	

D. Economics: Production, Distribution, Exchange, Consumption

Content Standard: Students in Wisconsin will learn about production, distribution, exchange, and consumption so they can make informed economic decisions.

Rationale: Individuals, families, businesses, and governments must make complex economic choices as they decide what goods and services to provide and how to allocate limited resources for distribution and consumption. In a global economy marked by rapid technological change, students must learn how to be better producers, consumers, and economic citizens. In Wisconsin schools, the content, concepts, and skills related to economics may be taught in units and courses including economics, history, government, global studies, and current events.

Performance Standards: ***By the end of grade four students will:***	***Sample Alternate Performance Indicators:* (1-3 per standard)**	***Sample Performance Activities/Tasks:* (1-2 per indicator)**	***Reliable and Representative Sources of Data (WS/DO/RR/T/ Other)***
D.4.1. Describe and explain the role of money, banking, and savings in everyday life	1. Name and give the value of coins and currency	1.a. Point to a coin/currency named 1.b. Say the name of a coin/currency presented 1.c. State the value of a coin/currency	
	2. Save coins or tokens for future purchases	2.a. Earn monetary tokens by completing real work/tasks 2.b. Use/redeem these tokens for future purposes	
	3. Purchase items or services that cost more than could be earned in one day	3.a. Count money/tokens daily 3.b. Deposit money/tokens to save for larger purchases 3.c. Make a purchase with the money/tokens saved	
D.4.2. Identify situations requiring an allocation of limited economic resources and appraise the opportunity	1. Develop a plan to make a purchase in the future	1.a. Choose items/services that they wish to purchase 1.b. Determine the cost of an item and a saving program to make the purchase, with assistance	

cost (for example, spending one's allowance on a movie will mean less money saved for a new video game)			
D.4.3. Identify local goods and services that are part of the global economy and explain their use in Wisconsin	1. Name or identify a local product or service that is sold outside of the state or nation 2. Name products used as part of their daily lives	1.a. Visit a local business with international sales (e.g., Harley Davidson, Wisconsin cheese, ginseng, bratwurst, cranberries, cherries, paper products, trucking) 2.a. Make a collage of pictures of Wisconsin-produced items that they use in their daily lives	
D.4.4. Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient	1. Identify the skills needed to complete a job at school 2. Identify a job in local business and industry and list the skills needed for that job	1.a. Identify and increase prevocational skills needed to complete their daily work (e.g., following directions, being on time, working with others, attending to task) 2.a. Participate in employment tours and job awareness activities 2.b. Participate in job shadowing, with assistance if necessary 2.c. Participate in supported employment	
D.4.5. Distinguish between private goods and services (e.g., the family car or a local restaurant) and public goods and services (e.g., the interstate highway system or the United States Postal Service)	1. Choose between public-and privately-owned goods and services	1.a. List things that belong to their families (e.g., car, home, family album) and services that their families provide (e.g., cleaning of home, preparation of meals) 1.b. List things that belong to the public and services that are provided to everyone by the (local, state, federal) government 1.c. Identify their personal belongings (e.g., coat, hat, or book bag) 1.d. Return classroom materials to their proper location	

D.4.6. Identify the economic roles of various institutions, including households, businesses, and government	1. Identify the source of their household income 2. List household expenses 3. Identify local businesses and government agencies that provide goods and services	1.a. Tell where their parents work and what their occupations are 2.a. Choose pictures (e.g., rent, food, clothing) 3.a. Give two or more examples of items or services that can be purchased at a local business or government agency (e.g., food from grocery store, stamps from post office)	
D.4.7. Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world	1. Identify activities that promote the public good 2. Describe the effects of activities that do not promote the public good	1.a. Participate in activities to help others (e.g., recycling, food drives, charity fundraisers) 2.a. Select pictures and differentiate between conservation and waste, and pollution and clean water	

E. The Behavioral Sciences: Individuals, Institutions, and Society

Content Standard: Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

Rationale: Learning about the behavioral sciences helps students to understand people in various times and places. By examining cultures, students are able to compare our ways of life and those of other groups of people in the past and present. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. Knowledge of the factors that contribute to an individual's uniqueness is essential to understanding the influences on self and on others. In Wisconsin schools, the content, concepts, and skills related to the study of psychology, sociology, and anthropology may be taught in units and courses dealing with anthropology, sociology, psychology, government, history, geography, civics, global studies, current events, and the humanities.

Performance Standards: ***By the end of grade four students will:***	***Sample Alternate Performance Indicators:* (1-3 per standard)**	***Sample Performance Activities/Tasks:* (1-2 per indicator)**	***Reliable and Representative Sources of Data (WS/DO/RR/T/ Other)***
E.4.1. Explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning	1. Use prior knowledge to complete tasks or activities 2. Explain connections between a new activity and things that were done in the past that might help them perform this new activity	1.a. Demonstrate previously learned skills (e.g., feeding, dressing, self care) 1.b. Use previous experience to complete a novel task (e.g., computer program, new book) 2.a. List experiences or skills that they think will help them to complete a task	
E.4.2. Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development	1. Identify common characteristics of family members 2. Give examples of ways in which activities at home have prepared them for school	1.a. Compare pictures of family members and list similarities and differences 2.a. List things that family members have done to help the students to succeed in school (e.g., bedtime stories, household tasks, family stories, homework)	
E.4.3. Describe how families are alike and different, comparing characteristics such	1. Describe how families are alike and different	1.a. List their family members 1.b. Compare their families with those of a their classmates and	

as size, hobbies, celebrations, where families live, and how they make a living		state similarities and differences (e.g., size, hobbies, celebrations, homes, and occupations)	
E.4.4. Describe the ways in which ethnic cultures influence the daily lives of people	1. Explore various ethnic cultures and their customs 2. List their family traditions and celebrations	1.a. Sample various ethnic foods 1.b. Participate in activities based on other cultures 1.c. Draw pictures of their families and label the members 2.a. Communicate how they celebrate family traditions by using a family drawing or pictures, etc.	
E.4.5. Identify and describe institutions such as school, church, police, and family, and describe their contributions to the well being of the community, state, nation, and global society	1. Give examples of community helpers	1.a. Name community helpers (e.g., policeman, fireman, minister, teacher) 1.b. List the duties of each community helper and the helper's impact on others 1.c. Visit community helpers in their work environment	
E.4.6. Give examples of group and institutional influences such as laws, rules, and peer pressure on people, events, and culture	1. Give examples of laws and rules that people have to follow 2. Give examples of peer pressure	1.a. List laws and rules that help keep people safe,(e.g., stop sign, school rules, home rules, bus rules) 1.b. List possible class rules to help everyone be safe and learn 2.a. Name a peer who has a positive effect on their behavior 2.b. List ways to handle negative peer pressure	
E.4.7. Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior	1. Explain different ways that people can react to the same situation	1.a. Roleplay a situation trying several possible reactions (e.g., hitting, joining in, asking for help, accepting criticism, following directions)	
E.4.8. Describe and distinguish among the values and beliefs of different groups and	1. Describe the reactions of their peers to their handicaps	1.a. Discuss individual differences, including disabilities, in pairs or small groups	

nstitutions	2. Discuss the benefits and/or disadvantages of an inclusive school environment	2.a. List things they like and dislike about being with their peers in the school setting	
E.4.9. Explain how people learn about others who are different from themselves	1. Explain how people learn about others who are different from themselves	1.a. Read or listen to books about people who are different 1.b. Interact with people who are different from themselves (e.g., different culture, age)	
E.4.10. Give examples and explain how the media may influence opinions, choices, and decisions	1. Discuss how the media can influence people to buy things that they do not need or cannot afford 2. Give examples of ways the media promotes violence, smoking and drinking	1.a. Match television commercials with products and services 1.b. Cut out ads for products and compare them 2.a. Make a collage of ads and sort products by their likes and dislikes	
E.4.11. Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures	1. Give examples of stories, songs, or art projects that help them understand different people	1.a. Read or listen to stories from other countries or cultures and discuss the similarities and differences 1.b. Sing or listen to songs from other cultures or in other languages 1.c. Develop an art project or obtain information regarding art from another culture	
E.4.12. Give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens	1. Name people who have made differences in their lives 2. Name a famous person and tell what they did	1.a. Tell how someone that they know has had an impact on their lives 2.a. Cut out a newspaper article or picture that describes a famous person	
E.4.13. Investigate and explain similarities and differences in ways that cultures meet human needs	1. Identify different ways that cultures meet the needs of shelter, food, clothing, and respect	1.a. Choose a culture and describe how it provides shelter, food, clothing, and respect	
E.4.14. Describe how differences in cultures may lead to understanding or	1. Explain how the same thing can mean different things in different cultures or situations	1.a. Roleplay the way various cultures greet each other or participate in an activity that gives exposure to various traditions	

misunderstanding among people			
E.4.15. Describe instances of cooperation and interdependence among individuals, groups, and nations, such as helping others in famines and disasters	1. Describe how people help each other in times of trouble	1.a. Contribute to a food drive 1.b. Collect pictures or articles about people helping each other 1.c. Discuss ways to help others during an emergency (e.g., power outage, snowstorm)	

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