

Subject Religion **Grade** 4

Purpose: Student focus is to explore the teaching of Christ's life and the Church as outlined in the Ten Commandments.

Outcomes (Grouped by themes):

1. Doctrine

The Students will:

1. Learn that God reveals himself through the Trinity
2. Realize that Christ is truly present in the Eucharist
3. Know that we are part of God's kingdom
4. Understand the divinity and humanity of Jesus
5. Understand the Paschal Mystery
6. Learn about original sin and its connection to Baptism
7. Identify the Holy Spirit as our guide - Pentecost

2. Scripture

The Students will:

1. Examine and discuss the creation story
2. Learn and discuss the story of the Last Supper
3. Know the Ten Commandments as part of the covenant relationship with God in the Old Testament
4. Explore the Beatitudes
5. Explore the story of Pentecost

3. Morality

The Students will:

1. Learn the importance of keeping promises
2. Learn to love and respect others
3. Discuss ways to live the Beatitudes
4. Discuss ways to follow and implement the Ten Commandments in our lives
5. Learn the meaning of conscience and how it is formed
6. Learn to make unselfish choices
7. Learn how to make good moral decisions

4. Prayer and Worship

The Students will:

1. Praise God for creation
2. Pray a liturgical prayer of praise and thanksgiving
3. Pray at Mass – perfect prayer
4. Pray the litany of St. Joseph
5. Pray how Jesus taught us to pray, the “Lord’s Prayer”
6. Know the Sacraments as both signs and symbols of God’s presence in our lives
7. Learn to pray the Rosary

5. Social Justice

The Students will:

1. Respect and care for God’s creation
2. Explore ways to respond to God’s presence in our lives by looking at the lives of the saints
3. Grow in appreciation of the value of recycling
4. Share our material wealth
5. Learn that sacrifice is part of the Christian way of life
6. Explore how worldly justice and Godly justice differ
7. Grow in self-respect
8. Discuss peace and social justice -vocation

6. Family Life

The Students will:

1. Name the many gifts they inherit from family and family history
2. Discuss the importance of role models in our family
3. Discuss the importance of belonging to a Christian family
4. Live the commandments at home
5. Learn how all Christian families have a responsibility to carry on Christ’s mission:
Charity

Teaching Strategies

1. Reading and discussing texts
2. Group work/activities
3. Working with partners
4. Rote learning of prayers/hymns

5. Watching and writing about movies that support the theme being taught
6. Drama/role play

Assessments

1. Chapter tests
2. Projects
3. Writing assignments
4. Oral review
5. Art and illustration

Time on Task (per week): 150 minutes

Resources

1. Textbook: Blest Are We, Silver Burdett Ginn, 2004
2. Bibles
3. Videos where appropriate
4. Hymns/music to support themes
5. Rosary beads
6. Charts/posters

Subject Science **Grade** 4

Purpose: To encourage respect for all creation by students learning about themselves and the world around them.

Outcomes (Grouped by Themes):

1. Life

The Students will:

1. Identify the needs of animals and describe adaptations of structure and behavior that help animals meet these needs
2. Identify the needs of plants and describe adaptations of structure and growth that help plants meet these needs
3. Describe adaptations of structure and behavior of people that help them survive

2. Earth

The Students will:

1. Demonstrate a general knowledge of minerals and be able to explain how they form and ways minerals are identified
2. Differentiate igneous, sedimentary and metamorphic rocks and be able to list uses for these earth materials
3. Discuss the changes involved in the earth's rock cycle
4. Contrast Earth's rotation and revolution
5. Identify the unique characteristics of each of the objects in our solar system

3. Physical

The Students will:

1. Describe static electricity and electric charges
2. Summarize the characteristics of current electricity
3. Define magnetism and electromagnetism

4. Health

The Students will:

1. Locate foods on the food pyramid and select foods to create a balanced diet
2. Identify each part of the digestive system and discuss its role
3. Explain the role of kidneys, skin and lungs in excreting wastes

Teaching Strategies

1. Reading and explaining key concepts
2. Diagramming from board to notebook
3. Working with partners to create models
4. Use of visuals, posters and videos to further explore topics
5. Use of manipulatives

Assessments

1. Chapter and unit tests
2. Diagrams and labeled drawings
3. Models
4. Completing concept maps
5. Group work – projects and experiments
6. Writing assignments

Time on Task (per week): 150 minutes

Resources

1. Textbook: Destinations in Science, Addison-Wesley, 1995
2. How Your Body Works
3. Videos and Movies
4. Worksheets and handouts
5. Hands on materials – batteries, wires, bulbs, magnets
6. Aries Series – *Exploring the Earth in Motion*
7. Plants to compare and contrast
8. Foods to taste and check for nutritional value
9. Models of the solar system

Subject Social Studies **Grade** 4

Purpose: To explore the regions of the United States in terms of geography, history and economics so we can better understand who we are and how we belong in the communities in which we live.

Outcomes (Grouped by Themes):

1. History

The Students will:

1. Explore how historical figures and ordinary people help shape our lives
2. Read and discuss the many stories of immigrants who came seeking economic and religious freedom
3. Read about the impact of poverty and slavery on communities
4. Learn about inventors of the past and the great impact their inventions had on economic growth
5. Learn to analyze the sequence of events by studying timelines

2. Government/Civics

The Students will:

1. Learn that an economy is a system for providing goods and services
2. Read and discuss how people make, buy, sell and trade goods to get what they need
3. Learn how the United States' economy has changed over time
4. Learn how government works and how people and events have shaped our nation's government

3. Geography

The Students will:

1. Learn how to map read – Use a land and resource map, an elevation map and a cross-section diagram
2. Learn how to use longitude and latitude
3. Identify the five major regions of the United States and their important cities, rivers, mountains and other important landforms
4. Explore climate and compare it to other world regions

4. Economics

The Students will:

1. Explain the relationship between the natural resources of the Northeast region and its development as a trade center
2. Analyze the role of ports in international trade
3. Discuss and explain the importance of waterways (the canal system)
4. Describe how the United States changed from an agricultural economy to an industrial one
5. Explain the importance of the railroads
6. Describe how natural resources like crude oil and natural gas have created jobs

5. Communities

The Students will:

1. Learn about the variety of communities from rural to urban
2. Evaluate the advantages cities offer people who live near them
3. Discuss the many problems that arise from urban growth
4. Describe the impact large numbers of immigrants had on cities
5. Discuss how people work together to solve the problems they face

6. World Cultures

The Students will:

1. Read about people from different parts of the United States and the world
2. Explore how people live, think and express ideas
3. Learn how these families and communities make their living
4. Examine the many customs and beliefs of these diverse communities

Teaching Strategies

1. Reading and discussion
2. Working with partners on flow sheets and charts
3. Writing assignments
4. Learning songs to remember facts, etc.
5. Videos to support themes

Assessments

1. Unit tests
2. Chapter tests
3. Pop quizzes
4. Maps to complete
5. Projects
6. Writing assignments

Time on Task (per week): 150 minutes

Resources

1. Textbook: States and Regions, Harcourt Brace, 2007
2. States and Regions, workbook
3. Globe
4. Maps
5. Overhead projector
6. Posters
7. Videos
8. Audio tapes to support learning

3. Problem Solving

The Students will:

1. Solve problems analyzing data on a graph
2. Choose an operation to solve problems
3. Solve problems using the guess and check method
4. Solve problems by making an organized list
5. Solve problems by creating a time schedule
6. Solve problems needing exact answers and estimates
7. Solve multi-step problems
8. Solve by looking for a pattern, by decision making
9. Solve problems with too much or too little information
10. Solve problems by making a table
11. Solve problems needing over-estimating and under-estimating
12. Solve problems by drawing a picture

4. Measurement

The Students will:

1. Explore fractions
2. Name and write equivalent fractions
3. Explore mixed numbers

5. Time and Money

The Students will:

1. Tell time to the minute and identify “am” and “pm”
2. Estimate and compare time
3. Find elapsed time
4. Explore the calendar
5. Count and compare money
6. Add, subtract and multiply money
7. Compare change
8. Learn to multiply money by one and 2-digit factors

6. Tables and Graphs

The Students will:

1. Read pictographs and bar graphs

2. Read points as ordered pairs on a co-ordinate grid
3. Read line graphs, line plots and stem-and-leaf plots
4. Make and interpret data on bar graphs

7. Ratio, Statistics and Probability

The Students will:

1. Explore likely and unlikely
2. Explore fairness
3. List possible outcomes
4. Explore predictions and probability

8. Algebra

The Students will:

1. Look for a pattern to find a rule
2. Balance number sentences

9. Geometry

The Students will:

1. Explore area and perimeter
2. Explore volume

Teaching Strategies

1. Demonstrate problems on the board, following the text
2. Students copy to their notebook
3. Students are invited to use the board and chalk to show mastery
4. Students may work alone, with partners or in small groups
5. Hands-on learning is encouraged when teaching time, money and other areas where appropriate

Assessments

1. Weekly chapter and cumulative review
2. Chapter and unit tests
3. Students solve problems on the board and re-teach to the class
4. Oral assessments: tables and facts

Time on Task (per week): 300 minutes

Resources

1. Textbook: Math, The Millennium Edition, Scott Foresman-Addison Wesley, 2001
2. Math workbook – practice
3. Math assessment book
4. Manipulatives
5. Geo-boards
6. Calculators
7. Flash cards
8. Play money
9. Clocks
10. Graph paper

Subject Language Arts **Grade** 4

Purpose: To experience success in reading through high interest, multi-level literature. To explore English grammar in order to improve students' writing skills.

Outcomes (Grouped by Themes):

1. Reading/Literature

The Students will:

1. Become competent readers through reading a variety of award winning and unabridged literature
2. Learn to analyze the theme of each story
3. Discuss the author's purpose
4. Learn how to sequence the events of a story to highlight the plot or timeline
5. Make predictions to identify cause and effect
6. Learn to analyze characters and develop character descriptions
7. Recall parts of a story in sequential order

2. Phonics

The Students will:

1. Classify words by long or short vowel sounds
2. Classify words by vowel digraphs and r-controlled vowels
3. Identify consonant blends and digraphs in words

3. Spelling

The Students will:

1. Identify and explore synonyms, antonyms and homophones
2. Define and identify compound words
3. Form contractions and identify them in sentences
4. Use skills to learn to spell with greater accuracy
5. Learn how to use a dictionary to reinforce good spelling habits
6. Explore and use the thesaurus to broaden writing vocabulary
7. Develop a variety of spelling strategies to help spell with accuracy
8. Examine prefixes, suffixes, inflectional endings and words that are related by pattern and meaning, thus focusing on comparing words and discovering structural patterns and relationships among words

4. Vocabulary

The Students will:

1. Develop and expand vocabulary as they encounter new words in their reading unit
2. Learn to use new words in context by writing them in a variety of sentences
3. Expand their vocabulary by defining and re-writing new words they encounter in science and social studies
4. Use the thesaurus regularly to expand their vocabulary

5. English Grammar

The Students will:

1. Classify a sentence, identify compound parts of a sentence and identify the four kinds of sentences
2. Identify nouns: proper and common, singular, plural, possessive, nouns as subject and direct objects
3. Identify and use three kinds of personal pronouns: singular, plural and possessive both as subject and direct object
4. Classify descriptive adjectives
5. Diagram sentences with descriptive adjectives
6. Identify and form proper adjectives
7. Classify limiting adjectives
8. Identify and use adjectives that compare
9. Identify and use action verbs, being verbs, regular and irregular verbs, simple tenses and linking verbs
10. Use adverbs correctly and identify types of adverbs
11. Use proper punctuation and capitalization

6. Writing

The Students will:

1. Explore descriptive writing by prewriting, drafting and rewriting
2. Learn to write a paragraph by organizing their ideas, finding exact words, avoiding run-on sentences and applying their knowledge of punctuation and capitalization correctly
3. Learn how to write a book report by following a format and making their summary concise
4. Learn how to write a letter

7. Penmanship

The Students will:

1. Improve their penmanship skills by practicing in their handwriting books weekly
2. Work on slanting correctly, staying on the line and keeping all letters the same size
3. Write legibly with ease and fluency focusing on the four areas of shape, size, spacing and slant

8. Oral

The Students will:

1. Improve their oral skills by presenting book reports individually throughout the year
2. Read aloud throughout the day and learn to pace their reading as well as to project their voices
3. Work with partners and read aloud to one another as they use their Collins writing folders for editing and rewriting
4. Participate in classroom discussion/question and answer sessions

Teaching Strategies

Reading/Literature

1. Students will listen initially to stories on tape while following the reading to improve auditory skills
2. Students are encouraged to read aloud, taking turns
3. Students/teacher will discuss stories
4. Identify different genres across literature to strengthen comprehension

Writing

1. Partners are encouraged for editing and evaluating written work in its first draft
2. Students complete many written assignments throughout the year and share their answers with their peers

Assessments

1. Weekly spelling tests will be given
2. As each story is completed, a written test will be administered
3. Book reports with a creative component
4. Oral presentations

5. Illustrations, posters and projects
6. Class drama where appropriate

Time on Task (per week): 500 minutes

Resources

Reading/Literature

Spotlight on Literacy, MacMillan/McGraw/Hill, 1997

English/Writing

Voyages in English, Loyola Press, 1999 and corresponding workbook
Collins writing folders

Penmanship

Handwriting, Zaner-Bloser, 2003

Spelling

Spelling Connections, Zaner-Bloser, 2004

Additional resources: Videos to support texts