

## GRADE 4

### GOAL ONE:

**Creed: Understand, believe and proclaim the Triune God as revealed in the signs of creation, Sacred Scripture, Catholic Tradition and human experience.**

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
4.01.01 Name God as Trinity: Father, Son and Holy Spirit.	Instant recognition of the Holy Trinity as Father, Son and Holy Spirit.	Prayer. Reverence the names of God as holy especially in making the Sign of the Cross.
4.01.02 Distinguish roles of the Holy Trinity.	State roles of Father, Son and Holy Spirit. Describe each of these roles. Why do you think that God wants to reveal God-self in this way?	Nicene Creed. Show how the Father, Son and Holy Spirit are described in the Creed. (01)
4.01.03 Identify Christian faith as Trinitarian.	Identify the belief of the Holy Trinity as unique to Christian faith. Describe ways the Church uses symbols to help us understand the Holy Trinity.	Art. Find artistic expressions of the Holy Trinity in church art. Draw a stained glass window design using one Trinitarian symbol. Create a bulletin board display of originals and reproductions.
4.01.04 State meaning and sources of <a href="#">revelation: Scripture</a> and <a href="#">Tradition</a> .	Define revelation. Define Scripture and Tradition orally. Give an example of Scripture. Give an example of Tradition.	Family Life. What are some of your family traditions? Why is it important to have traditions? How do traditions reveal something about your family?
4.01.05 Articulate that God is faithful to God's promises.	Articulate stories in the Old Testament that exemplifies God's faithfulness. Why is it important to be faithful to our promises?	Drama. Take one story of the Old Testament and dramatize how God kept promises. Who are the characters in the drama? What characteristics of God does the story/drama describe? (04)
4.01.06 Explain that God is described by many names.	Besides the Trinitarian names of God, list how God is addressed in the Old Testament. Find a Psalm in the Old Testament. Identify how God is named in the psalm. List the names found in other psalms researched by class.	Ecumenism and Dialogue. What are names by which other religions address God? (10) Art. Using various colored markers create a calligraphy design of the many names used by Christians and others to address God.

<p>4.01.07 Describe Holy Spirit as proceeding from the Father and Son as perfect love and <a href="#">wisdom</a>.</p>	<p>Write a paragraph describing the role of the Holy Spirit and how I can rely on the help of God's Holy Spirit.</p>	<p>Liturgy. Identify prayers in the Eucharistic liturgy that address the Holy Spirit.</p>
<p>4.01.08 Describe God as loving and forgiving.</p>	<p>Write a reflection on how God is loving and forgiving. Write a prayer thanking God for God's love and forgiveness. Find a story of St. Peter in the Gospel of John. Identify how Jesus shows his forgiveness of Peter.</p>	<p>Scripture. Read story of the Prodigal Son in Luke 15: 11-32. How does this story depict God's forgiveness? Which son shows gratitude for the father's forgiveness? Which son resents the forgiveness of the father? Why do you think that Jesus told this story? (05)</p>
<p>4.01.09 Show understanding that God expects us to love and forgive each other.</p>	<p>Describe a situation in which I was challenged to forgive someone else. Answer the questions: How does it feel to forgive someone in my heart? Why is it important for you to forgive others even if they do not accept your forgiveness? What did Jesus say about forgiveness?</p>	<p>Poetry. Write a reflective poem on how I feel when I forgive someone who hurt me. Health. Make a poster showing pictures of the results of unmanaged anger and health. Why is it important to let go of our anger? How is bullying a form of unmanaged anger?</p>
<p>4.01.10 Articulate meaning of <a href="#">salvation</a>.</p>	<p>State meaning of salvation. Identify how Jesus saves us from our sinfulness. Write a reflection on what it means to me to be saved.</p>	<p>Language. Latin word for salvation is <i>salus</i>. What does <i>salus</i> mean in English? How does this meaning help me to understand something about how God saves us?</p>
<p>4.01.11 Describe what it means to be holy.</p>	<p>Review definition of holiness found in glossary. State why we call God holy. Write a reflection about what it means to be holy in my own life?</p>	<p>Christian Living. Describe holiness in terms of positive self-image, personal dignity and justice. How do I know that I am growing in holiness?</p>
<p>4.01.12 Show understanding that God gives us the freedom to choose good over <a href="#">evil</a>.</p>	<p>Describe meaning of freedom. Describe meaning of evil. How might I be tempted to do evil? Why is it important to avoid evil actions?</p>	<p>Language Arts. Write a story about a truly evil person. What are the characteristics of evil as acted in the person's behavior, inner attitudes? How is this person free? How might this person be unfree?</p>

## GRADE 4

### GOAL TWO

**SACRAMENTS: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church.**

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
4.02.01 Identify meaning of <a href="#">sacramental signs</a> .	Define sacramental sign. Name sacramental signs for sacraments of initiation and Sacrament of Penance	Parish Life. How does my parish church exhibit signs of the sacramental life of the community? (08)
4.02.02 State sacraments of initiation.	Name sacraments of initiation and how many of these sacraments student has received.	Family Life: Where does my family keep my records of having received a sacrament?
4.02.03 Demonstrate understanding that the Eucharist is the <a href="#">source</a> and <a href="#">summit</a> of Christian life.	Define source and summit. How is receiving Holy Communion important to you? How is Holy Communion a sign of God’s presence to us all the time?	Biography. Research the life of Bishop Oscar Romero. Identify when and where he lived. State why his life as a church leader was in danger. State what he was doing when he was killed.
4.02.04 Name the essential components of the <a href="#">Sacrament of Penance/Reconciliation</a> .	Identify essential components: baptized, confesses serious sin, expresses sorrow (contrition), intends to reform, and completes satisfaction (penance) given by the priest. The priest gives prayer of absolution.	Biography. Research the life of St. John Vianney. Why do you think that John spent so much time hearing the confessions of his parishioners? Why would this make him a saint?
4.02.05 Distinguish <a href="#">serious sin</a> from <a href="#">venial sin</a> for sacramental participation.	Define serious sin. Define venial sin. Why is it important to resist sinful behaviors? How might a sinful habit make me feel unwell? Identify serious sins and why you think that they are serious. Identify venial sins and why you think that they are less serious.	Current events. Find a newspaper article about someone who has committed a crime. Answer the questions: How do you think this person feels about his/her life? How do you think this person feels about his/her relationship with God? What do you think God wants for this person?
4.02.06 Describe Sacrament of Penance/Reconciliation as a <a href="#">sacrament of healing</a> .	Describe how the Sacrament of Penance/Reconciliation is a sacrament of healing. Describe how God’s forgiveness heals me.	Health. List things I do everyday to be healthy. In small groups compare your lists. Chart items that are similar. List items that are unique. Report data to class.

**GRADE FOUR**

**GOAL THREE**

**CHRISTIAN LIVING: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ expressed in love for God, conversion, positive self-image, personal integrity, social justice, the dignity of the human person and love of neighbor.**

**LEARNING OUTCOME**

**SAMPLE ASSESSMENTS**

**CONNECTIONS**

4.03.01

Recognize that God creates human beings: body, spirit, intellect and [free will](#).

Name the components of human person. Describe each component. Discuss the gift of free will as a human attribute and gift of God. List characteristics of each component of the human person. Identify other components you would add to the list.

Science. Design a project to research the life cycle and habitat of an ocean animal. Organize in small groups to do the research. Find data about life cycle, specific habitat in the ocean, location on food chain, and environmental concerns. Problem solve about the environmental concerns for the animal. Design charts and find pictures to present your findings in an organized way.

4.03.02

Describe [conscience](#).

State meaning of conscience. Describe how you know that you have a conscience. Discuss why you think conscience is an important human characteristic.

Health. Identify four feelings. In small groups list characteristics of each of these feelings. State the importance of knowing about these feelings. If the feeling is negative, state the importance of the negative feeling and how to resolve it. Examine how negative feelings are warning signs and explain why this important for you to know.

4.03.03

Utilize the tools to examine conscience.

Create an examination of conscience experience using the particular examine as a tool. Describe the parts of a particular examine. State when we examine our consciences. Describe the value of examining how conscious we are of what we do and how it affects those around us.

Family Life. Go on an outdoor excursion with the family. After the excursion have a conversation about what you most enjoyed about the experience. Design a presentation using photographs or power point pictures to share with your friends.

4.03.04

Identify three sources of human choice: object, intention, and circumstances.

Describe our actions based on object, intention and circumstances. Define object, intention and circumstances. Create scenarios of specific events in which choices are made and identify object, intention and circumstances. Discuss why circumstances are important to our choice making.

Language Arts. Write a story about someone who really gets into trouble. Describe what happens to the one who makes a wrong choice. Rewrite the story with another ending. Share your story in a small group using the two endings.

4.03.05  
State the Ten Commandments.

Name the Ten Commandments. Identify which commandments refer to our duty to honor God. Identify the commandments that refer to our relationship with others. In small groups, write the Ten Commandment in positive language.

Social Studies. Design a project to find out how laws are made in the U.S. Identify one government structure that makes laws (congress, city council, etc.) Research what this body does, how its members are selected, term of office, and how the body makes laws. Name one law that this body made and who has to obey this law. Discuss why laws are important.

4.03.06  
Relate the Two Great Commandments to the [Decalogue](#).

State the Two Great Commandments. Explain why the Jewish people would consider these commandments as great. State meaning of Decalogue. Identify how the Two Great Commandments relate to the Decalogue.

Math. Find the numbers one through ten written in Arabic. Practice writing the numbers in Arabic.

4.03.07  
Name the [Beatitudes](#) and their origin.

Identify the Beatitudes and their origin (Mt. 5: 3-10) State why you think Jesus taught the Beatitudes. Write a reflection on one of the Beatitudes stating what you think it means and how it attracts or challenges you.

Drama. Find a story of Jesus in the Gospels that exhibits how he lived the Beatitudes. Dramatize the story. Identify which Beatitude Jesus was observing and how others reacted.

4.03.08  
Identify the first [Social Teaching](#) of the Church.

State meaning of social teaching. Name the first social teaching: dignity of the human person. Identify which of the Ten Commandments relate to this teaching. Identify which of the Beatitudes reflects respect for the dignity of the human person. Describe how this teaching of the Church is social.

Social Studies. Identify a situation in a country you are studying which exemplifies the dignity of the human person being honored. Identify a situation in a country you are studying which exemplifies the dignity of human persons being disrespected. Argue why do you think it is important that governments respect the dignity of others.  
Mission. Choose a project from Catholic Relief Services or Heifer, etc, for which students can contribute in a creative way.

4.03.09

Name the cardinal virtues: [prudence](#), [justice](#), [temperance](#), [fortitude](#).

Identify cardinal virtues. Describe meaning of each virtue. Give example of how these virtues help us to live the Christian moral life.

Biography. Research life of Solanas Casey, Ofm.Cap. Where did Br. Solanas live? Which virtue did Solanas practice in his ministry?

4.03.10

Show understanding of the reality of sin and its [consequences](#) in the world.

Describe situations in society that exemplify the presence of sin and its consequences. State meaning of consequence. Distinguish social evil from natural disasters. Explain why is it important to resist evil. State some consequences of doing evil and consequences of doing good.

Biography: Research life of Mother Teresa of Calcutta. How did Teresa address social evil in her environment? Why do you think that so many people love Teresa? Why do you think that the Church wants to celebrate Teresa as a saint? Where do Mother Teresa's sisters work in Chicago?  
Science: Identify a science project in which you study the environment.

4.03.11

Relate certain behaviors as sinful.

Describe behaviors such as stealing, bullying, name calling, discrimination, physical and mental abuse, racism, and selfishness as sinful. How do these behaviors harm others? How do these behaviors harm those who do them?

Art. Make a collage of magazine pictures that exemplify goodness in the world. Make a collage of magazine pictures that show evil in the world. In which depiction of the world do you want to live? How do you contribute to making that world?

## GRADE FOUR

### GOAL FOUR

**SACRED SCRIPTURE: Read, comprehend and articulate salvation history as conveyed in God’s revelation through the signs of scripture.**

LEARNING OBJECTIVE	SAMPLE ASSESSMENT	CONNECTIONS
4.04.01 Identify the first five books of the Old Testament: <a href="#">Genesis</a> , <a href="#">Exodus</a> , Leviticus, Numbers, Deuteronomy.	List and locate first five books of the Bible in the Old Testament. Identify the Book of Genesis. Identify Book of Exodus. State meaning of Genesis. State meaning of Exodus.	Ecumenism and Dialogue: Identify the first five books of the Old Testament as the Talmud of the Jewish faith heritage. Locate where the Talmud is kept in the Jewish synagogue.
4.04.02 Describe the meaning of <a href="#">covenant</a> in the story of Abraham.	Define covenant. Recount the story of Abraham and God’s promise to Abraham as father of many people (Gn. 12:1-9, 17:1-9) What kind of relationship did God have with Abraham? Did Abraham do what God asked of him?	Scripture: Review the story of God’s covenant with Noah (Gn. 9: 8-17) Find the story of Noah in Genesis. Name the sign God gave to Noah that God would keep the promise that the earth would not be destroyed.
4.04.03 Describe meaning of <a href="#">patriarch</a> .	Define patriarch. State how the word patriarch describes the way societies were formed in the Old Testament times.	History. Research how early middle eastern tribes settled agreements with each other through covenants. Why was a covenant important? Even though men used covenants to make agreements, how were they important to women and children?
4.04.05 Exhibit understanding of how God’s promise was passed on to the <a href="#">descendants</a> of Abraham.	Recount the story of Abraham and Sarah, and the birth of Isaac (Gn. 18:1-15, 21:1-8, 22: 1-19) Recount the story of Isaac and Rebekah whose sons were Esau and Jacob (Gn.25: 19-34, 27:1-45). Identify the sons of Jacob (Gn. 35:23-26) Show understanding that Jacob’s twelve sons became the twelve tribes of Israel. Identify that God changes Jacob’s name of Israel (Gn. 35: 1-13) How did God keep his promise to Abraham? Define descendants.	Family Life. Create a family tree of Abraham to Jacob/Israel including what students know or can research on the lineage of the patriarchs. Place the tree on a bulletin board. Decorate with leaves and fruit as a sign of God’s blessings on Abraham’s descendants. Create a family tree of parents and grandparents. Arrange these family trees around the tree of Abraham. How does God bless us in family life?

4.04.06

Identify the three patriarchs of [Israel](#).

4.04.07

Identify the son of Jacob: Joseph

Name the three patriarchs: Abraham, Isaac, Jacob.

Geography. Locate Israel on map.

Name Jacob's eleventh son Joseph. Recount the story of Joseph (Gn. 37-46: 1-7. How did God take care of Jacob's family? What would have happened had Joseph not forgiven his brothers? How did Joseph save his family? To what country did Joseph's family migrate? Write the story of Joseph making a book that contains the story, quotations from scriptures, and drawings.

Graphing. Take a long sheet of butcher paper. Draw a horizontal line through center of paper. Write names of patriarchs and group according to wives and generations. At top center of sheet write the dates when the patriarchs lived. Estimate how many years that was from the present.

4.04.08

Identify [Moses](#) as a great leader who heard God's command to save the descendants of Jacob/Israel.

Recount the story of Moses (Ex. 1-14). What happened to the family of Jacob/Israel after Joseph died? How was Moses saved? Why did Moses escape to the desert? How did Moses encounter God? What did God tell Moses to do? Why did Moses not want to talk to Pharaoh? Why did Pharaoh not wish to have the slaves released? What happened on the night of their escape from Egypt? How was Moses a hero?

Drama. Engage the students in a dramatic presentation of Moses' encounters with Pharaoh. As the drama is unfolded, students sing verses of the song "Let my People Go!"  
Art. On same butcher paper for the patriarchs locate Moses and time he lived.

4.04.09

Identify Moses as a great [prophet](#) who received God's covenantal promise and the law.

Recount the story of the people in the desert at Mt. Sinai (Ex. 19, 20, 24). Identify the Ten Commandments as the law God gave to Moses and the people. State how the people received the law. Describe how God responded to their disobedience.

Social Studies. Research the life of Benjamin Banneker. Identify when he lived. Describe what Benjamin contributed to the development of science and math.

4.04.10

Identify meaning and significance of the [Ark of the Covenant](#).

Describe the Ark of the Covenant (Ex. 25: 10-22) State what was placed in the Ark of the Covenant. Explain why it was built to be carried.

Art. Make a diorama of the Ark of the Covenant. Identify each part.

9.04.11

Describe the journey of the Israelites in the desert and God's leading them with care and love as their Redeemer.

Recount the story of the people in the desert (Ex. 32). Show understanding that the journey in the desert was very difficult for the people. Read Psalm 106. Describe how the psalm can comfort us.

Science. List the characteristics of the desert as a habitat. Describe what animals and plants need to survive in the desert. Graph the life cycle of one animal and report to the class.

## GRADE FOUR

### GOAL FIVE

**LITURGY:** Understand and celebrate the liturgical rites of the Church as expressed in the Church Year and epitomized in the Eucharist the source and summit of Christian life.

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
4.05.01 Recognize the <a href="#">liturgical</a> actions of the Church as central to the Christian life.	Describe meaning of liturgy. Describe when liturgy is done. Describe how the liturgical life of the Church is worship. Identify ways in which the student engages in liturgy.	Art. Create a sacred space in the classroom using various objects that remind students of each phase of the liturgical year. Change with each season.
4.05.02 Recognize Sunday as the “Lord’s day.”	Describe significance of Sunday in relationship to the Third Commandment. Describe the importance of celebrating the Mass with the Christian community on Sunday.	Family Life: List ways in which families make Sunday a special day.
4.05.03 Identify the holy days of the Church Calendar.	List the major feasts in the Church Calendar that require attendance at Eucharistic liturgy.	Art. Find artistic renderings of the life of Jesus and Mary and place in sacred space during the celebration of a holy day.
4.05.04 Describe the relationship of the liturgical year with the life of Jesus Christ.	Identify the parts of the liturgical calendar , what is celebrated and colors/symbols that characterize each part. Why do you think the Church repeats the celebrations of the life of Jesus during the year?	Calendar. Compare/contrast holy days and holidays on the regular calendar. How are holidays celebrated differently than holy days? Identify dates of Jewish and Islamic holy days and locate on the calendar.
4.05.05 Relate the Jewish feast of Passover with Jesus’ last meal with his disciples.	Recount the story of Jesus’ last meal with his disciples. Recount the story of the Passover meal in Exodus. Compare/contrast the two events. How do these events relate to God’s saving actions?	Art. Make a diorama or draw the foods and table setting of a modern Jewish Passover meal. Find magazine pictures or online photos of this Jewish feast.

<p>4.05.06 Associate the <a href="#">Ordinary Time</a> of the liturgical year with the teachings and public life of Jesus.</p>	<p>Identify Ordinary Time in the Sunday Gospel readings.</p>	<p>Calendar. How can we make ordinary days special? What would we celebrate?</p>
<p>4.05.07 Identify the days of the <a href="#">Triduum</a> and their meaning.</p>	<p>State the three days of the Triduum and their special meaning in the liturgical calendar. State what triduum means.</p>	<p>Music. Participate in singing liturgical hymns sung during the Triduum.</p>
<p>4.05.08 Identify the role of the <a href="#">acolyte</a> in liturgies.</p>	<p>State definition of acolyte. Practice actions of the acolyte in the classroom during prayers services. Invite training opportunity for boys and girls to be acolytes for liturgies in church.</p>	<p>Parish Life. Provide opportunities for students to get involved as acolytes in the liturgical life of the parish. Parish Life. Participate in opportunities to sing in the children’s choir for Sunday worship.</p>
<p>4.05.09 Recognize the parts of the <a href="#">Rite of Reconciliation</a>.</p>	<p>State the parts of the Rite of Reconciliation. Create a reconciliation service to be used for sacramental participation with a minister. . Provide opportunity to participate in the Sacrament of Penance/Reconciliation using the service prepared by the students.</p>	<p>Science. Research the practice of pruning plants. State how pruning enhances production of crops. Identify kinds of plants that benefit from pruning.</p>
<p>4.05.10 Understand how to create prayers of <a href="#">intercession</a> for the Eucharistic liturgy.</p>	<p>State meaning of intercession. Explain why prayers of intercession are important in our life of prayer. Develop prayers of intercession for Eucharistic liturgies. State the formula for prayers of intercession used at liturgies.</p>	<p>Biography. Research the life of Woodie Guthrie. Write a biographical sketch of Guthrie. Examine the importance of Guthrie’s music during the Great Depression. Listen to some of Guthrie’s songs. Identify a favorite song. Sing: “This Land is Your Land, This Land Is My Lang.” Examine how music conveys a message.</p>

## GRADE FOUR

### GOAL SIX

**CHRISTIAN PRAYER AND SPIRITUALITY: Understand and express the different forms of prayer consciously recognizing the work of the Holy Spirit and the meaning of self-surrender to God.**

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
4.06.01 State that God is faithful and loving no matter the circumstances of life.	Articulate relationship with God as a loving relationship. Write a paragraph identifying ways in which God shows love and faithfulness to me.	Family Life. Identify ways in which our parent/s or guardians show faithfulness to us. What is the difference between getting what we want and what we need? What is more important? Why?
4.06.02 Identify prayers of praise, thanksgiving, petition, and forgiveness.	Identify prayers of praise, thanksgiving, petition and forgiveness in the liturgical prayers of the Mass. Write a prayer of praise, of thanksgiving, of petition, of asking for forgiveness. Memorize Act of Sorrow for Sacrament of Penance.	Family Life. Go with family to parish church to celebrate the rite of reconciliation and the Sacrament of Penance. Share with one another how this activity strengthens family life.
4.06.03 Describe <a href="#">examination of conscience</a> .	State meaning of conscience. Make examination of conscience in preparation for Sacrament of Penance/Reconciliation.	Language Arts. Make a list of favorite stories. Identify which stories are fiction and which are nonfiction.
4.06.04 Recognize the importance of prayer and faithfulness to God as Abraham believed and was faithful.	Recount stories of Abraham in which he speaks to God and expresses his faithfulness to God.	Biography. Research life of St. Benedict and St. Scholastica. How were these saints related to each other? When/Where did they live? What did they do? Where do the Benedictine sisters live in Chicago? What do they do?
4.06.05 Exhibit capacity for <a href="#">silent prayer</a> .	In providing silent prayer experiences for students, student will show capacity to participate in the exercise. Articulate value of this form of prayer. State difference of this form of prayer from others.	Ecumenism and Dialogue. Identify yoga as a form of meditation. Practice a simple yoga exercise. What religions practice this form of prayer?

4.06.06

Recognize the [Apostles Creed](#) as a statement of belief in the Holy Trinity.

4.06.07

Recognize Communion of Saints as friends who pray for us.

4.06.08

Identify mysteries of the rosary.

\*Provide rosaries for all students.

4.06.09

Recite Prayer of St. Francis Assisi.

4.06.09

Interpret Psalm 34 as a psalm of praise.

Locate Trinitarian sections of the Creed. Memorize Apostles Creed.

Describe the communion of saints. Make a poster and write names of saints studied this year. Find images of these saints and place on poster or bulletin board. Add to the poster names of people who students believe to be holy. Explain why these people might be added to the list.

Name the current four categories of the mysteries of the rosary. Locate on the rosary where the prayers of the rosary are prayed. Identify five mysteries for each category. Why would the rosary be important for us to pray? What does it mean that the rosary is a form of Christian meditation? Recount history of the rosary and its significance in the middle ages.

Memorize Prayer of St. Francis. Compare the Prayer of St. Francis with the Beatitudes. Explain why this prayer is important for us to learn.

Read Psalm 34: 1-23. Identify verses that identify the psalm as a psalm of praise. What does the psalm say about God's goodness to us? How should we be comforted and challenged by this psalm?

History. Research when the Apostles Creed was written. Why is it called the "Apostles" Creed?

Biography. Research life of St. Therese of Liseaux. How was Therese's life one of prayer even during her childhood? What did she say that she would do after she died? (07)

Biography. Research life of St. Dominic. State when Dominic lived. Identify how Dominic lived his life. Describe how the rosary as important to Dominic.

Biography. Research life of St. Francis of Assisi. When/Where did St. Francis live? What kind of life did Francis live in his father's home? Why did Francis leave his home? What did Francis do for the Church? What was the group of men who followed Francis called? Are there followers of Francis today?

Science. Identify a habitat that has been damaged by war. State what happens to a habitat when environmentally damaged. Brainstorm ways that can rejuvenate the habitat.

**GRADE FOUR**

**GOAL SEVEN**

**CATHOLIC CHURCH: Understand and appreciate the mystery of the Church, the Body of Christ, the community of believers, as expressed in the Church's origin, mission of evangelization, hierarchical structure, marks, charisms, members and the communion of saints.**

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
4.07.01 Identify the Catholic Church as the <a href="#">assembly</a> of God's people.	State meaning of assembly. Recognize how the Catholic Church is an assembly of people gathered to worship God and live the Christian way of life.	Social Studies. Identify a Native American nation that you would like to study. Search online for facts about the nation. Describe how the tribes of the nation would gather. Describe the reasons for gathering. Find pictures of the nation and identify unique cultural characteristics.
4.07.02 Identify the Church as the <a href="#">People of God</a> .	State meaning of People of God as those who believe in God and follow God's commandments. How do you feel when you know you belong to a special group of people?	Scripture. Read Gn. 22: 15-18. What did God promise Abraham? How did God bless Abraham's people? Why did God bless Abraham? (04)
4.07.03 Name <a href="#">Pope</a> as head of the Catholic Church.	State meaning of pope. Identify understanding of the pope as the head of a global church.	Biography. Research the life of Pope Leo the Great. State when/where did Pope Leo lived. Describe what Pope Leo did for the church. State why you think he was a great leader.
4.07.04 Recognize that the Church is <a href="#">hierarchical</a> .	State meaning of hierarchy. Identify pope and bishops in the hierarchy.	Biography. Identify the current pope. How long has he been head of the church? From what country did he come? How many languages can he speak? What is his message to young people?
4.07.05 Identify part of the Apostles Creed that describes the church as <a href="#">holy</a> and <a href="#">catholic</a> .	State meaning of holy. State meaning of catholic. How is the church as People of God called to be holy? How is the church universal? Does God call me to be holy?	Mission. Using Catholic Relief Services website, locate a country in Africa served by CRS. List how CRS contributes to the well being of the people. State how resources of Catholics help the work of Catholic Relief Services.

## GRADE FOUR

### GOAL EIGHT

**PARISH LIFE: Understand and participate in the life of the Church as lived in the parish through its community, cultural aspects, worship, sacramental life, service, missionary endeavors and organization.**

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
4.08.01 Explain how the <a href="#">parish</a> is part of the Catholic Church.	State meaning of parish. How do I know that I am a member of the Catholic Church? Why is the Sacrament of Baptism called a sacrament of initiation?	Sacrament. Find a copy of your baptismal certificate. Locate the name of the parish where you were baptized. Is that parish the same as the parish where you are a member now?
4.08.02 Identify <a href="#">pastor</a> as head of the parish.	State meaning of pastor. What is the name of the pastor of my parish?	History. Make a time line of my parish. When was the parish established? Who were its pastors? How long did each pastor lead the parish? When was the church built? When was the school building built? When were other buildings built? Interview. In small groups, make an appointment to interview the pastor. List some questions that you want to ask him. Have each group note how pastor answered the questions. Compare/contrast his answers.
4.08.03 State that as <a href="#">members</a> of the Catholic Church we can belong to a parish	State meaning of member. Describe how I know that I am a member of a parish.	Family Life. Interview your parent/s. Find out how long the family belonged to this parish. What sacraments were celebrated by the family in this parish?
4.08.04 Recognize that as members of a parish we have responsibilities that we call <a href="#">stewardship</a> .	Identify ways that describe how a student has responsibilities in parish life. Stewardship. What is the meaning of stewardship? How are you grateful for the blessings of God in your life? How do you share your blessings?	Family Life. What are your responsibilities as a member of the family? Why is it important to have responsibilities? What responsibilities does the family take in the life of the parish?

4.08.05

Recognize the Blessed Sacrament as the Real Presence of Christ in the parish church.

Identify where the Blessed Sacrament is located in the church. Why is it important for me to respect the Blessed Sacrament? How do we show that respect?

Art. Make a diorama of the tabernacle. How does this diorama compare the one made for the Ark of the Covenant?

4.08.06

Recognize that the church teaches through [bishops](#), pastors, teachers, [catechists](#).

State meaning of bishop. Identify how the pastor teaches the community. Identify how teachers and catechists teach the faith.

Family Life. How do our parent/s teach us? Make a list of things I have learned from my parents.

## GRADE FOUR

### GOAL NINE.

**VOCATION: Understand and undertake discipleship in Christ responding in faith by participating in the mission of the Church through living a specific call in the life of the Church.**

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
4.09.01 State meaning of Christian <a href="#">discipleship</a> .	Define disciple. Who were disciples of Jesus in the Gospel? Why did they follow Jesus? Describe Christian discipleship as a way of life.	Family Life. How does my family follow Jesus? Make a list of ways that I follow Jesus and group items according to attitudes and behaviors.
4.09.02 Define <a href="#">vocation</a> as a call to serve in the Church.	Define vocation. How do we listen to the voice of God in the Church? How does the Holy Spirit guide us in life?	Biography. Review list of saints studied so far this year. How did these people follow Jesus? How did they serve the People of God?
4.09.03 Show understanding that vocations are ways to holiness in life.	Define holiness. How might following Jesus as a disciple lead us to holiness?	Biography. Recount the life of St. Peter. How was Peter a disciple of Jesus? Did he always understand what it meant to follow Jesus? Why does the Church call Peter a saint?
4.09.04 Identify vocations in the Church: <a href="#">marriage</a> , <a href="#">priesthood</a> , <a href="#">religious life</a> and <a href="#">single life</a> .	Describe vocations of marriage, priesthood, religious life and single life.	Parish Life. Identify people in the parish who exemplify church vocations: marriage, priesthood, religious life and single life. How do know that these people are trying to be holy? Create a list of virtues that these people practice. Create a list of my personal virtues.

## GRADE FOUR

### GOAL TEN

**ECUMENISM AND DIALOGUE: Understand the participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with Christian churches, Jews, Muslims and all faith traditions.**

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTONS
4.10.01 Identify the Jews as the <a href="#">ancestors</a> of Abraham who received the covenant of God.	State the Jews as ancestors of the patriarchs of Israel beginning with Abraham. State meaning of covenant in three stories from the Old Testament: Noah, Abraham, Moses.	Scripture. Recount story of Jacob and how his name was changed to Israel. (Gn.32: 23-32) State meaning of the word Israel. (04)
4.10.02 Show understanding that Christians receive the blessings of the <a href="#">covenant</a> through Christ.	State understanding that Jesus showed how God blesses his followers through his teachings and parables. Identify some parables in which Jesus identifies the blessings of God's covenant.	Scripture. Recount the story of Jesus' last meal with his disciples. How does Jesus use the word covenant at the meal? Why do you think that Jesus used covenant in this way? Why should we be grateful to God for giving us the gift of his Son?
4.10.03 Distinguish Old Testament from New Testament.	Identify the Old Testament as the Hebrew scriptures of the Bible. Identify the New Testament as the Christian scriptures of the Bible.	Literature. Find a story about a Jewish family living in the U.S. How does the family celebrate their Jewish customs?
4.10.04 Identify the first five books of the Old Testament as the Jewish <a href="#">Talmud</a> .	State the Talmud as the first five books of the Old Testament. Identify the meaning of Talmud. State why these books are important to Jews and Christians alike.	Architecture. Identify the parts of the Jewish synagogue. Where is the Talmud placed in the synagogue? How do Jewish people show respect for the Talmud?
4.10.05 Identify Jesus within the Jewish <a href="#">tradition</a> .	State meaning of tradition. Show understanding that Jesus was a Jew who lived as a son of the covenant who followed the law of Moses. Show understanding that Jesus followed and taught the Two Great Commandments of the Jewish law. Identify the Two Great Commandments.	Scripture. Read Mt. 1:1-16. Define genealogy. Locate the names of the three patriarchs of Israel. Locate the verses that identify Mary and Joseph. How many generations from Abraham to Jesus? State how you arrived at the answer to this question.

4.10.06

Recognize the [psalms](#) as the prayers of Jewish and Christian people.

Locate psalms in the Bible. Place psalms within the context of the Old Testament. Read Psalm 23 in the Bible and reflect on what the psalm means. Read one other psalm with another person. Find phrases that help you to understand God's care for you.

Science. Identify an extreme weather pattern. In small groups state the characteristics of the weather patterns. Describe how the weather impacts human, animal and vegetative life. List some safety guides that protect you from the effects of this weather pattern. State why it is important to follow safety rules. Report your findings to the class.

4.10.07

State the importance of respecting the religious beliefs of others.

Discuss the importance of respecting the beliefs of others even though those beliefs are different from yours. List how all the religions help you to understand your own religion better.

Social Studies. Develop a project to research the cultural aspects of a nation or district in a continent other than the U.S. In the research describe climate, economics, housing, religious system and one interesting cultural celebration. Create charts to organize the data. Find pictures of the location and people. Organize how you report your findings to the class.