



Welcome to Third & Fourth Grade

Curriculum performance standards were developed for each grade level that will lead students to specific fourth grade academic goals. In first grade, students will a variety of strategies and word recognition skills, including rereading, finding on text clues, applying their knowledge of letter-sound relationships, and analyzing word structure.

Students will create or produce writing to communicate with different audiences for a variety of purposes and write non-fiction 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. They will develop their vocabulary of words, phrases, and idioms as a means of improving communication.

Students will learn about geography through the study of the relationships among people, places and environments. Students gain geographical perspective on the world by studying the earth and the interactions of people with places where they live, work and play.

Students 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.

They will also 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. 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. They will study the economy and production, distribution, exchange and consumption so that they can make informed economic decisions.

Students 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. Learning about the behavioral sciences helps students to understand people in various times and places.

Science is a system and should be seen as a single discipline rather than a set of separate disciplines. Students will understand science better when they connect and integrate these unifying themes into what they know about themselves and the world around them. Students will understand that science is ongoing and inventive, and that scientific understandings have changed over time as new evidence is found.

Students 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 non-routine problems. 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. Students will be able to use geometric concepts, relationships and procedures to interpret, represent and solve problems. 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.

Reading and Literature

Students will:

- ♦ Reread text to clarify/verify what is read, read an unknown word, make corrections, increase fluency.
- ♦ Use context clues to read an unknown word and determine the meaning of multiple meaning words.
- ♦ Use letter/sound relationship to read words.
- ♦ Use grade appropriate sight vocabulary when reading.
- ♦ Use vowel pairs and phonograms to read words.
- ♦ Use long and short vowels.
- ♦ Use endings to read/understand words.
- ♦ Recognize base words with prefixes and suffixes.
- ♦ Read and understand synonyms and antonyms.
- ♦ Read and understand compound words.
- ♦ Identify word syllables and their syllabic divisions.
- ♦ Infer the meaning of unfamiliar words in the context of a passage by examining known words, phrases and structures.
- ♦ Demonstrate phonemic awareness to pronounce and understand unfamiliar words and text.
- ♦ Comprehend reading by using strategies such as activating prior knowledge, self-correcting and self-monitoring, rereading, 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.
- ♦ Interpret graphic aids: charts, tables, graphs, maps, diagrams.
- ♦ Use and apply information from captions.
- ♦ 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, and appreciating 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.
- ♦ 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.
- ♦ Demonstrate the ability to integrate general knowledge about the world and familiarity with literary and non-literary texts when reflecting upon life's experiences.
- ♦ Identify and summarize main ideas and key points from literature, informational texts, and other print and non-print sources.
- ♦ Distinguish fiction from nonfiction, realistic fiction from fantasy, biography from autobiography, and poetry from prose.
- ♦ Select a variety of materials to read for discovery, appreciation, and enjoyment, summarize the readings and connect them to prior knowledge and experience.
- ♦ Summarize key details of informational texts, connecting new information to prior knowledge.
- ♦ Identify a topic of interest, then seek information by investigating available text resources.

Writing

Students will:

- ♦ Write a clear summary of a non-fiction piece including facts and details in correct sequence.

- ♦ Write a detailed informational piece with a beginning, middle, and ending paragraph.
- ♦ Write a research report which conveys organization of essential facts and details.
- ♦ Compare and contrast facts using venn diagrams or other graphic organizers to write a two paragraph, non-fiction piece.
- ♦ Use the writing process to:
 - ♦ Write an organized, personal narrative with details, and/or dialogue, using personal voice.
 - ♦ Write an organized, descriptive piece using details.
 - ♦ Write friendly and business letters.
- ♦ Complete readers log in response to reading.
- ♦ Write creative pieces (poetry, fiction, and plays employing basic aesthetic principles appropriate to each genre.
- ♦ Write a fictional story with plot and supporting details using the writing process.
- ♦ Author original poems (rhyming and non-rhyming) using basic poetic principles.
- ♦ Write a simple play.
- ♦ Write in a variety of situations (timed and untimed, at school and at home) and adapt strategies, such as revision and the use of reference materials, to the situation.
- ♦ Write constructed response-type answers for questions in all subjects.
- ♦ Write in timed and untimed situations in a variety of settings.
- ♦ Write using more than one reference resource.
- ♦ Write revisions using self, peer and/or adult guidance demonstrating improved knowledge of the writing process.
- ♦ Use a variety of writing technologies, including pen and paper as well as computers.
- ♦ Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation.
- ♦ 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.
- ♦ Generate ideas through a variety of graphic organizers to plan writing.
- ♦ Use proper sequencing with appropriate terms when writing stories.
- ♦ Create multiple drafts and publish a final product.
- ♦ Participate in group writing.
- ♦ Use the writing process in all written genre to fulfill a specific purpose for communicating with a specific audience.
- ♦ Explain the extent and reasons for revision in conference with a teacher.
- ♦ Understand that writings can be improved through changes.
- ♦ Discuss suggestions, extent and reasons to revise writing with 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.
- ♦ Given a writing assignment to be completed in a limited amount of time, will produce a well-developed, well-organized, and effective response in correct English and an appropriate voice.
- ♦ Understand and use parts of speech effectively, including nouns, pronouns, and adjectives.
- ♦ Understand and use common and proper nouns, singular and plural nouns, and possessive nouns and pronouns.
- ♦ Identify and use adjectives as descriptors and comparisons in daily writing.
- ♦ Use adverbials effectively, including words and phrases.
- ♦ Identify and use verbs and adverbs correctly: past, present, irregular, descriptors, helping verbs, contractions.
- ♦ Employ principals of agreement related to number, gender, and case.
- ♦ Capitalize proper nouns, titles, and initial words in sentences.
- ♦ Use punctuation marks and conjunctions, as appropriate, to separate sentences and connect independent clauses.
- ♦ Use commas correctly to punctuate appositives and lists.
- ♦ Spell grade level high frequency words correctly.
- ♦ Use word walls as a reference when spelling words.
- ♦ Use rules, patterns, and sounds to spell correctly.
- ♦ Use word order and punctuation marks to distinguish statements, questions, exclamations, and commands.

Oral Language

Students will:

- ♦ Identify and discuss criteria for effective oral presentations including such factors as eye contact, projection, tone, volume, rate, and articulation.
- ♦ Demonstrate criteria for effective oral presentations including factors such as: eye contact, tone, volume, rate and articulation when speaking to different audiences.
- ♦ Read effectively from previously read material.
- ♦ Speak from notes or a brief outline, communicate precise information and accurate instructions in 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.
- ♦ Perform dramatic readings and presentations.
- ♦ Distinguish between fact and opinion and provide evidence to support their choice.
- ♦ State a fact and an opinion.
- ♦ Listen to and demonstrate ability to follow oral 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 content to prior knowledge, and answer various types of factual and interpretive questions about the stories.
- ♦ Listen to a story, relate story content to prior knowledge and answer factual and simple interpretative questions.
- ♦ 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.
- ♦ 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 ideas and opinions of others and respond thoughtfully while participating in discussions.
- ♦ Ask for clarification and explanation of unfamiliar words and ideas.
- ♦ Summarize information conveyed through discussion.

Language Arts

Students will:

- ♦ 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.
- ♦ Identify various styles and purposes of oral and written language and learn to communicate effectively in commonly occurring situations.
- ♦ Describe and give examples of variations in American English that appear in different social, cultural, regional and professional environments.

Media & Technology

Students will:

- ♦ Operate common computer hardware and software.
- ♦ Demonstrate correct use of cut, copy, paste, insert, select, icon.
- ♦ Use basic word-processing, graphics, and drawing programs.
- ♦ Edit a previously prepared word processing document.
- ♦ Create, save, copy, move files (At-Ease prohibits deleting and moving files).
- ♦ Access information using electronic reference resources, such as library catalog, encyclopedias, almanacs, and indexes.
- ♦ Send and receive e-mail message to teacher approved address (i.e. keypad, author, etc.).
- ♦ Identify the appeal behind products and messages promoted via media.
- ♦ Recognize basic propaganda techniques.
- ♦ Identify images and symbols central to particular messages.

- ♦ Write news articles using who, what, when, where, why.
- ♦ Create simple advertising messages and graphics appropriate for familiar media.
- ♦ Prepare and perform and/or record a simple script cooperatively.
- ♦ Assist with making school announcements.
- ♦ Make distinctions between messages presented on radio, television, and in print.
- ♦ Identify how messages are adjusted for different audiences.
- ♦ Identify sales approaches and techniques aimed at children.
- ♦ 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.

Research and Inquiry

Students will:

- ♦ 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, non-print, and electronic sources.
- ♦ Recognize, record, organize, and acknowledge information pertinent to a project, accurately blending discoveries into answers.
- ♦ Present the results of inquiry, reporting and commenting on the substance and process of learning, orally and in writing, using appropriate visual aids.

Social Studies

Geography: People, Places and Environments

Students will:

- ♦ Use appropriate data sources such as atlases, databases, charts and graphs to generate information.
- ♦ Locate and identify the 50 states and territories of the United States of America.
- ♦ Identify major cities, rivers, bodies of water and other geographic features in Wisconsin.
- ♦ Estimate distance and calculate scale between different landmarks in our state and region.
- ♦ Use Wisconsin maps in grid form to identify major cities / latitude & longitude.
- ♦ Interpret information from maps to describe the physical and human geography of our state and region.
- ♦ Locate and label important Wisconsin cities on an outline map of the state.
- ♦ Construct a map of Wisconsin identifying the 5 major regions and bodies of water.
- ♦ Create a map overlay of Wisconsin showing geographical regions, major cities, landmarks or local points of interest.
- ♦ Recognize how the physical environment of different Native American tribes influenced their use of land, construction of shelters, meeting of basic needs and settlement patterns.
- ♦ Use atlases and different databases to gather information about local communities and compare it with other locations within our state and region.
- ♦ Organize quantitative geographic information into bar, pie or line graphs.
- ♦ Compare the natural hazards that occur in Wisconsin with other states and regions in terms of magnitude, frequency and effect on people.
- ♦ Identify how a crop grown in southeastern Wisconsin is connected with other parts of our state and nation and world.
- ♦ Ask questions about geographic problems in Wisconsin such as traffic, land use, environmental protection, recycling or housing and then summarize their findings in oral statements, maps or graphs.
- ♦ Draw inferences from information presented in a variety of maps and other sources to explain the long-term effects a logging operation might have on an environmental system.
- ♦ Give examples to show how scientific and technological knowledge has led to environmental changes, for example, pollution prevention measures, air-conditioning, solar heating and conservation of resources.
- ♦ Conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment

History: Time, Continuity and Change

- ♦ Examine and formulate questions about early records, diaries, family photographs, artifacts or architectural drawings in order to describe family life in Wisconsin long ago.

- ♦ Develop a timeline to sequence the creation of famous inventions that impacted life in Wisconsin, for example, agricultural equipment.
- ♦ Compare different stories about a historical figure or event and analyze the perspective used in the descriptions.
- ♦ 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
- ♦ Interpret the importance of songs, symbols and slogans that demonstrate freedom of expression, democracy and justice in our democratic republic, for example, the Pledge of the Allegiance, the National Anthem and the Wisconsin Flag.
- ♦ Draw upon visual and other data to identify symbols, slogans, or mottoes, and research why they represent Wisconsin.
- ♦ Explain how the ideas of significant people and major events affected the history of Wisconsin and the United States.
- ♦ Identify and describe various technologies developed to advance agriculture in Wisconsin, for example, pesticides, herbicides, new seed varieties and improved farm machinery.
- ♦ Investigate the impact that division of labor and specialization has had on economic interdependence in Wisconsin's manufacturing and agricultural production.
- ♦ Select and research the history, culture, sovereignty, tribal government and current status of one of the following: Ho-Chunk (Winnebago), Menominee, Potawatomi, Oneida, Chippewa (Ojibwa), Stockbridge-Munsee, Sauk, and Fox or Dakota.
- ♦ Analyze the ways in which American Indian lives were changed by European settlement of Wisconsin and ways in which they continued to be the same.

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

- ♦ Identify and describe factors that contribute to cooperation and cause dispute within and among groups and nations such as Native American Tribes, American Revolution, and Civil War.
- ♦ Cite examples and describe the importance of cultural unity and diversity in our community, state and nation.
- ♦ Recognize the purpose and importance of the Declaration of Independence, the Constitution and the Bill of Rights.
- ♦ Identify rights and responsibilities of United States citizens.
- ♦ Describe the process of how a bill becomes a law in Wisconsin.
- ♦ Explain how government makes it possible for people working together to accomplish goals they could not achieve alone.
- ♦ List and describe the important services Wisconsin provides its citizens through taxation. (DNR, education, roads, licensing, and state parks).
- ♦ Compare purposes of local, state and national government.
- ♦ Identify and explain the similarities and differences among the three branches of government at the state and national level.
- ♦ Understand the importance of voting and becoming involved at the local, state and national levels.
- ♦ Locate, organize and use relevant information to recognize differences in viewpoints on classroom or school issues.

Economics: Production, Distribution, Exchange, Consumption

Students will:

- ♦ Recognize how forms of currency have changed over time (i.e., trading, bartering, common currency, checking, credit cards, debit cards).
- ♦ Describe the benefits of budgeting and its relationship to saving money.
- ♦ Recognize the impact of economic decisions on a person's budget.
- ♦ Describe a situation that requires a choice, make a decision and identify the opportunity cost.
- ♦ Give examples of how different regions of the United States specialize in the production of goods and services to be economically profitable.
- ♦ Compile and describe common products in Wisconsin (i.e., dairy products, paper products, cranberries, Johnson products, Case International).
- ♦ Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient.
- ♦ Recognize that private goods and services are provided by businesses to make a profit.

- ♦ Recognize that public goods and services are funded through the taxes paid by the citizens.
- ♦ Explain the functions of government regulation on products and services (i.e., FDA, USDA, tobacco regulations, EPA).
- ♦ Describe how decisions students make concerning recycling affect people in Wisconsin, the United States and world.

The Behavioral Sciences: Individuals, Institutions and Society

Students will:

- ♦ Explain how prior knowledge, motivation, capabilities and personal interests influence learning.
- ♦ Distinguish between the ways of life of different people living in Wisconsin and various regions of the United States.
- ♦ Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living.
- ♦ Describe how ethnic traditions of Native Americans influence their daily lives.
- ♦ Discuss how schooling in Wisconsin has changed over the last 100 years and predict how it will be similar and different in the year 2050.
- ♦ Explain the influence of European immigration/migration on the cultural make up of Wisconsin.
- ♦ Describe the impact of ongoing interaction with early explorers on the daily lives of Wisconsin Indian tribes.
- ♦ Develop and defend a position on how Native Americans in Wisconsin may have felt about their first contact with French explorers.
- ♦ Contrast the lifestyle of contemporary Wisconsin Native Americans with their ancestors.
- ♦ List and describe research skills that can be utilized to learn about someone different from yourself.
- ♦ Use a variety of visual data, fiction and nonfiction sources and other resources to identify groups that have come to Wisconsin and generate ideas on why they came.
- ♦ Identify individuals and groups who monitor and influence the decisions and actions of their local, state or tribal governments such as the media, labor unions, PTO and Chamber of Commerce.
- ♦ Retell folk tales or other stories associated with the mining, lumbering, shipping or agricultural history of our state or region.
- ♦ Research and report on the contributions of a prominent citizen of Wisconsin who positively impacted our state, country or world.
- ♦ Examine the similarities and differences in the way the Native American culture and other cultures meet human needs.
- ♦ Discuss how cultural differences could have caused misunderstandings between Native Americans and Europeans.
- ♦ List, describe and discuss several ways students rely on others to provide needed services in their community and state, and how those services are obtained.

Science Connections

Science Themes:

- ♦ Understand how the following science themes can be applied to the natural world: measurement (weight, temperature), change (rock cycle), order (planetary order), energy (electricity), organization (properties of minerals), constancy (positive and negative charges, plant and animal needs), model (rock cycle), evidence (data), systems (digestive systems), interactions (magnetism, positive/negative charges), evolution (land form changes), form and function (plant and animal adaptations), equilibrium (phases of moon and tides).

Applying Prior Knowledge

- ♦ Decide what evidence, models, or explanations previously studied can be used to better understand what is happening now (i.e., our model and understanding of the solar system gives direction to those who are planning and developing our space program.)

Collecting Data

- ♦ Decide what data will be important to collect when planning an investigation (i.e. parts of a circuit, plant growth, nutritional values).

Connecting Themes

- ♦ Recognize when measurement (weight, temperature), change (rock cycle), order (planetary order), energy (electricity), organization (properties of minerals), constancy (positive and negative charges, plant and animal needs), model (rock cycle), evidence (data), systems (digestive systems), interactions (magnetism, positive/negative charges), evolution (land form changes), form and function (plant and animal adaptations), and equilibrium (phases of moon and tides) themes apply.

Change

- ♦ Identify things that change over time. (i.e. rock cycle, moon cycle, plant growth).

Nature of Science

Using Sources

- ♦ Use resources independently to answer science related questions and plan investigations (this benchmark can be emphasized any time a student is expected to use resources).

Contributors to Science

- ♦ Understand which individuals contributed to the topics being studied and the contributions they made.

Change in Scientific Knowledge

- ♦ Recognize that there have been changes in scientific knowledge through classroom discussions. (i.e. agriculture - advances in production, space exploration - telescope vs. exploration of Mars, technology/communication - Pony Express vs. e-mail).

Science Inquiry

Language of Science

- ♦ Give examples of form, function and equilibrium in the topics being studied.

Using Science Content

- ♦ Participate in the planning of an investigation, make predictions, make observations and offer explanations while solving science-related problems.

Using Information

- ♦ Use technology to search (internet, CD-ROMs, etc.) for answers to questions.
- ♦ Use printed materials and audio-visual materials to answer questions.
- ♦ Evaluate resources to determine if the information being provided is correct (i.e. text that says there is no water on the moon).

Using Science Equipment

- ♦ Use simple science equipment (balance scale, spring scale, hand lens, thermometer, graduated cylinder, standard and metric rulers, and computers) to collect data.
- ♦ Determine what science equipment is appropriate for use for a given science activity.

Using Data

- ♦ Use data gathered from nutrition labels to make decisions regarding the healthiness of special foods.
- ♦ Understand that data is used by scientists to develop explanations and answer questions.

Communicating Results

- ♦ Communicate the results of investigations by using age appropriate charts, graphs, drawings, verbal and written descriptions, and various other means, to display answers.

Supporting Conclusions

- ♦ Independently support conclusions with logical arguments and explanations in verbal and written form.

Further Questioning

- ♦ Following an investigation, or when reviewing the investigative work of others, students will be able to generate additional questions that could be investigated further.

Physical Science

Properties of Earth Materials

- ♦ Use scientific tools to observe and measure earth materials.
- ♦ Collect, sort, and classify earth materials according to size, weight, shape and color.

Grouping and Classifying

- ♦ Name properties of earth materials (rocks and minerals) that can be measured and described (hardness, weight, density, volume, mass).
- ♦ Classify objects according to their properties and give reasons for the groupings.

States of Matter

- ♦ Understand that substances can exist in different states-solid, liquid, gas.

Change

- ♦ Identify and describe a change related to temperature, color, speed or direction of travel within the scientific topics being studied.

Constructing Models of Change

- ♦ Construct models that illustrate a substance undergoing changes.

Objects at Rest or in Motion

- ♦ Observe and describe physical events in objects at rest or in motion.

Changes in Properties

- ♦ 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.

Light, Heat, Electricity and Magnetism

- ♦ Know that forms of matter can be touched and forms of energy cannot be touched and be able to give examples of both matter and energy.
- ♦ Explain the design of a simple electrical circuit and how it functions.

Earth and Space Science: Properties of Earth Materials

Rocks and Soils

- ♦ Describe differences between metamorphic, igneous and sedimentary rocks, identify examples of each and understand how they are formed.
- ♦ Understand that earth materials are composed of rocks and soils.
- ♦ Understand that rocks are made up of different combinations of minerals and give examples.

Physical and Chemical Properties of Earth Materials

- ♦ Show that earth materials have different physical properties, including cleavage, fracture, density, hardness, streak, luster.
- ♦ Understand that earth materials undergo physical and chemical changes.

Describing the Earth

- ♦ Be familiar with the land and water masses of Wisconsin.
- ♦ Identify and describe Wisconsin's rocks and minerals.

Objects in the Sky

Celestial Objects

- ♦ Use a model to demonstrate how the earth moves around the sun (revolution, rotation, orbit, axis).
- ♦ Compare and contrast other planets with earth.
- ♦ Explain the relationship between the earth's rotation and night and day.

Changes in Earth and Sky

Wisconsin Weather

- ♦ Describe the seasonal changes in Wisconsin's weather.
- ♦ Describe the weather in Wisconsin using terms like clouds, temperature, humidity and forms of precipitation.

Earth Patterns and Cycles

- ♦ Explain the patterns that are taking place to cause daily (night and day) yearly (seasonal), and long term changes (glacial etc.) periods.

Use of Resources

- ♦ Identify Wisconsin's natural resources and how they are used.

Human Resources

- ♦ Give examples of resources humans use in mining, forestry, farming, and manufacturing in WI and the world.

Life and Environmental Sciences

The Characteristics of Organisms

Survival Needs

- ♦ Explain how adaptations help organisms (plants and animals) meet their basic needs for water, nutrients, protection, and energy to survive.
- ♦ Understand the structure of the human digestive system and the functions of its parts.

Internal and External Cues

- ♦ Work as a group to plan plant-related investigations that illustrate the impact of internal and external cues.
- ♦ Understand how to design an investigation that includes the proper variables and controls.
- ♦ Understand that changes in the environment have different effects on different organisms.

Life Cycles of Organisms

- ♦ Explain how plants progress through their life cycle (sprouting, growth and development, reproduction or death).
- ♦ Understand that reproduction is a characteristic of all living things.
- ♦ Identify the structures of plants (stamen, pistil, etc.), types of trees (conifer, deciduous) and way seeds are distributed.
- ♦ Describe the life cycle of a plant.

Organisms and Their Environment

Living and Non-living Things

- ♦ Describe ways that living things adapt to their environment.
- ♦ Give examples of connections between living and nonliving things in various environments.
- ♦ Understand that living organisms have distinct structures and body systems that serve specific functions in their growth and survival (digestive system).

Categorization of Living Things

- ♦ Give examples of plant and animal categories and describe why the respective categories were grouped together.

Science Applications

Technology:

- ♦ Explain how technology is used by people employed in Wisconsin and how technology has improved the Wisconsin workplace.

Technology and Careers

- ♦ Identify changes in technology that have occurred over time.

Workplace Technology

- ♦ Give an example of a scientific discovery that has lead changes in local workplaces.

Simple Machines

- ♦ Identify the combinations of simple machines in a device used in the home, the workplace, or elsewhere in the community, to make or repair things, or to move goods or people

Invention and Production

- ♦ Ask questions to find answers about how devices and machines were invented and produced.

Science in Social and Personal Perspectives

Progress Through Science and Technology

- ♦ Give examples of how technology has helped and hindered progress.

Science and Issues/Problems

- ♦ Identify local and state issues that have been helped and hindered by science and technology.

Science and Personal Needs

- ♦ Give examples of how science has contributed to meeting personal needs, hygiene, nutrition, exercise, safety, and health care.

Science and Decision Making

- ♦ List science-related issues that citizens must make decisions about and strategies for becoming informed about the science behind those issues (i.e. mining issues).

MATH 4th Grade

Mathematical Processes

- Use reasoning abilities to:
 - ♦ perceive patterns
 - ♦ identify relationships
 - ♦ formulate questions for further exploration
 - ♦ justify strategies
 - ♦ test reasonableness of results
- Create and extend patterns.
- Use comparative vocabulary to express relationships of size, amount and position.
- Use the problem solving process (understand, plan, solve, check).
- Apply the following problem-solving strategies:
 - ♦ choose an operation
 - ♦ use manipulatives
 - ♦ make a chart/table
 - ♦ identify needed/extra information
 - ♦ draw a picture
 - ♦ guess and check
 - ♦ use a calculator
- Justify strategies and solution through oral and written explanation.
- Communicate mathematical ideas in a variety of ways including: words, numbers, pictures, symbols, graphs, charts, tables, diagrams, and models.
- Use appropriate mathematical vocabulary, symbols and notation with understanding based on prior conceptual work.
- Connect mathematical learning with personal experiences, personal interests, current events and other subjects.
 - ♦ see relationships between various kinds of problems and actual events
 - ♦ use mathematics as a way to understand other areas of curriculum (e.g. measurement in science, map skills in social studies)
- Use mathematics as a way to understand other areas of the curriculum (e.g. measurement in science, map skills in social studies).
- Use and apply appropriate mathematical vocabulary, numerals, notation (number sentences) and symbols.

Number Operations and Relationships

Whole Numbers

- 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., $43=40+3=30+13$)

Students will:

- ♦ Use and interpret number lines and pictorial models.
- ♦ Identify 1s, 10s, 100s, 1000s, 10,000s place value.
- ♦ Represent and explain whole numbers 0-100,000 with physical materials and verbal descriptions.
- ♦ Symbolically rename numbers (5 hundreds + 2 tens + 3 ones = 523)
- ♦ Read, write and order whole numbers to 1,000.
- ♦ Analyze the use of numbers in real-life situations (newspaper articles, cereal box, catalogs.)

Decimals

- 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., $43=40+3=30+13$)
- In problem-solving situations involving money, add and subtract decimals.
- Represent and explain decimals including tenths and hundredths with the use of money.
- Represent monetary decimals with physical materials and in written form to \$10.00.
- Calculate monetary decimals up to \$100.00 utilizing addition and subtraction.
- Identify real-life examples with a monetary value less than \$100.00.
- Compare cost of like items using store fliers and advertisements.
- Calculate the sum or difference of decimals through hundredths.

Fractions

- Compare and contrast equal and unequal parts.
- Represent and identify fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{1}{10}$, $\frac{1}{16}$).
- Represent and explain fractional parts ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{1}{3}$).
- Identify equivalent fractions for $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$.
- Compare and contrast fractions ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{8}$).
- Manipulate real-life objects and patterns blocks to show fractional parts.
- Locate and explain the use of fractions in real-life situations.
- Identify numerators and denominators.
- Add and subtract fractions with like denominators.
- Apply fraction skills to solve real-life problems.
- In problem-solving situations involving whole numbers, select and efficiently use appropriate computational procedures such as:
 - ♦ recalling the basic facts of addition, subtraction, multiplication and division
 - ♦ using mental math (e.g., $37+25$, 40×7)
 - ♦ estimation
 - ♦ selecting and applying algorithms for addition, subtraction, multiplication and division
 - ♦ using a calculator

Number Operations and Relationships

- Recall basic facts of addition, subtraction, multiplication and division.
- Use mental math when appropriate.
- Use a calculator for problem-solving situations.
- Solve two- and three-step story problems (addition, subtraction, multiplication and division).
- Write a number sentence to show a solution.
- Estimate when appropriate.
- Solve two- and three- and four-digit addition and subtraction problems; regrouping when necessary.
- Determine the number of things in a set by:
 - ♦ grouping and counting (e.g., by threes, fives, hundreds)
 - ♦ combining and arranging (e.g., all possible coin combinations amounting to thirty cents)
 - ♦ estimation, including rounding
- Determine the number of items in a set by counting and estimating.
- Round to the nearest 10 and 100.
- Apply estimation and rounding skills to solve real-life problems.
- Count by 2s, 3s, 5s, 10s, 100s.
- Combine and arrange various monetary amounts using coins and dollars.
- Employ the proper use of the decimal point, cent and dollar symbols.
- Recognize and extend number patterns.

Geometry

- 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 sides or faces, two- or three-dimensionality, equal sides, number of right angles)

- ♦ predicting the results of combining or subdividing two-dimensional figures
- ♦ explaining how these figures are related to objects in the environment
- ♦ employing appropriate grade level technology
- Identify and differentiate geometric figures including rectangular prisms, triangular prisms and cylinders.
- Compare, sort and classify two- and three-dimensional figures.
- Draw and construct physical models to specifications.
- Identify the properties of two- and three-dimensional figures.
- Predict the result of combining or subdividing two- and three-dimensional figures.
- Analyze how shapes are related to objects in the environment.
- 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
- Identify and draw similar and congruent shapes, figures and segments.
- Identify symmetrical/asymmetrical shapes and locate the line of symmetry if possible.
- Demonstrate properties and relationships using motion geometry (slides, flips and turns).
- Apply knowledge of geometric properties and relations to solve problems.
- 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)
- Locate and identify relationships among two- and three-dimensional figures (e.g., adjacent to, between, interior of, exterior of, parallel).
- Demonstrate and describe the outcome when two-dimensional figures intersect.
- Identify position of parallel and intersecting lines.
- Apply appropriate vocabulary in real-life situations (e.g. mapping skills).
- Employ technology to place and locate points on a two-dimensional grid where grade appropriate.
- State the coordinates of locations or objects on simple maps and grids.
- Place or locate points on a two-dimensional grid (including a map).
- Apply knowledge of coordinate systems to read maps and solve real-life problems.

Measurement

- Develop language skills to compare and contrast liquid capacity, weight, (mass) temperature, time length, monetary values, volume and angle size (more, less, greater, bigger, smaller, long, short, warm, cool).
- Predict solutions and solve real-life problems using length, time, weight, (mass) monetary value, temperature, liquid capacity, volume and angle size.
- 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, 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
 - ♦ employment of appropriate grade level technology
- Use standard and non-standard units to compare, contrast, and estimate lengths, weights and capacity.
- Apply logical reasoning to solve length, weight and capacity problems.
- Convert customary units (i.e. feet to yards).
- 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
 - ♦ liquid capacity to the nearest fluid ounce
- Identify and explain the use of measurement tools including ruler, yard/meter stick, scale, thermometer, clock, calen-

- dar, currency, cup, pint, quart, half-gallon, gallon and liter container.
- Determine measurements to the following degrees of accuracy:
 - ♦ length to the nearest half-inch, foot, yard, centimeter and meter
 - ♦ weight to the nearest pound and kilogram
 - ♦ temperature to the nearest degree
 - ♦ time to the nearest minute
 - ♦ monetary value to \$10.00
 - ♦ liquid capacity to the nearest cup, pint, quart, half-gallon, gallon and liter
- Apply measurement skills to real-life problems.
- Estimate, measure, compare, and contrast:
 - ♦ weights and liquid capacities
 - ♦ capacity of containers to cups and liters
 - ♦ lengths to the nearest half-inch, inch, foot, centimeter, and meter
 - ♦ perimeter of a shape to the nearest inch and centimeter
 - ♦ area of shapes in square units
- Apply estimation skills to solving real-life problems.

Statistics and Probability

- 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
- Collect, organize and record real-world data.
- Conduct surveys, experiments or simulations and display results.
- Formulate questions and determine how to collect and analyze real-world data.
- Describe a set of a data using
 - ♦ high and low values and range
 - ♦ most frequent value (mode)
 - ♦ middle value of a set of ordered data (median)
- Formulate a set of data, then predict and determine the:
 - ♦ most frequent value (mode)
 - ♦ high and low values (range)
 - ♦ middle value of a set of ordered data (median)
 - ♦ average with use of calculator (mean)
- Summarize the data elements in charts or graphs.
- Present the results of your data analysis to the class.
- Construct, interpret, and summarize:
 - ♦ bar graphs
 - ♦ pictographs
 - ♦ tables
 - ♦ charts
 - ♦ circle graphs
 - ♦ line graphs
- Present the results of your data analysis to the class.
- Experience the likelihood of future events by:
 - ♦ observation of activities
 - ♦ using manipulatives
- Understand the meaning of the word probability
 - ♦ events are more, less, or equally likely to occur
 - ♦ impossible or certain or occur
- Predict outcomes of future events using a variety of sources.
- Test predictions of outcomes.

Algebraic Relationships

- 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).
- Use the vocabulary, symbols and notation of algebra accurately (e.g., correct use of the symbol “=”; effective use of the associative property of multiplication).
- Recognize and use generalized properties and relationships of arithmetic (e.g., commutativity, addition, inverse relationships of multiplication and division).
- Use vocabulary, symbols and notation of algebra correctly (+, -, x, ÷, =, <, >).
- Read, write and solve number sentences.
- Recognize and use basic properties of arithmetic:
 - ◆ Order/Commutative property for + and x.
 - ◆ Zero property for + and x.
 - ◆ One/Identity Property for x/÷
 - ◆ Inverse property for +/- and x/÷ ($12-3=9/9+3=12$).
 - ◆ Associative property for + and x [$5x(3x2)$ or $(5x3)x2$].
- Provide the missing number in a +, -, x or ÷ sentence.
- Show the relationship between +/- and x/÷ functions by completing “fact family” equations.
- 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.
 - ◆ employment of appropriate grade level technology.
- Represent a pattern in multiple ways (objects, shapes, colors).
- Recognize and extend a basic number pattern.
- Verbally describe a pattern.
- Make and interpret pictures, pictographs, bar graphs, line graphs, tables and charts and note patterns/relationships of the data.
- Formulate questions based on real-life problems and generate solutions utilizing appropriate means (equations, tables, graphs).
- Use pictographs where picture represents more than one.
- Determine the rule for addition/subtraction/multiplication/division tables.
- Understand number patterns – counting by 2, 3, 4, 5, 6, etc. and relating that to items that come in groups of that size (ex. number of eyes, sides on a triangle, wheels on a cart, etc.).
- Complete and apply information on a data table.
- Predict and explain how a change in one variable impacts the final count.
- Use simple equations and inequalities in a variety of ways, including:
 - ◆ using them to represent problem situations
 - ◆ solving them by different methods (e.g., use of manipulatives, guess and check strategies, recall number facts).
 - ◆ recording and describing solution strategies
- Use simple equations to represent solutions to addition, subtraction, multiplication and division story problems including multi-step problems.
- Use manipulatives to act out problem situations.
- Understand how to set up simple problems to find an answer in story problems.
- Understand and recognize key words like “in all,” “left,” and “difference” in order to apply appropriate algebraic operation.
- Explain strategies used to solve a problem.
- Differentiate between equal and unequal number equations (<, >, =).

MATH 4th Grade

Mathematical Processes

- Use reasoning abilities to:

- ◆ perceive patterns
- ◆ identify relationships
- ◆ formulate questions for further exploration
- ◆ justify strategies
- ◆ test reasonableness of results
- Create and extend patterns.
- Use comparative vocabulary to express relationships of size, amount and position.
- Use the problem solving process (understand, plan, solve, check).
- Apply the following problem-solving strategies:
 - ◆ choose an operation
 - ◆ use manipulatives
 - ◆ make a chart/table
 - ◆ work backwards
 - ◆ use a calculator
 - ◆ draw a diagram
 - ◆ guess and check
 - ◆ use estimation
 - ◆ note important information
 - ◆ identify needed/extra information
- Justify strategies and solution through oral and written explanation.
- Formulate questions for further exploration.
- Communicate mathematical ideas in a variety of ways, including words, numbers symbols, pictures, charts, graphs, tables, diagrams and models.
- Connect mathematical learning with other subjects, personal experiences, current events and personal interests.
 - ◆ 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)
- See relationships between various kinds of problems and actual events.
- Use and apply appropriate mathematical vocabulary, symbols and notation with understanding

Number Operations and Relationships

Whole Numbers

- 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., $43=40+3=30+13$)
- Use and interpret number lines and pictorial models.
- Identify place value to 1,000,000s.
- Represent and explain whole numbers 0-1,000,000 with physical materials and verbal descriptions.
- Symbolically rename numbers using standard and expanded forms to 1,000,000.
- Read, write and order whole numbers to 1,000,000 numerically and in word form (62,000 and sixty-two thousand).
- Analyze the use of numbers in real-life situations (newspaper articles, cereal box, catalogs.)

Decimals

- 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., $43=40+3=30+13$)
- In problem-solving situations involving money, add and subtract decimals.
- Represent and explain decimals including tenths and hundredths.

- Read, write and order decimals through hundredths (including monetary values).
- Represent monetary decimals with physical materials and in written form to \$100.00.
- Calculate the sum or difference of decimals through hundredths.
- Identify real-life examples with a monetary value less than \$1,000.00.
- Compare and contrast cost of like items using store fliers and advertisements.
- Locate numbers involving decimals on a number line.
- Calculate monetary decimals up to \$1,000.00 utilizing addition and subtraction.

Fractions

- Represent and explain fractions.
- Read, write and order simple fractions and commonly used decimals.
- Identify and represent equivalent fractions for halves, thirds, fourths, fifths, sixths, eighths, tenths, sixteenths.
- Add and subtract fractions with like denominators.
- Represent and identify fractions and mixed numbers.
- Represent and explain fractional parts ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{1}{3}$).
- Identify equivalent fractions for $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$.
- Compare and contrast fractions and mixed numbers.
- Manipulate real-life objects and patterns blocks to show fractional parts.
- Locate and explain the use of fractions in real-life situations.
- Identify numerators and denominators.
- Add and subtract fractions with like denominators.
- Reduce fractions to simplest form.
- Apply fraction skills to solve real-life problems.
- In problem-solving situations involving whole numbers, select and efficiently use appropriate computational procedures such as:
 - ◆ recalling the basic facts of addition, subtraction, multiplication and division
 - ◆ using mental math (e.g., $37+25$, 40×7)
 - ◆ estimation
 - ◆ selecting and applying algorithms for addition, subtraction, multiplication and division
 - ◆ using a calculator
- Recall basic facts of addition, subtraction, multiplication and division.
- Use mental math when appropriate.
- Use a calculator for problem-solving situations.
- Solve two- and three-step story problems (addition, subtraction, multiplication and division).
- Write a number sentence to show a solution.
- Estimate when appropriate.
- Solve multi-digit addition and subtraction problems; regrouping when necessary.
- Solve division problems involving long division and remainders.
- Determine the number of things in a set by:
 - ◆ grouping and counting (e.g., by threes, fives, hundreds)
 - ◆ combining and arranging (e.g., all possible coin combinations amounting to thirty cents)
 - ◆ estimation, including rounding
- Determine the number of items in a set by counting and estimating.
- Round to the nearest 10, 100 and 1,000.
- Count by 2s, 3s, 5s, 10s, 100s and 1,000s.
- Combine and arrange various monetary amounts using coins and dollars.
- Employ the proper use of the decimal point, cent and dollar symbols.
- Recognize, extend and create number patterns.
- Apply estimation and rounding skills to solve real-life prob

Health

Mental and Emotional Health

- Explain the difference between health behaviors and risk behaviors
- Demonstrate the ability to make responsible decisions and use the proper refusal skills

- Identify responsible health behaviors
- Identify stress management and suicide prevention skills

Family Living

- Describe characteristics needed to be a responsible friend and family member
- Demonstrate ways to communicate care, consideration, and respect of self and others
- Identify causes of conflict within family, school, and community environments

Growth and Development

- Develop awareness of personal health needs
- Demonstrate strategies to improve or maintain personal health
- Describe and analyze all human body systems
- Demonstrate needs, wants, and feelings appropriately
- Identify and accept physical uniqueness

Nutrition

- Recognize the six types of nutrients
- Analyze food selections that reduce the risk of illness and disease
- Identify the dietary guidelines
- Recognize how culture influences personal food choices and eating habits

Personal Growth

- Demonstrate a desirable level of physical fitness and personal health
- Recognize injuries and illnesses that can be prevented and treated
- Identify personal health goals and make progress toward achieving those goals

Alcohol, Tobacco, and Other Drugs

- Recognize how to use over-the-counter and prescription drugs in a responsible way
- Demonstrate how to cooperate with health and safety officials
- Identify behaviors that are safe, risky, or harmful to self and others
- Demonstrate proper use of refusal skills
- Identify factors that determine the reliability of health information, products, and services
- Identify a variety of resources from the home, school, and community that provide reliable health information
- Recommend the importance of avoiding the misuse or abuse of controlled substances

Communicable and Chronic Diseases

- Identify behaviors that reduce the risk of infection related to communicable diseases
- Recognize that many injuries and illnesses can be prevented and treated
- Analyze the most common health problems with children
- Differentiate between communicable and non-communicable diseases
- Analyze family history of disease

Injury Prevention and Safety

- Demonstrate techniques to avoid threatening situations
- Explain how to get assistance in threatening situations
- Recognize techniques involved in self-protection
- Distinguish between threatening and non-threatening circumstances
- Demonstrate the ability to follow safety rules at home
- Demonstrate the ability to follow safety guidelines for different weather conditions and natural disasters

Consumer and Community Health

- Demonstrate the ability to locate school and community health helpers.
- Identify agencies that advocate community health.
- Describe ways that technology can influence health.
- Identify factors that determine the reliability of health sources.

- Describe media influences on health behaviors.
- Explain the impact of advertising on the selection of health products and services.

Environmental Health

- Identify the impact of the environment on personal health.
- Identify methods of health promotion.
- Identify agencies that advocate for a healthy community.
- Express ideas and opinions on health issues.
- Demonstrate the ability to influence and support others in making positive health choices.

Pupil Non-discrimination Policy

It is the policy of Raymond School District #14, that no person may be denied admission to any public school in the district or be denied the benefits of, or be discriminated against in any curriculum, extra-curricular, pupil service, recreational, or other program or activity because of the person's sex, race, national origin, physical, mental emotional, or learning disability or handicap as required by s.118.13, Wisconsin Statutes. This policy also prohibits discrimination as defined by Title IX, 34 C.F.R. 106.9, Section 504, 34 C.F.R. 104.8, Title II: 28 C.F.R. 35.106) Title VI of the Civil Rights Act of 1964 (race and national origin,) and Section 504 of the Rehabilitation Act of 1973; School Board Policy 2260 & 2260.01C, AG2260D & Form 2260 F8, Staff Policy 3122 & 4122) PI 9.05.

Raymond School District #14 encourages informal resolution of complaints under this policy. A formal complaint resolution procedure is available in each district, however, to address allegations of violations of the policy.

All courses, including Career and Technical Education courses are available without discrimination based on sex, race, color, national origin, or disability. Policy 2260

Any questions concerning this policy in the Raymond School District should be directed to:

Administrator Mr. Z. George Slupski
2659 76th St., Franksville, WI 53126
262-835-2929, ext 101

