



2015 - 2016
CURRICULUM GUIDE

FOURTH GRADE

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AUGUST 2015

Subject: Religion

Goals: The students will:

1. demonstrate knowledge of basic beliefs.
2. demonstrate an understanding of the Ten Commandments.
3. demonstrate knowledge of core scripture readings.
4. identify aspects of the Liturgical year.
5. demonstrate knowledge of parts of the Mass.
6. demonstrate knowledge of saints in the church.
7. explain the importance of mission work.
8. participate in liturgical celebrations.

Essential Content Topics and Concepts:

1. Beatitudes/Ten Commandments/Corporal Works of Mercy
2. Morality- conscience, sin, Reconciliation
3. Liturgies of the Church/Mass
4. Prayer – different types and experiences
5. Old Testament/New Testament
6. Liturgical Year
7. All Saints Day
8. Charity/service/social justice

Resources: *We Believe: God's Law Guides Us*, Sadlier, 2011, guest speakers, topical videos, Bible, computer lab, resource book, www.catholic.org/saints.

Activities: plan and participate in liturgies, make cards, collect for the missions, participate in daily prayer, and do a saint research project

Assessments: textbook and teacher-made tests, memorization, projects

Home Activities: use www.WeBelieveweb.com, use *Sharing Faith as a Family* (tear-out pages from text), do saint research, attend Mass and other liturgical celebrations

Subject: Art

Goals: The students will:

1. interpret art using appropriate terminology.
2. apply various media and tools to create art.
3. explain and analyze the visual arts in their historical and cultural contexts.
4. relate the visual arts to other subject areas of the curriculum.
5. use higher level thinking skills to create and critiques art.
6. recognize the relationship of art in the real world.

Essential Content Topics and Concepts: Knowledge/Skills/Values

1. color – Identify and use primary, secondary, tertiary, warm, cool, complementary, and analogous colors/ explain how to create value with color. Recognize and explain the color wheel.
2. line – Identify and use various types of line, and show how to use line to create shape and form.
3. texture/pattern – Include appropriate textures and patterns in projects on own accord.
4. media techniques – Experiment and manipulate various media like tempera paint, water resist, pastels, printmaking, paper, collage, watercolors.
5. art history – Identify and repeat styles of art and artists related to the current project and “Artist of the Month”.
6. 3-D art – Manipulate media into three-dimensional space – clay, baker’s dough, paper origami.
7. figure – Demonstrate knowledge and ability of including all features when drawing the human face: eyelashes, eyebrows, pupils, etc./Showing observation skills in drawing portraits.
8. principles of design – Continued introduction of basic principles of design: pattern, rhythm, movement, and emphasis

Resources: “Getting to Know the World’s Greatest Artists” “Arts and Activities” magazine, teacher ideas, Internet, Archdiocesan art curriculum

Activities: participation in art fair K-8, projects, group murals

Assessments: teacher grading of work, effort, skill, and time to complete, unit tests, following directions.

Home Activities: Encourage using the computer to design or practice drawing the things they see around them. Keep a sketchbook.

May 2008

Subject: Computer

Goals: The students will demonstrate:

1. knowledge and use of technological materials/equipment.
2. knowledge and use of software to create, manipulate and analyze data.
3. access information locally and globally in an organized manner.
4. use technology to achieve cross-curriculum objectives.
5. apply technology to communicate.
6. demonstrate ethical practices with technology, data and information.

Essential Content Topics and Concepts: Knowledge/Skills/Values

1. apply special effects in a drawing program, such as rotate and flip, horizontal/vertical
2. use of a presentation program
3. conduction of internet searches
4. electronic bookmarks
5. keyboarding
6. computer etiquette

Resources: Kid Pix program, MS Word application, MS Power Point application, Type to Learn 3 program, *Tech Tools for Word and PowerPoint* (Teacher Created Materials)

Activities: type assignments, create a slideshow presentation with sound, buttons, hyperlinks, animations and transitions, graphically organize information, perform internet searches, keyboarding

Assessments: assignments, teacher observation, teacher-created tests, teacher-created game reviews

Home Activities: Have your child demonstrate for you how to insert graphics into a word processing document and create his/her own illustrated story. Have students practice keyboarding at home for 15 minutes, 5 days per week, during summer break.

Subject: Language/Grammar

Goals: The students will:

1. demonstrate various writing techniques.
2. write in complete sentences.
3. demonstrate knowledge of language mechanics.
4. demonstrate proper usage of parts of speech.
5. use the writing process.

Essential Content Topics and Concepts:

Parts of Speech:

Nouns: common, proper, possessive, singular, plural,
pronouns,(subject, object, possessive

Verbs: main, action, helping, linking, tenses, irregular

Adjectives: proper, articles, comparative, superlative

Adverbs: introduced, modifying verbs, adjectives, and other adverbs,
Comparing

Prepositions: introduce, object of the preposition, prepositional
phrases

Conjunctions: introduced

Written Language: sentence structure—declarative, interrogative,
imperative, exclamatory, simple/compound,
mechanics, capitalization, and punctuation

Journal Writing: various writing assignments

Writing Process: pre-write, draft, revise, proofread, publish

Types of Writing: expressive, expository, informative (research
paper plus two references) and persuasive

Resources: Harcourt-Brace textbook, copyright 2002, McGraw/Hill
textbook copyright 2003

Activities: journal writing, games, story writing, report writing, creative
writing exercises, internet parts of speech games

Assessments: teacher-made quizzes, unit tests, Harcourt workbook, oral discussion, written stories

Home Activities: diary writing, write letters, visit the publisher's website www.mhschool.com/reading

May 2008

Subject: Mathematics

Goals: The students will:

1. use whole number operations.
2. gather and graph data.
3. analyze geometric figures.
4. use fractional and decimal number operations.
5. use Customary and Metric units in measuring.
6. compare and order numbers.
7. tell time.

Essential Content Topics and Concepts:

1. add and subtract up to four digit numbers, multiply up to four digit numbers by two digit numbers, and divide by one and two digit numbers, with and without remainders
2. line graphs, bar graphs, tables, surveys, line plots
3. perimeter and area of one- and two-dimensional figures
4. add, subtract, and compare fractions and decimals—like fractions and decimals to the tenths and hundredths
5. linear measures and weight
6. place value and order to 1,000,000 (millions)
7. expanded notation, standard and written forms
8. tell time to nearest minute and second, elapsed time
9. read and interpret story problems, choosing the correct method of operation/s
10. use the method of Estimation in whole number operations

Resources: *Harcourt Math* Textbook, Harcourt Brace, (2004), variety of graphs and tables, overhead projector, practice workbook, reteaching worksheets, supplemental worksheets

Activities: Math Attack, Math in a Flash, Fast Facts, games

Assessments: tests, daily assignments, board work, oral discussions

Home Activities: multiplication/division flashcards, measuring ingredients, board games with math skills (Monopoly, Risk, Life, etc.), working with money amounts/making change (allowance, grocery store ads, etc.), computer games with multiplication/division/fraction base

Subject: Music

Goal: The students will:

1. demonstrate the ability to sing alone and with others a varied repertoire of music.
2. perform on instruments, alone or with others, a varied repertoire of music.
3. improvise melodies, variations, and accompaniments.
4. be able to read and notate music.
5. analyze, describe, and evaluate music and music performances as it relates to history and culture
6. compose and arrange music within specific guidelines.
7. respond to music aesthetically, intellectually, and emotionally.
8. participate in the performance of liturgical music.

Essential Content Topics and Concepts: Knowledge/Skills/Values

1. melodic movement: singing on pitch and in rhythm; recognize melodic patterns; play melodies and countermelodies on mallet instruments
2. rhythm: beat versus rhythm; meter in 2, 3, and 4; compose and improvise rhythmic accompaniments; rhythmic ostinati
3. harmony: rounds, canons, descants, countermelodies, melodic ostinati, and two and three part singing; play accompaniments using the various forms on melodic instruments
4. media (tone color): recorder, instruments of the orchestra, classroom percussion instruments, vocal tone colors
5. expression: diction; mood or style of songs; tempo changes; dynamics; multicultural music; develop control of expressive singing in a choral setting;
6. form: improvisation; theme and variations; phrases;
7. composers: Biographical information, listening activities
8. recorder: fingering of notes F sharp, B flat, C2, D2; slurs;
9. liturgical music: cantors, acclamations, hymns, service music, responsorial psalms, sign language

Resources: *Share the Music*, MacMillan/ McGraw-Hill, c 2003; *Music K-8 Magazine*

Activities: videos, listening lessons, CD's, tapes, singing, movement, playing pitched and un-pitched instruments, games, flash cards, Christmas Program, Archdiocesan Song Festival

Assessments: written and oral tests, observation of skill development, participation, progress, and effort

Home Activities: Model good singing habits by singing at Sunday Liturgies, watch musical presentations on PBS or other television channels as A&E, Bravo, etc., attend a performance by a local high school choir, band, or orchestra or by a community choral society, orchestra, or municipal band.

May 2011

Subject: Physical Education

Goals: The students will:

1. show an appreciation of physical activity as an important aspect of daily living.
2. engage in safe and health-related activities which promote a physically active, positive self- concept.
3. participate in and become proficient with perceptual motor skills.
4. display proficiency with the basic movement/motor skills and combinations thereof .
5. demonstrate competency in gymnastic and rhythmic activities as a means of self-expression.
6. participate in activities to promote an optimal level in the areas of health and physical fitness.
7. display manipulative skills using different objects and equipment.
8. demonstrate increased competency with specific sports-related skills necessary to participate in various games and activities (both team and individual).
9. demonstrate responsible personal and social behavior, safety practices, cooperation, fair play, good sportsmanship, teamwork, and leadership.
10. display knowledge of health principles (body systems, physical and mental health practices, disease control, risk factors, emergency procedures, consumer health).

Essential Content Topics and Concepts: Knowledge/ Skills/ Values

1. basic movement: Reinforce skills and their combinations and use while participating in other games/activities
2. rhythms and dance: Develop dance abilities
3. manipulative skills: Develop and reinforce fine motor skills as well as the use of additional objects
4. fitness: Develop physical, mental, personal, and health-related fitness
5. games and group activities: Develop and reinforce teamwork concepts and good sportsmanship
6. sport skills: Introduce and develop sport-specific skills of soccer, basketball, hockey, softball, volleyball, football

7. health-related issues: Introduce and develop knowledge of body systems, disease control, and emergency procedures

Resources: no textbook – Various physical education/activity reference books, especially *PE - 4 – Me, Teaching Lifelong Health and Fitness*, Cathie Summerford, Human Kinetics, 2000, Great Activities Newspaper, *Human Body*, Sue Carothus & Elizabeth Henke, Carson-Dellosa Publishing Co. Inc., 2003, and internet sites are used

Activities: individual exercise practice, small group relays, organized small group games, organized large group/whole class games, lead-up type games that promote specific sport skills and concepts

Assessments: teacher observation

Home Activities: family exercise time to encourage activity and movement, participation in extracurricular sports teams

Subject: Reading/Spelling

Goals: The students will:

1. read and comprehend story selections.
2. use vocabulary.
3. use phonics and decoding skills to improve spelling.
4. use study skills.
5. use listening and speaking skills for presentations.

Essential Content Topics and Concepts:

Comprehension: story elements, make judgments, decisions, inferences/form generalizations, predictions, author's point of view/purpose, sequence, compare/contrast, summarizing, fact, opinion, non-fact

Vocabulary: multiple meaning words, antonyms/synonyms, context clues compound words, suffixes/prefixes, root base, figurative language.

Phonics and Spelling Skills: vowel sounds, syllable patterns, consonant clusters, vowel digraphs, suffixes/prefixes, plurals, compounds words, contractions, silent letters, homophones, homographs.

Study Skills: parts of a book, reference sources, gathering information from graphs, signs, charts, timelines, maps, diagrams, reading newspapers, e-mails, advertisements, online resources, electronic media.

Listening/ Speaking: presentations or oral book reports

Resources: Scott Foresman *Reading Street*, copyright 2013

Activities: games, group work, spelling bee, videos, computer work, listening to audio aids, DEAR (Drop Everything And Read) time, Accelerated Reader

Assessments: weekly spelling tests, workbooks, unit tests, selection quizzes, oral discussions, book reports

Home Activities: trips to the library, theater productions, book discussions

April 2013

Subject: Science

Goals: The students will:

1. demonstrate knowledge of animal and plant structure and function, and our ecosystems.
2. demonstrate knowledge of matter, light and sound.
3. demonstrate knowledge of forces of motion, magnetism and electricity.
4. demonstrate knowledge of the earth and its weather.
5. demonstrate knowledge of our solar system.
6. demonstrate knowledge of our body systems and how to keep their bodies healthy.

Essential Content Topics and Concepts

1. plant parts and life cycle
2. ecosystems – food webs and food chains; survival
3. classifying animals – backbone and no backbone
4. measuring matter – length, volume, mass, density
5. light and sound – how they travel
6. electrical circuits and magnetism
7. makeup of the earth and oceans
8. movements of the solar system – moon, Earth and other planets
9. measuring weather – tools and methods
10. digestive, circulatory and nervous systems

Resources: *Science* text (Scott Foresman, 2003), demonstration kit, transparencies, topical videos, topical books

Activities: field trip to the Science Center, guest speakers, demonstrations, hands-on lab work

Assessments: textbook and teacher-made tests and individual and group projects

Home Activities: science experiments, practice recycling, good nutrition

Subject: Social Studies

Goals: The students will:

1. identify 4 regions of the U.S. and describe the geographical elements in each region.
2. describe how natural resources affect each region's economy.
3. describe how relationships of individuals and groups effect the heritage and cultural traditions of each U.S. region.
4. demonstrate a knowledge of current events worldwide.
5. demonstrate a knowledge of historical events and their effect on present day.
6. use surveys, globes, maps, graphs, diagrams, and timelines to interpret and analyze information..
7. demonstrate knowledge of U.S. government and citizenship.
8. have an understanding of Missouri history

Essential Content Topics and Concepts:

1. 4 regions of the U.S: Northeast, South , Middle west, West
Geographical features
Economy/climate
History/Heritage
Natural resources
2. states and capitals
3. current events
4. geography-landforms and map skills
5. people of the past and present: John Wesley Powell, Benjamin Franklin, Pocahontas, Walt Disney, Willa Cather, Yo-Yo Ma, and Cesar Chaves
6. three branches of the Federal government and its history
7. citizens in government

Resources: *Horizons: States and Regions*, Harcourt Inc., (2005), maps, globes, atlas, videos, books, *Weekly Reader*

Activities: field trips, *Weekly Reader*, games, videos, projects

Assessments: textbook and teacher-made tests, projects, reports, supplemental workbook worksheets, activity books

Home Activities: Quiz your child on states and capitals. Help your child with projects. Use vacations to learn about the U.S. regions and visit landmarks and historical sites.

June 2010

Subject: Spanish

Goals: The students will learn to:

1. say animals names, describe animals.
2. greet people, introduce themselves, introduce others.
3. say food names.
4. ask questions related to eating and drinking food.
5. name items/things in a house, describe items/things in a house.
6. name body parts, describe people.
7. name clothing, describe clothing.
8. name public places, state where the places are located.
9. name shapes, name opposites.
10. say numbers, say colors.
11. describe classes and classroom objects.
12. ask questions, say where they are going, describe how they feel.
13. use classroom phrases.
14. daily prayers.

Essential Content Topics and Concepts:

Parts of Speech: Nouns: common, proper, singular, plural, pronouns

Verbs: regular, irregular, infinitive

Adjectives: common, definite articles, indefinite articles, usage, comparison

Adverbs: identification, comparison, usage

Prepositions: identification, comparison, usage

Interrogative Pronouns: identification, comparison, usage

Resources: Sube learning Language thru Art Music & games, Audioscript/Audio CD, Sing- Along CD, Overhead Transparencies/ Promethean Board, worksheets, Take-Home Sheet Internet Tutor: quizlet.com, Tyler Reynolds Project Lab

Activities: board work, discussions, games, singing, skits, team conversation

Assessments: quizzes, daily work, textbook tests, discussions, teacher-made test,

Home Activities: practice Spanish activities on quizlet.com, encourage age appropriate movies and games in Spanish