

## **GRADE FOUR**

### **SCRIPTURE / BELIEFS**

*Students should have access to a Bible in their classes in Grade Four and in all subsequent grade levels. In Grade Four, the teacher will provide the following Catechesis:*

1. There is one God. There are three Divine Persons in one God: God the Father, God the Son, and God the Holy Spirit.
2. The mystery of the three Persons in one God is called the Holy Trinity. (CCC 253) (Also, see Appendix 1)
3. God the Father is the First Person of the Holy Trinity.
4. God the Father is the Creator of the angels, the universe, and people.
5. Human beings are made of both body and soul, and we are made in the image of God. Because we are made in God's image, we have the ability to reason, to make choices, and to love. (CCC 362-368)
6. The two main powers of the soul are: a) Intellect, by which we think, judge, and understand; b) Will, by which we freely choose good or evil. (CCC 1705-1706)
7. Heaven is the goal for which all persons are created.
8. God created the angels to love and serve Him.
9. The Devil - or Satan - and the demons refused to love and serve God.
10. The Bible / Sacred Scripture is God's Word. (CCC 81, 101, 102, 135)
11. All of Sacred Scripture is inspired by God.
12. God reveals Himself through Sacred Scripture and through the Church.
13. The Holy Spirit inspired men to write the books of the Holy Bible; the Holy Spirit guided the Church to put these books together as the Bible. (CCC 105-107)
14. The Bible is a collection of Sacred Books, which are organized into chapters and verses. (CCC 120)
15. The Bible is made up of two sections: a) the Old Testament and b) the New Testament. (CCC 120-129)
16. There are 73 Books in the Bible - 46 in the Old Testament and 27 in the New Testament.
17. The students should be able to identify and look up biblical references of the Old Testament.
18. Evil entered the world through the Original Sin of our first parents, Adam and Eve. God immediately promised to send a Savior. (CCC 407-409 and cf. Genesis 3: 15)
19. The Cain and Abel account shows that the devil tempts people to sin and shows that we need the Sacrament of Penance.
20. The narration of Noah and the Flood shows that we need the Sacrament of Baptism to save us from sin. The Ark prefigures the Church where people live with God.
21. God made a Covenant with Noah.
22. God made a Covenant with Abraham, our Father in Faith, that he would have land and many descendents.
23. God changed Jacob's name to Israel.
24. Joseph suffered at the hands of his brothers, but God brought about a greater good from that evil.
25. Joseph was put into a position to save the Israelites from famine.
26. Moses obeyed God and took the Israelites out of Egypt.
27. The Passover sacrifice and meal prefigures the Mass.
28. God gave the Ten Commandments to teach human persons how to live.
29. The manna in the desert prefigures the Holy Eucharist.
30. Joshua led the Israelites into the Promised Land after forty years in the desert.
31. God chose Saul to be the first King of the Israelites.
32. King David sinned greatly and repented, and God forgave him.
33. King Solomon built a great temple in Jerusalem in which he put the Ark of the Covenant.
34. King Solomon fell away from God.
35. The Prophet Isaiah foretold the Messiah (Savior) would be a Suffering Servant.



36. About 600 years before Christ, the Babylonians destroyed Jerusalem and the Temple, and took many Israelites to live in Babylon.
37. After seventy years in Babylon, the Israelites returned to Jerusalem and built a second Temple for God.
38. John the Baptist was the last and the greatest Prophet of the Old Testament.
39. Jesus was baptized by John the Baptist and, then, proclaimed that the Kingdom of God was at hand.
40. Identify the major sections of the New Testament: the four Gospels, the Acts of the Apostles, the Epistles (Letters), and the Book of Revelation.
  
41. God the Son is the Second Person of the Holy Trinity.
42. Jesus is God the Son, our Savior, Who came to reveal the Father to mankind, to teach them how to live, and to open heaven. (CCC 461, 259, 459)
43. Jesus is Priest, Prophet, and King.
44. The Incarnate Jesus is the perfect revelation of the Father.
45. Jesus was born in Bethlehem, He grew up in Nazareth, and He died in Jerusalem.
46. Have the children locate Bethlehem, Nazareth and Jerusalem on a map, or copy a map of Israel and place these three cities on the map.
47. Jesus is true God and true Man.
48. The Incarnation means God the Son, Jesus, took on a human body to live a human life.
49. Understand that, in the Gospels, we learn from Jesus how we are to live our lives. (CCC 124-127, 133, 134, 141)
50. The Passion of Jesus was His Suffering and Crucifixion.
51. Jesus rose on Easter when His soul made His body come alive.
52. The Church was instituted by Jesus Christ. (CCC 763-766)
53. In following the teachings of the Church, Catholics follow Jesus.
  
54. God the Holy Spirit is the Third Person of the Holy Trinity, sent by God the Father and God the Son to dwell within us and to help us always to choose what is good and to avoid what is evil. (CCC 245, 263, 2847)
55. Christ sent the Holy Spirit Who guides us through His grace and helps us to lead holy lives. (CCC 1091)
56. We receive the Holy Spirit in Baptism.
57. In Confirmation, the Holy Spirit gives us His Seven Gifts that, when lived out, produce the Fruits of the Holy Spirit.
58. Pentecost was the first Confirmation.
59. Have the children memorize the Three Theological Virtues; the Seven Gifts of the Holy Spirit; the Twelve Fruits of the Holy Spirit. (See Appendix 6)
  
60. Mary is the Immaculate Conception. This means that she was created without original sin. From the first moment of conception in her mother's womb, Mary was free from sin and full of grace. (CCC 490-492)
61. Mary never sinned throughout her life. She is the Church's perfect example of Faith, Hope, and Love of God and of neighbor. (CCC 493- 494)
62. The Assumption celebrates Mary being taken up by God to Heaven, body and soul, at the end of her earthly life. The Feast of the Assumption is August 15<sup>th</sup>. (CCC 966)
  
63. The Communion of Saints is made up of all of the baptized persons on earth, all the Saints in heaven, and all the souls in purgatory. (CCC 954 -959)
64. Purgatory is the final purification of the soul after death and before entrance into heaven to make one perfect for Eternal Life.
  
65. The family is the basic unit of the Church and of society, and it needs to be protected and respected. (CCC 1655-1657)



**WORSHIP / MASS / SACRAMENTS / PRAYER**

In Grade Four, the teacher will provide the following *Catechesis*:

1. Talk with the children about the meaning of the gift of Faith, and the means to deepen Faith.
2. Students should memorize the definition of Sacrament: "A Sacrament is an outward sign, instituted by Christ, to give grace." (CCC 1131)
3. God gives grace in the Seven Sacraments.
4. Grace is a share in God's life.
5. Through Prayer, Sacraments, Scripture, and the Intercession of the Saints, we become disposed for grace.
6. Sanctifying Grace is a gift from God received in Baptism.
7. The Sacraments of Initiation are: Baptism, Confirmation and Holy Eucharist.
8. In Baptism, God gives His life and power to enable us to always choose the good and to enter into heaven.
9. Christians become temples of the Holy Spirit at Baptism.
10. The Sacraments of Healing are: Penance and the Anointing of the Sick. (CCC 1212, 1421)
11. During the Penitential Rite (at the beginning of the Mass), we humbly acknowledge our sinfulness and ask God for mercy.
12. *All* sin injures the whole Body of Christ. God's grace, especially in the Sacrament of Penance, restores us to right relationship with Him and with the Church, and heals us spiritually. (CCC 1469)
13. Jesus, as God, forgives sin.
14. The Sacrament of Penance was given to us by Jesus. In the Sacrament of Penance, we ask for and receive forgiveness of our sins from God through the Priest. (CCC 1444)
15. Review the importance of receiving the Sacrament of Penance and the five steps to making a good Confession:
  - a. Examination of Conscience
  - b. Confession of one's sins
  - c. Contrition (having sorrow for one's sins)
  - d. Purpose of Amendment (a firm resolve, with God's grace, to avoid sin)
  - e. Absolution and Penance from the Priest
16. Prayer helps us in times of temptation. (CCC 2846-2849)
17. Temptation is a struggle for everyone, but God's grace is always present to help us to choose good. (CCC 2846-2849)
18. Clarify for the children the difference between temptation, sin and a mistake, and between a venial and a mortal sin.
19. Sin is any intentional thought, word, deed, or omission that breaks God's law.
20. A sin of commission is any intentional thought, word, or deed that offends God.
21. A sin of omission is the neglect or refusal to perform good actions that one's conscience urges one to do.
22. Venial sins do not destroy the life of grace in the soul, but mortal sins do. (CCC 1855, 1861-1863)
23. For a sin to be mortal, there are *three* conditions: (CCC 1857)
  - a. The bad thought, word, or deed must be serious in itself. (CCC 1858)
  - b. One must know the sin is serious. (CCC 1859)
  - c. One must freely choose to commit the sin anyway. (CCC 1859)
24. For a sin to be venial, only *two* of the three conditions for mortal sin are present.
25. We must avoid the occasions of sin which are any person, place, or thing that we know might lead us to sin. (CCC 1853)
26. Jesus, through the Priest, makes present His one, perfect sacrifice at every Mass. (CCC 1382)
27. Jesus is the perfect victim offered as a sacrifice to the Father for the atonement of our sins.



28. Jesus is the perfect Priest that makes the offering of Himself, as a sacrifice to the Father, at Mass as He did on the Cross.
29. The Mass is a Sacred Banquet at which, if we are in a state of grace, we may receive the Body and Blood, Soul and Divinity, of Jesus. In doing so, we become more like Him. (CCC 1382)
30. The Mass is our greatest prayer, and we need to participate at Mass every Sunday and Holy Day Obligation. (CCC 1167, 2043, 2180-82)
31. To deliberately choose to miss Mass on Sundays or Holy Days of Obligation is a mortal sin, which must be confessed before one receives Holy Communion again. (CCC 2181)
32. There may be children who cannot attend Mass because nobody will take them. In these cases, the child is not guilty of sin. The sin would be if the child could attend Mass on his / her own, and does not do so.
33. The Precepts of the Church command going to Confession during Lent or Easter each year, if we have committed serious sin. (See Appendix 6)
34. Going to Confession each month is a very good practice in order to become holy.
35. If one commits mortal sin, he / she should go to Confession as soon as possible.

#### REVIEW the MASS and the SACRAMENT of the HOLY EUCHARIST

36. The bread and wine are changed into the Body and Blood, Soul and Divinity, of Jesus during the Mass through the words and actions of the Priest. (CCC 1352, 1353, 1412)
37. After the Consecration, there is no more bread and wine. There is only the appearance of bread and wine. (See Transubstantiation: CCC 1376)
38. Transubstantiation occurs at the time of Consecration. Transubstantiation means that the bread and wine are changed into the Body and Blood, Soul and Divinity, of Jesus.
39. Have the children memorize: "The Holy Eucharist is the Body and Blood, Soul and Divinity, of Jesus Christ under the appearances of bread and wine."
40. The Real Presence is that the whole Christ is truly, really, and substantially present in the Holy Eucharist.
41. The Holy Eucharist is the Body and Blood, Soul and Divinity, of Jesus Christ, fully God and fully Man.
42. The Consecration occurs when the Priest says the words of Jesus: "This is My Body" ... and "This is My Blood" ... over bread and wine during the Mass.
43. Jesus, as God, is present everywhere. However, when we refer to the *Real Presence*, we are referring to Jesus' substantial, incarnate presence in the Holy Eucharist - Body and Blood, Soul and Divinity - fully God and fully Man.
44. The Holy Eucharist, the Real Presence of Jesus, nourishes and strengthens us. (CCC 1378-1379)
45. In the Holy Eucharist, the Body and Blood, Soul and Divinity, of Christ is contained, offered, received, and is at the center of our Catholic Faith. (CCC 1074, 1324, 1374, 1413)
46. The Holy Eucharist is the source of living the Christian life. (CCC 1324)
47. There is no greater gift in this life than the Holy Eucharist. (CCC 1325)
48. Anyone who is aware of having committed mortal sin must receive absolution in the Sacrament of Penance before he / she receives Holy Communion. (CCC 1415)
49. To be properly prepared to receive Holy Communion, means a person must: a) be Catholic; b) be free from mortal sin (i.e. to be in the state of grace); c) have fasted from food and drink for, at least, one hour before receiving Holy Communion; and, d) have the right intention of being united with Jesus Christ.
50. Water and / or medicine do not break the Eucharistic fast. (cf. Canon 919 of the Code of Canon Law)
51. Prayer is the raising of one's mind and heart to God or the request of good things from God. (CCC 2559)
52. The basic categories of prayer are: blessing, adoration, supplication (petition), intercession, thanksgiving, Praise. The students should be able to give an example of each. (CCC 2623-49)
53. Forms of prayer: Adoration, Contrition, Thanksgiving, and Supplication / Petition (ACTS).
54. Give examples of public and private prayer.





55. Participate in different kinds of prayer and devotions (Prayers to Mary, Angels, the Saints, and Stations of the Cross, etc.) (CCC 2678-84)
56. Teach the children how to incorporate prayer into daily life in imitation of Jesus. (CCC 2607-16, 2757)
57. The Catholic Church is the Church Jesus started.
58. Jesus started His Church and chose Peter to be the leader.
59. Peter and the Apostles were the first Pope and Bishops of the Church.
60. The role of the Church's leaders is to teach, govern, and sanctify.
61. Jesus gave His Church the fullness of truth and the authority to teach the truth.
62. Pray as a class for the protection of all human life from conception to natural death. (CCC 2258-62)
63. Catholics observe Sunday as the Sabbath. Catholics may participate in Mass for the weekend beginning with 4:00 p.m. Liturgy on Saturday (Vigil Mass), and at any time on Sunday.
64. Teach the seasons of the Liturgical Year in order - as well as the major feasts. (CCC 1168 and Glossary of CCC - Liturgical Year).
65. Study the importance and value of indulgences. (CCC 1471-1479)

### **CHRISTIAN MORALITY / COMMUNITY SERVICE**

In Grade Four, the teacher will provide the following Catechesis:

1. God made us to know, love, and serve Him in this life, and be happy with Him in heaven. (CCC 1721)
2. Give examples of respect for all life as a gift from God. (CCC 2258, 2319)
3. Recognize and respect that all people are made in the image and likeness of God. (CCC 356-361)
4. All people are created *very good*, in God's image and likeness. (CCC 356-361, 374)
5. Demonstrate respect for all creation, for all living things, especially human life. (CCC 2258, 2415)
6. Responsible stewardship includes care of personal belongings, public property, and God's creation.
7. Jesus is our role model for the Christian life. (CCC 1694, 1698)
8. The imitation of Christ is the fundamental moral norm for Christians.
9. Use the Bible to identify and discuss ways of imitating how Jesus showed love for others.
10. Review the meaning of Jesus' words: "As often as you did it for one of My least brothers, you did it for Me."
11. Ask the students to give examples of how to live out Jesus' Great Commandments: 1) Love God above all things and 2) Love your neighbor as yourself. (CCC 1878)
12. In contrast to the practices of the world, Jesus' disciples live in a spirit of selflessness and love, and are marked by a spirit of humility and service.
13. As members of the Church, we are called to be examples of Jesus' love to others.
14. Teach examples of the living out of the Ten Commandments, as a pre-adolescent would live them:
  - Commandments 1-3: Love of God:
    - 1-3: to avoid idolatry, including magic, psychics, fortune-telling, Ouija boards, horoscopes, using God's Name irreverently, and missing Mass on Sundays.
  - Commandments 4-10: Love of Neighbor:
    - 4-5: Instructs us to honor our parents, authority, and to treat ourselves and others (body and souls) with dignity and respect.
    - 6-10: Includes using our minds to think of people and things in a good and respectful way, to avoid damaging other people's property; to be truthful and talk well of others; to repair damage caused by our sins and failings of the domestic church.
15. Talk with the students about the example of Mary and the Saints to illustrate living a moral life.



16. Through the example of the Visitation of Mary to Elizabeth, we learn how to respond willingly to God's call to help others. (CCC 717)
17. Everyone has a duty to form his / her conscience well with the help of God through the Catholic Church's teaching.
18. Give encouragement to a daily Examination of Conscience, using the Ten Commandments as a guide.
19. Teach that each person must obey his / her conscience. A well-informed conscience is law, inscribed by God and aided by grace, which helps us to choose what is right. (CCC 1776, 1785-1786)
20. Virtues are good spiritual habits. (CCC 1803)
21. Grace is a supernatural help from God that enables us to live the Christian life. (CCC 1999, 2021-2024)
22. Actual Grace is a grace from God that helps us respond to Him in a particular instance. (CCC 2000)
23. Sanctifying Grace guides our participation as adopted children in the life of God, and helps us to do His Will. (CCC 2023-2024)
24. At the time of death, the soul ceases to keep the body alive.
25. We must die in a state of Sanctifying Grace to enter into heaven, and the best way to make sure that we die in a state of Sanctifying Grace is to live consistently in God's Favor.
26. The four *Last Things* are : Death, Judgment, Heaven, and Hell.
27. The Particular Judgment (Last Judgment) of our life occurs when we die.
28. The General Judgment occurs at the end of time when Jesus will appear before all humanity.

### **FORMATION**

In Grade Four, the teacher will provide the following *Catechesis*:

1. Review making the Sign of the Cross with the *right hand* correctly, emphasizing that the words be spoken clearly, especially, "In the name of ..." (CCC 2157, cf. CCC 786)
2. Ways to fold hands during prayer.
3. Pray in one's own words, *spontaneously*. Help the children to simply 'BE' in God's Presence.
4. Make a genuflection on the *right knee* toward the Tabernacle because Jesus is present there. (CCC 1378 and the Glossary of CCC under Genuflection) As Catholics, we respectfully genuflect toward Jesus in the Tabernacle when entering and leaving church.
5. Bow one's head slightly when hearing or saying the Name of Jesus / Jesus Christ.
6. Daily practice of the Examination of Conscience. (CCC 1454)
7. Pray for the needs of others.
8. Review the Apostles' Creed and the Nicene Creed. (cf. *The Apostles' Creed and the Nicene Creed* and CCC 184-185) (See Appendix 5)
9. Devotional prayer to one's Guardian Angel.
10. Pray to the Saints, especially one's Patron Saint..
11. Pray for the intentions of the Pope, Bishop, and Parish Pastor.
12. Devotion to Mary, especially on Saturdays, and during the months of October and May.
13. How to pray the five decades of the Rosary. (CCC 2678, 2708, cf. CCC 1674) (See Appendix 8)
14. The Mysteries of the Rosary - and an explanation of the Mysteries of the Rosary. (See Appendix 8)
15. Devotion to St. Joseph.
16. Quiet and reverence while in church.
17. Proper manner of sitting, standing, and kneeling in church.



18. Proper and regular use of Holy Water - with the *right hand*.
19. Make a genuflection on the *right* knee.
20. Review the Act of Contrition and the importance of sorrow for sin. We say this prayer to express to God our sorrow for sin. (CCC 2631) (See Appendix 5)
21. Arrange for the children an opportunity for, at least, monthly Confession.
22. Review the proper manner of making a good Confession - the steps for going to Confession.
23. Participate in an Examination of Conscience. (CCC 1454)
24. Review the Ten Commandments - in preparation for the Sacrament of Reconciliation.
25. Frequent Confession (at least once a month).
26. Say "I'm sorry, forgive me" to anyone offended.

**Note:** Be certain that students are told or encouraged not to disclose sins or even faults in class. The appropriate context for the disclosure of sins is the Sacrament of Penance.

27. Participate fully at Mass by listening to the readings, responding, singing, and with active participation.
28. Proper manner for reading at Mass (whenever this begins in the parish / school).
29. Teach the children to offer themselves to the Father with Jesus at the sacrifice of the Mass.
30. Review the doctrine of the Mass as a meal and a sacrifice instituted by Jesus.
31. Review the different parts of the Liturgy of the Word and the Liturgy of the Eucharist. (CCC 1348, 1408)
32. Striking one's breast during the '*Confiteor*' at the words: "I have sinned through my own fault".
33. At the beginning of the Gospel reading, to make a 'cross' with the right thumb on the forehead, lips, and heart - and ask God to be "in my mind, on my lips, and in my heart".
34. Bow or kneel when we say 'and became man' in the Creed.
35. Explain the significance of the Sign of Peace at Mass.
36. Encourage devotion to the Holy Eucharist and frequent Communion.
37. Review the importance of frequent (at least, every Sunday), worthy, and reverential reception of Holy Communion.
38. Preparation for reception of Holy Communion.
39. Make an act of reverence before receiving Holy Communion (bow, genuflect).
40. Review the proper way to receive Holy Communion on the tongue and in the hand. (See Appendix 17)
41. Proper manner for serving at Mass (whenever this begins for boys in the parish).
42. The significance of the Feast of the Immaculate Conception (Patronal Feast of the United States and of the Diocese of Lincoln).
43. The significance of the Feast of the Assumption of Mary.
44. An introduction of the Litanies of the Saints, of the Blessed Virgin Mary, and of the Sacred Heart.
45. The liturgical celebrations of Holy Week.
46. The liturgical seasons of Advent, Christmas, Lent, and Easter.
47. The significance of the Feast of the Ascension of the Lord.
48. The significance of the Feast of All Saints and All Souls.
49. The significance of the Feast of Pentecost.
50. Observance of the liturgical season of Lent.
51. Proper use of medals, scapulars, crucifix, holy cards, statues, etc.
52. Obedience to those who have authority to tell others what to do.
53. Visit the Blessed Sacrament in the Tabernacle.
54. Introduction of Eucharistic Adoration and the Benediction Service.
55. Familiarity with how to participate at a Benediction Service.
56. 'Tithing' in support of the Church and the poor.



57. 'Stewardship' of natural resources and material possessions.
58. The name of the Pope, Bishop, and Parish Pastor.
59. Responses to the Bishop's Blessing. (See Appendix 5)
60. Proper observance of Sunday and Holy Days of Obligation - and, in particular, be able to name the Holy Days of Obligation in the Diocese of Lincoln. (See Appendix 12)
61. The steps for good decision-making and a procedure for making good moral choices. e.g. The Boys' Town Model
62. The definition of two types grace: Sanctifying Grace and Actual Grace.
63. An introduction of the understanding of 'indulgences'. (cf. CCC 1471-1479)
64. Review the Ten Commandments - God's law to guide our life on earth - with memorization.
  - Teach the First Commandment: adore God alone, pray to Him.
  - Teach the Second Commandment: respect God's name and all that is holy.
  - Teach the Third Commandment: keep the Lord's Day holy by worship / rest.
  - Teach the Fourth Commandment: honor your parents and others in authority.
  - Teach the Fifth Commandment: respect human life as a gift; protect life in all its stages.
  - Teach the Sixth / Ninth Commandment: be pure / modest in thought, word, and action.
  - Teach the Seventh / Tenth Commandment: respect others' belongings.
  - Teach the Eighth Commandment: speak the truth; keep promises and secrets.
65. An introduction of the Beatitudes, a guide to Christian living - encourage memorization. (cf. Matt. 5)
66. An introduction of the Precepts of the Church with memorization. (See Appendix 6)
67. Review the Two Great Commandments, with memorization. (See Appendix 6)
68. The New Commandment of love: "Love one another as I have loved you."
69. The Golden Rule: "Do to others as you would have them do to you." (cf. Matt. 7: 12 and Luke 6: 31)
70. Practice reciting the Spiritual and Corporal Works of Mercy. (See Appendix 6)

### PRAYERS TO LEARN

In Grade Four, the teacher will provide the following Catechesis:

1. All prayers from the previous grades. (See Appendix 5)
2. Act of Faith.
3. Act of Hope.
4. Act of Love.
5. Angelus.
6. The formula to use in the Sacrament of Penance: (CCC 1450-1460)
 

At the beginning: *Bless me, Father, I have sinned. My last confession was \_\_\_\_\_.*  
*My sins are \_\_\_\_\_* (the penitent states the sins). *I am sorry for my sins.*  
 The priest talks and gives a penance.  
 The penitent makes an *Act of Contrition*.  
 The priest gives absolution.  
 Priest: *"Give thanks to the Lord for He is good."*  
 Penitent: *"His Mercy endures forever."*  
 Priest: *The Lord has freed you from your sins. Go in peace."*  
 Just prior to leaving the confessional, the penitent says: *"Thanks be to God."*





92 Questions

53. Who offered the first Mass?  
A. Jesus Christ.
54. When did Jesus offer the first Mass?  
A. On Holy Thursday night, the night before He died, at the Last Supper.
55. What happens at the Sacrifice of the Mass?  
A. The bread and wine are changed into the Body, Blood, Soul and Divinity of Jesus when the priest repeats the words of consecration spoken at the Last Supper. In this way the sacrifice on the cross that Jesus offered on Calvary is present again so that we can join in offering it to the Father and receive its benefits.
56. Is it a mortal sin for you to miss Mass on Sunday or a Holy Day through your own fault?  
A. Yes.
86. What is a Sacrament?  
A. A Sacrament is an outward sign, instituted by Christ, to give grace.
87. How many Sacraments are there?  
A. Seven.
88. What are they, and which have you received?  
A. Baptism, Penance, Holy Eucharist, Confirmation, Holy Orders, Matrimony, Anointing of the Sick. We have received Baptism, Penance, and Holy Eucharist.

(Review questions from Grades Two and Three.)

Religion Clock (found in *Guidelines for Successful Catechesis*).





## Grade 4

### I. Word Skills

- A. Use vocabulary
- B. Identify word relationships
- C. Use affixes
- D. Use context clues

### II. Comprehension

- A. Identify elements of fiction
- B. Identify elements of nonfiction
- C. Make judgments
- D. Interpret information
- E. Recognize logical relationships
- F. Distinguish fact and nonfact

### III. Study Skills

- A. Use reference sources
- B. Use alphabetical order
- C. Organize and recall information
- D. Use content-area texts (copyright page)
- E. Apply information

### Literature

Buffalo Woman

Charlotte's Web

Runaway Ralph

Sadako and the Thousand Paper Cranes

SuperFudge

Goble, Paul

White, E.B.

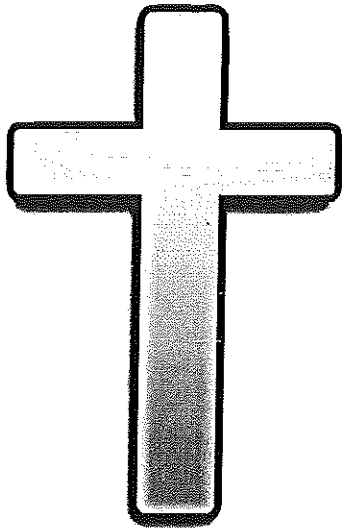
Cleary, Beverly

Coerr, Eleanor

Blume, Judy



*Catholic City Schools of Lincoln, NE*



# Curriculum for Language Arts Education

*The Mission of the Catholic School System of the Diocese of Lincoln is to form students spiritually, intellectually, emotionally, socially, and physically, in partnership with parents, and in harmony with the specific gifts given by God to each student. In order to fulfill this mission, these schools are committed to integrating the best programs and means of education with Catholic faith and moral values.*

Updated: May 2016



## 4<sup>th</sup>



### LA.4.1 Reading:

By working to their highest God-given potential, students will learn and apply reading skills and strategies to comprehend text.

<b>LA.4.1.1</b>	<b>Concepts of Print:</b> Students will demonstrate knowledge of the concepts of print. <i>Mastered in Grade 1 and blended with other skills at this grade level.</i>
<b>LA.4.1.2</b>	Students will demonstrate phonological awareness through oral activities. <i>Mastered in Grade 1 and blended with other skills at this grade level.</i>
<b>LA.4.1.3</b>	<b>Word Analysis:</b> Students will use phonetic analysis to read and write grade-level text.
LA.4.1.3.a	Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, vowel variance, multi-syllable words) when reading, writing and spelling grade-level text
LA.4.1.3.b	Use word structure to read text (e.g. prefixes/suffixes, syllabication, derivation)
<b>LA.4.1.4</b>	<b>Fluency:</b> Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.
LA.4.1.4.a	Listen to and read text of increasing length and/or complexity to increase reader stamina
LA.4.1.4.b	Use context to adjust pace and prosody based on purpose, text complexity, form, and style
<b>LA.4.1.5</b>	<b>Vocabulary:</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.
LA.4.1.5.a	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., plurals, possessives, parts of speech, affixes, base and root words.
LA.4.1.5.b	Apply context clues (e.g., word, phrase and sentence, and paragraph clues)
LA.4.1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situation.
LA.4.1.5.d	Identify and use semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple meaning words) to determine the meaning of words, aid in comprehension, and improve writing.
LA.4.1.5.e	Determine meaning using reference materials

<b>LA.4.1.6</b>	<b>Comprehension:</b> Students will construct meaning by using prior knowledge, including Catholic values and viewpoints, and text information while reading Scripture, grade-level literary and informational text.
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| LA.4.1.6.a | Examine text to determine author's purpose(s) and describe how author's perspective (e.g. beliefs, assumptions, biases) influence text   |
| LA.4.1.6.b | Identify and describe elements of literary text (e.g., characters, setting, plot, point of view, theme)  |
| LA.4.1.6.c | Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).   |
| LA.4.1.6.d | Summarize and analyze a literary text and/or media, using key details to explain the theme.  |
| LA.4.1.6.e | Determine main ideas and supporting details from informational text and/or media.  |
| LA.4.1.6.f | Use text features to locate information and explain how the information contributes to an understanding of print and digital text.   |
| LA.4.1.6.g | Compare and contrast the characteristics that distinguish a variety of literary and informational texts including fantasy, fiction, non-fiction, historical fiction, and types of poetry.                    |
| LA.4.1.6.h | Compare and contrast similar themes, topics and/or patterns of events in literary and informational texts to develop a faith-based, multicultural perspective  |
| LA.4.1.6.i | Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources (including flashbacks and foreshadowing).  |
| LA.4.1.6.j | Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)                                     |
| LA.4.1.6.k | Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task. |
| LA.4.1.6.l | Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.   |
| LA.4.1.6.m | Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.  |
| LA.4.1.6.n | Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.  |
| LA.4.1.6.o | Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).  |
| LA.4.1.6.p | Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.  |



- LA.4.1.6.q Determine the main idea, theme, virtue or moral depicted in a story, drama, poem, parable, or scripture passage explain how it is supported by key details, using details in the text; summarize the text
- LA.4.1.6.r Describe in depth a character (traits, virtues portrayed, Catholic morality, motivations or feelings), setting, or events in a story, drama, scripture passage or parable, drawing on specific details in the text.
- LA.4.1.6.s Distinguish their own Catholic point of view from that of the narrator of those of the characters or author in a text.



#### LA.4.2 Writing:

By working to their highest God-given potential, students will learn and apply writing skills and strategies to communicate.

**LA.4.2.1 Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA.4.2.1.a Use prewriting activities and inquiry tools to repeatedly generate ideas, organize information, guide writing, and answer questions.
- LA.4.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, conclusion, and appropriate transitions.
- LA.4.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.
- LA.4.2.1.d Compose paragraphs with grammatically correct sentences of varying length and complexity, and type.
- LA.4.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA.4.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
- LA.4.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA.4.2.1.h Proofread and edit writing repeatedly for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA.4.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA.4.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, titles).

**LA.4.2.2 Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA.4.2.2.a Communicate information and ideas effectively in story, descriptive essay, quantitative expression, applied research modes to multiple audiences using a variety of media and fonts.

- LA.4.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
- LA.4.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.
- LA.4.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA.4.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.



**LA.4.3 Speaking and Listening:** By working to their highest God-given potential, students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

<b>LA.4.3.1</b>	<b>Speaking:</b> Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.
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- LA.4.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA.4.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.
- LA.4.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.
- LA.4.3.1.d Convey a perspective with clear reasoning and support.
- LA.4.3.1.e Ask pertinent questions to acquire or confirm information.

<b>LA.4.3.2</b>	<b>Listening:</b> Students will develop and demonstrate active listening skills during Mass and across a variety of situations.
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- LA.4.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.
- LA.4.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.
- LA.4.3.2.c Complete a task following multi-step directions.

<b>LA.4.3.3</b>	<b>Reciprocal Communication:</b> Students will develop, apply, and adapt reciprocal communication skills.
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- LA.4.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.
- LA.4.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.
- LA.4.3.3.c Apply conversation strategies to recognize and consider, new information presented by others in relationship to one's own ideas.
- LA.4.3.3.d Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.

- LA.4.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.



#### LA.4.4 Multiple Literacies:

By working to their highest God-given potential, students will apply information fluency and practice digital citizenship.

**LA.4.4.1 Information fluency:** students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

- LA.4.4.1.a Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.
- LA.4.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).
- LA.4.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

**LA.4.4.2 Digital citizenship:** Students will practice the norms of appropriate and responsible technology use.

- LA.4.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- LA.4.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.



#### LA.4.5 Grammar:

By working to their highest God-given potential, students will learn, demonstrate and apply various elements of grammar in their written work.

**LA.4.5.1 Elements of Grammar**

- LA.4.5.1.a Apply knowledge of the different characters and types of sentences (declarative, imperative, interrogative and exclamatory) and sentence structure (simple, compound, and complex).
- LA.4.5.1.b Identify and use appropriately the various parts of sentences: simple, complete and compound subject; simple, complete and compound predicates; predicate nouns and adjectives; direct objects; independent clauses; subordinate clause
- LA.4.5.1.c Identify and use appropriately the various parts of speech
- LA.4.5.1.c.1 Nouns: definition; singular, plural, possessives, common, proper, compound, appositives

- LA.4.5.1.c.2 Verbs: definition; action; linking; main; helping; verb phrases; regular and irregular; forms of be, do, have; contractions; tenses (present, past, future and perfect)
- LA.4.5.1.c.3 Pronouns: definition; personal; subject, objective, and possessive case; antecedents; indefinite
- LA.4.5.1.c.4 Adjectives: definition; proper; forms of comparison; articles; demonstrative adjectives;
- LA.4.5.1.c.5 Adverbs: definition; forms of comparison; negative
- LA.4.5.1.c.6 Conjunctions: definition
- LA.4.5.1.c.7 Interjections: punctuation
- LA.4.5.1.d Demonstrate correct usage of grammar and sentence structure when writing.
- LA.4.5.1.d.1 Sentence Usage: fragments and run-ons
- LA.4.5.1.d.2 Verb Usage: subject-verb agreement and avoiding unnecessary tense shifts
- LA.4.5.1.d.3 Pronoun Usage: agreement with antecedents; clear antecedents; using *we* and *us* with nouns; pronouns and contractions; pronouns and homophones; possessive, indefinite, interrogative pronouns; reflexive and intensive pronouns
- LA.4.5.1.d.4 Adjective/Adverb Usage: irregular adjectives and adverbs; choosing the correct article; correct placement; avoiding double negatives
- LA.4.5.1.d.5 Conjunction Usage: correct placement
- LA.4.5.1.d.6 Problem words: *are* and *our*; *its* and *it's*; *your* and *you're*; *good* and *well*
- LA.4.5.1.e Demonstrate proper mechanics in their writing.
- LA.4.5.1.e.1 Capitalization: proper nouns and adjectives; first word of direct quotation, sentence; abbreviations; titles of people, initials, family titles; titles of books, stories, reports, songs, articles, magazines, chapters; first word of greeting and closing in letters
- LA.4.5.1.e.2 Punctuation: periods, after appropriate sentences and abbreviations; question marks after interrogative sentences; exclamation marks after exclamatory sentences and interjections; apostrophes to show possession and in contractions; commas after greeting and closing in friendly letters, separating day and year, city and state, in a series, in direct address, after introductory words, after interjections, to set off interruptions, with appositives, in compound sentences, in complex sentences; quotation marks with other punctuation
- LA.4.5.1.f Demonstrate evidence of good composition in written work.
- LA.4.5.1.f.1 Sentences: combining/varying sentence structure, varying length or improving, expanding, using exact words in writing
- LA.4.5.1.f.2 Paragraph Types: descriptive, quantitative expression, newspaper article, story
- LA.4.5.1.f.3 See LA.4.2.1.
- LA.4.5.1.f.4 Writing Skills: forming and indenting paragraphs; developing a topic sentence; main idea in a paragraph and use of supporting details; order in a paragraph and organizing a paragraph; using transitional expressions; writing a good title; using dialogue; using sense words, exact words, descriptive language; developing the plot, setting, characters, maintaining point of view; stating and supporting an

opinion and ordering reasons; finding information; finding a topic and narrowing it; taking notes; writing definitions

<b>LA.4.5.2</b>	<b>Diagramming:</b> Students will diagram sentences that contain the following: subject, predicate, articles, compound subjects, compound predicate
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#### LA.4.6 Handwriting:

By working to their highest God-given potential students will demonstrate the use of cursive writing.

<b>LA.4.6.1</b>	<b>Written Work:</b> Students will continue developing cursive handwriting skills.
<b>LA.4.6.2</b>	<b>Reading:</b> Students will demonstrate a basic knowledge of cursive through reading written cursive work.
<b>LA.4.6.3</b>	<b>Ongoing maintenance of cursive will be manifested through instruction within the classroom setting.</b>



#### LA.4.7 Spelling

Refer to appendix A.



#### LA.4.8 Study Skills

Students will demonstrate proper use of study skills.

<b>LA.4.8.1</b>	<b>Use of library and internet</b>
LA.4.8.1.a	Use of reference books, encyclopedias, Catechism
LA.4.8.1.b	Organization of library/internet access
LA.4.8.1.c	Card catalog (electronic) and call numbers
LA.4.8.1.d	Use of dictionary and index
LA.4.8.1.e	Dictionary Skills: alphabetizing, base words, use of guide words, word meanings
<b>LA.4.8.2</b>	<b>Obtaining and organizing information</b>
LA.4.8.2.a	Reading maps
LA.4.8.2.b	Using diagrams, tables, graphs, charts
LA.4.8.2.c	Knows parts of a book: title page, table of contents, copyright page, appendices, glossary, index
LA.4.8.2.d	skimming and scanning
LA.4.8.2.e	classifying and making analogies

LA.4.8.2.f planning and researching a report  
LA.4.8.2.g summarizing  
LA.4.8.2.h taking tests

## MATH CURRICULUM Math

4

### GOAL I: COUNTING AND PLACE VALUE

Students write their own story problems for addition, subtraction, multiplication and division.

#### INTRODUCE

- A8. Change Roman numerals to standard form and vice versa up to thousands.

#### DEVELOP

- B4. Round off numbers.  
B6. Write numbers in expanded notation for numbers in standard form and vice versa.

#### MASTER

- B2. Recognize and write the standard form for numbers greater than 100.  
B3. Order or compare numbers greater than 100.

### GOAL II: PROBLEM SOLVING AND APPLICATIONS

#### INTRODUCE

- A4. Solve problems with sufficient information or unnecessary information; or determine if an answer is reasonable.  
B2. Write ratios as fractions.

#### DEVELOP

- A1. Add, subtract, multiply or divide to solve word problems.

### GOAL III: WHOLE NUMBERS

#### INTRODUCE

- C4. Multiply a 3-digit number by a 2-digit number.  
D3. Divide a 3-to-6-digit number by a 1-digit number with or without a remainder.  
D4. Divide a 2-to-6-digit number by a 2-digit number with or without a remainder.  
E3. Recognize and use associative property.

#### DEVELOP

- A9. Add two or three 3-to-6-digit numbers with regrouping.
- B6. Subtract 3-to-6-digit numbers with regrouping.
- C1. Know multiplication facts to 144.
- C2. Multiply a 2, 3, or 4-digit number by a 1-digit number.
- C3. Multiply a 2-digit number by a 2-digit number.
- D1. Know division facts to 144.
- D2. Divide a 2-digit number by a 1-digit number with or without a remainder.
- E2. Recognize and use commutative property (order).
- F5. Know terms associated with division.

#### MASTER

- A7. Add two or three 2-digit numbers with regrouping.
- B3. Subtract two 2-digit numbers with regrouping.
- B5. Subtract two 3-digit numbers with regrouping.
- F4. Know terms associated with multiplication.

#### GOAL IV: ESTIMATION

##### DEVELOP

- A1. Estimate a sum, difference, product, or quotient of two whole numbers.

#### GOAL V: MEASUREMENT

##### INTRODUCE

- A8. Understand appropriate metric units for mass measurement.

##### DEVELOP

- A6. Understand appropriate metric units for linear measurement.
- A7. Understand appropriate metric units for liquid measurement.
- A9. Know and understand terms associated with measurement.
- B2. Measure using English units.
- B3. Measure using metric units.

##### DEVELOP

- A2. Tell time using seconds, minutes, hours, days, weeks, months, or years.
- A4. Understand appropriate English units for liquid measurement.
- A5. Understand appropriate English units for mass measurement.

#### GOAL VI: GEOMETRY

##### INTRODUCE

- B3. Identify special angles.
- B8. Identify congruent shapes.



## DEVELOP

- A1. Learn types of polygons.
- A2. Learn geometric terms.
- B2. Identify points, line segments, angles, rays, planes, parallel lines, parallel planes, perpendicular lines, or perpendicular planes.
- B4. Classify triangles, special quadrilaterals, and regular polygons.
- B5. Identify spheres, rectangular boxes, cubes, cones, cylinders, pyramids, or prisms.
- D1. Find the perimeter of a polygon.
- D5. Find the area of geometric shapes.

## MASTER

- B7. Identify shapes that are symmetrical.

## GOAL VII: FRACTIONS

### INTRODUCE

- A4. List the multiples of a number and find the least common multiple of two numbers.
- A5. Find the factors of a number.
- A6. Determine if a number is prime or composite, and write the prime factorization of a number.
- A7. Find the greatest common factor of two numbers.
- A8. Write the simplest form of a fraction.
- A9. Compare two fractions with like denominators.
- A10. Compare two fractions or mixed numbers with unlike denominators.
- B1. Add fractions with like denominators with no regrouping.
- B2. Add fractions with like denominators with regrouping.
- B3. Add fractions with unlike denominators with no regrouping.
- B4. Add fractions with unlike denominators with regrouping.
- C1. Subtract fractions with like denominators.
- C2. Subtract mixed numbers with unlike denominators.
- D1. Find the fractional part of a whole number.

## DEVELOP

- A2. Identify the numerator and the denominator of a fraction.
- A3. Write a fraction or mixed number for the shaded parts of regions or the indicated parts of groups of objects.

## GOAL VIII: DECIMALS

### INTRODUCE

- A1. Read and write decimals.
- A2. Write a fraction or mixed number with denominators 10, 100, or 1,000 as a decimal.
- A3. Write a decimal as a fraction or a mixed number.
- A5. Compare decimals.
- B1. Add decimals to decimals.
- B2. Add decimals to whole numbers.

## INTRODUCE

- C1. Subtract decimals from decimals.
- C2. Subtract decimals from whole numbers.

## GOAL X: GRAPHS AND CHARTS

### INTRODUCE

- A2. Interpret a picture graph.
- B1. Construct a graph or chart from given data.
- B2. Collect data and construct appropriate type of graph or chart.

### DEVELOP

- A1. Interpret a number line.
- A3. Interpret a table or a chart.
- A4. Interpret a bar graph, pictograph, or line graph.

## GOAL XI: CONSUMER MATH

### DEVELOP

- A1. Round amounts of money to the nearest dollar.
- A2. Add, subtract, multiply, or divide with money.

## SOCIAL STUDIES CURRICULUM - NEBRASKA HISTORY

### UNIT 1 - HISTORY OF THE STATE

The students will:

- A. Recognize the Indian contribution to Nebraska's development.
- B. Know the westward migration of Indian and European groups.
- C. Appreciate Nebraska's Indian culture.
- D. Understand and analyze conflicts that occurred as Nebraska began to grow.
- E. Know the relationship between geography, transportation, and exploration of Nebraska.
- F. Recognize individual contributions to Nebraska's development.
- G. Know what the word "Nebraska" means and tell how the Platte Valley was important to settlement in Nebraska.
- H. Know the hardships facing the pioneers on the Oregon, California, and Mormon trails.
- I. Know Nebraska became the thirty-seventh state of the States on March 1, 1867.
- J. Recognize the progress of the Union Pacific Railroad across the state as a threat to the Indian's way of life.
- K. Describe the environmental hardships of the Nebraska pioneers.
- L. Tell what the Kansas-Nebraska Act created.
- M. Tell what the Homestead Act did for Nebraska.
- N. Tell about William Jennings Bryan and the Populist party.
- O. Explain the legislative acts that were passed between 1902 and 1982 to protect Nebraska's farmers and their land.

### UNIT 2 - GEOGRAPHY

The students will:

- A. Know the geography of Nebraska and understand the influence of geography on the state's social and economic development.
- B. Know Nebraska as an agricultural center.
- C. Know Nebraska played a key role in the nation's westward movement.
- D. Know the history of geographic formations.
- E. Know the interdependence of people and the environment.
- F. Know the areas of sources of fossils in Nebraska and the importance of the fossil findings.
- G. Know the major rivers of Nebraska.
- H. Know the climate of Nebraska and its effects on the state.



### UNIT 3 - THE PEOPLE

The students will:

- A. Appreciate the contributions of many different groups of people to the growth and character of Nebraska.
- B. Be able to define and describe homogenous population, population distribution, and rural-urban migration.
- C. Describe the life of Nebraskans in cities, towns and \ rural areas.

### UNIT 4 - THE GOVERNMENT AND THE ECONOMY

The students will:

- A. Tell what is unique about Nebraska's legislature and how it originated.
- B. Tell what was important about the governor's race in 1986.
- C. Describe the economy of Nebraska and name some of the major products of the state.
- D. Name the major service industries of the state.
- E. Name at least four famous people from Nebraska and tell what they accomplished.

### UNIT 5 - GENERAL INFORMATION

The students will:

- A. Name three famous writers from Nebraska.
- B. Name several famous landmarks and sites near Omaha.
- C. Name several famous historical landmarks in Nebraska.
- D. Be able to state:
  - 1. Nebraska's birthday.
  - 2. State bird, flower, tree, nickname.
  - 3. Know the words to the state song.
- E. Be able to describe the state flag.



## SOCIAL STUDIES CURRICULUM

### GOAL I: HISTORY

#### INTRODUCE

- B1. Identify major European explorers, describe their discoveries and their influence on American colonization.

Social Studies

Students do reports and write reflections about what they are studying.

4

#### INTRODUCE

- B10. Understand patterns of immigration and its effect on American life.  
B16. Examine the effect of Missouri's past history on the present.  
B17. Discuss major changes involved in the industrial and agricultural development of Missouri.  
B18. Identify major cities and key figures in the development of the state of Missouri.

#### DEVELOP

- A6. Recognize sources of history -- books, pictures, museums.  
A7. Define History as a story of change in people and places over a period of time.  
A10. Recognize the differences in customs, and life styles of the past and present.  
A11. Recognize that customs, traditions, ideals, values, and beliefs of the past are still present today.  
A13. Identify local landmarks.  
A14. Develop an awareness of local history -- town, city.  
A15. Develop an awareness of regional history.  
A16. Compare peoples and communities of today with those of the past.  
A17. List examples of how communities honor people and events.  
A18. Identify people who influenced United States' history -- leaders, inventors.  
A19. Use current events to keep informed and identify recent happenings.  
A22. Demonstrate knowledge of the effect of the past upon the present.  
A24. Analyze the relationship between trade and transportation.  
C7. Value the importance of people knowing and respecting their heritage and traditions.  
C8. Define and has understanding of human rights.  
C9. Identify areas of discrimination and prejudice.  
D6. Identify ancient Indian civilizations and their contributions.

#### MASTER

- A9. Recognize that places have a history -- cities, neighborhoods.  
A12. Identify reasons for celebrating holidays commemorating great people.

### GOAL II: POLITICAL SCIENCE

#### INTRODUCE

- A6. Become competent in defining government.  
A8. Recognize that in a republican form of democracy citizens elect people to represent them in the decision making process of the government.  
B3. Define the duties and responsibilities of an effective citizen.  
C8. Become aware of the importance of political campaigns.

## DEVELOP

- A1. Recognize the need for rules and regulations.
- A2. Become aware of the need for government to do what individuals cannot do.
- A3. Develop an understanding that the purpose of a government is to serve citizens and make laws that help citizens.
- A4. Develop the understanding that rules of behavior are needed whenever people live in groups.
- A5. Recognize that a government must perform certain functions for its citizens.
- A12. Recognize the need to follow rules and laws of the community and country.
- B1. Recognize the important symbols of the United States: flag, eagle, patriotic songs.
- B2. Identify the duties and responsibilities of an effective citizen.
- B7. Recognize that laws are needed in local communities so that a citizen knows what can or cannot be done and that these laws protect a citizen's rights.
- B8. Recognize that local government provides services which enforce the laws so that community needs are met.
- B10. Recognize that special services are offered to citizens by the government.
- B11. Identify the rights and privileges of a citizen, including voting, protection of civil rights, equal opportunity.
- C3. Recognize that state and local governments have functions to perform for the citizens.
- C4. Recognize that government starts/works in local, state, and national units.
- C10. Demonstrate knowledge of the importance of the voting system of the United States.

## GOAL III: GEOGRAPHY

### INTRODUCE

- A20. Use a compass to determine direction.
- A23. Use parallels and meridians to determine direction.
- A24. Recognize different map projections.
- A36. Define sea level, altitude, elevation, and use them when referring to relief maps.
- A37. State facts and relationships that can be obtained by reading various kinds of maps.
- A38. Use an atlas for special purpose maps, i.e., rainfall, population, etc.
- A39. Use maps and globes to explain the geographical setting of current events.
- A42. Make a distinction between the terms latitude and longitude.
- A43. Use the lines of latitude to estimate and compute distance on a map.
- A45. Use a globe to discover how earth rotation relates to day and night and how earth's revolutions relate to years.
- A49. Explain the general location of Missouri using the following: region, latitude and longitude, political and natural boundaries, location with reference to other parts of the United States, Canada, Europe, Asia.
- A50. Relate the size of Missouri in area to that of other states.
- B5. Describe the topography and geology of Missouri: effects of glaciers, interior plains, divide.
- B6. Identify and locate major rivers and lakes of Missouri.



## INTRODUCE

- B7. Become aware of the term climate.
- B8. Recognize effects of land features, ocean currents, air currents, etc. on climate.
- B15. Demonstrate an understanding of how climate is affected by the following: distance from equator, elevation of land, surface features of land, distance from ocean or sea, and effect of the slant of the sun.
- B19. Differentiate weather from climate.
- C5. Identify plant and animal life of a given area.
- C8. Identify the major regions of the world and recognize the plant and animal life found in each region.
- C9. Understand the relationship of plant and animal life to climate and land forms in area being studied.
- C14. Recognize that life style is affected by environment.
- C15. Discover that climate and terrain determine how life will be lived.
- C16. Identify the factors affecting the growth of large cities in places being studied.
- C17. Discover the relationship between topography of land and climate to the type of food, clothing, housing, ways to earn a living, recreation, transportation, and size of population.
- D7. Develop an understanding of culture.
- D8. Recognize that culture is socially learned and serves as a guide for human behavior in any given society.
- D9. Recognize that culture is transmitted within a society through education.
- D10. Recognize that differences among cultures are differences in learned patterns of social behavior.
- D11. Develop an understanding of causes of changes in culture.
- D12. Identify the changes brought into a culture by technology.
- D13. Recognize the changes in culture that are caused by economic changes.
- D14. Recognize that all people's cultures and religions have contributed to our cultural heritage.
- D15. Recognize that cultural identity is important to members of a cultural group.
- D16. Recognize language as an important medium for the transmission of culture from one generation to the next.
- E5. Demonstrate recognition and knowledge of the effect of resources and location on the economic development of a nation.
- E6. Indicate a knowledge of how the geographic features of Missouri have affected the development of industry, transportation, farming, tourism, and trade in the state.
- E10. Identify and list examples of natural resources which are used in regional development.
- E11. Recognize differences between limited and renewable resources and realize need for conservation of the resources.
- E12. Analyze the relationship between the population of a country and the amount of natural resources available.
- E13. Define the three categories of resources: exhaustible, renewable, and unfailing.
- E14. Demonstrate a knowledge of the effect of natural resources on the development of cities, employment, transportation, and population.
- E15. List the major natural resources of Missouri and explain their influence on the development of Missouri.

## INTRODUCE

- E19. Recognize the geographic influences on the development of industrial cities.
- E20. Identify the geographical and social reasons that caused the development of the regions of the United States.
- E22. Identify the major ways boundaries are set.
- E25. Recognize the need for broader knowledge and new technology to achieve best use of resources.
- E26. Indicate how changes in ecology bring about changes in man's way of living.

## DEVELOP

- A6. Use cardinal direction in the classroom and neighborhood.
- A7. Use intercardinal directions in the classroom and neighborhood.
- A8. Use cardinal and intercardinal directions on maps and globes.
- A14. Locate own country in relation to the equator, north and south poles, continents, and oceans on maps and globes.
- A16. Locate own city in relation to state, country, and continent.
- A17. Compare a globe to a flat world map.
- A18. Use the grid system to locate places on a map.
- A19. Recognize north as being toward the north pole and south as being toward the south pole on any map projection.
- A21. Use the north arrow on a map to orient direction.
- A22. Place desk outline map, textbook map, or atlas correctly to the north.
- A25. Construct simple maps which are correctly oriented as to direction.
- A30. Use legends to explain the data given on a map or globe.
- A31. Use a legend or map key to read a map.
- A32. Use a map scale to determine distance on a map.
- A33. Use land elevation legends to determine the source and mouth of a river, direction of flow.
- A34. Use color contour maps (visual relief to describe the nature of land areas).
- A35. Use map symbols to describe political features, i.e. city, location, size, political boundaries, etc.
- A40. Recognize the globe as the most accurate representation.
- A46. Identify and construct different kinds of graphs: line, bar, pie, pictograph.
- A47. Use a chart to compare items.
- A48. Recognize and use graphs, tables, and charts.
- B2. Recognize land formations on a map or globe, continent, island, mountain range, plain, valley, peninsula, isthmus, plateau, cape, swamp, delta, tundra.
- B3. Recognize water formations on a map or globe: ocean, sea, lake, river, bay, canal, straight.
- B4. Identify by proper name land and water formation on a map or globe: (Western Hemisphere, Eastern Hemisphere, 50 states of United States).
- B9. Differentiate hot and cold climates according to location of the equator and north and south poles.
- B10. Compare such climates as hot and humid to climates such as polar and dry.
- B11. Identify countries with hot/cold climates.

## DEVELOP

- B12. Locate and compare the climate regions on a globe as measured by distance from the equator.
- B13. Develop the understanding of how low, high, and middle latitude can be used to predict climate.
- B14. Define climate and identify and define major types of climate.
- B16. Become aware of the term weather.
- B17. Become aware of extremes in weather conditions.
- B18. Compare daily weather conditions as to the amount of rainfall, temperature, etc.
- B20. Describe how weather affects vegetation.
- B21. Recognize the effects of weather conditions on people's homes, jobs, recreation, etc.
- B22. Define and use terms used with weather, such as humidity, precipitation, etc.
- B23. Compare daily weather over a period of time as to rainfall, temperature, etc.
- B24. Become aware that weather systems follow the curve of the earth.
- C6. Recognize that plant and animal life help determine rural and urban growth.
- C7. Appreciate how the pioneers and other groups used animals and plants to meet their needs.
- C10. Recognize differences in communities and the styles of living.
- C11. Recognize the term community.
- C12. Become aware of the kinds of communities.
- C13. Compare human adaptabilities to such differing environments as rural and urban.
- D1. Recognize the family unit as the foundation of society.
- D2. Recognize that families are alike and different in composition.
- D3. Recognize that family customs can be alike in many ways and different in many ways.
- D4. Recognize and contrast the way of life of families around the world.
- D5. Develop an understanding of group functioning.
- D6. Recognize that groups need followers and leaders.
- D17. Recognize that art, music, architecture, food, clothing, etc. of a people help produce a national or ethnic identity.
- D18. Recognize that ethnic and cultural groups have holidays, feasts, and festivals that help perpetuate and celebrate traditions.
- E3. Identify examples of geographic features which relate directly to economic activities.
- E4. Identify the features of geography which cause people to choose a particular kind of economic activity.
- E7. Become aware of the term natural resources.
- E8. Become aware of land as a natural resource.
- E9. Become aware of means to preserve natural resources.
- E16. Recognize that land features such as mountains, and rivers can form natural boundaries between cities, states, countries.
- E17. Define the term city and recognize how a city develops.
- E18. Recognize the development of a specific city in the area being studied.

## DEVELOP

- E24. Develop an awareness of man's quest to change the environment through technology and recognize the effect these changes have on the continuous growth of a given area.
- E27. Recognize that competition for resources between nations or groups of people often leads to conflict.

## MASTER

- A13. Define and use basic terms such as north and south poles, equator, continent.
- A28. Interpret abbreviations and symbols commonly found on maps/globes.
- A29. Understand that real objects are presented by pictures and symbols on a map or globe.
- C3. Become aware of the differences in an area's ability to sustain life.
- C4. Recognize that man's existence depends on plants and animals.
- E1. Recognize that a community has buildings and facilities that families depend on.
- E2. Recognize that a community has places of interest.

## GOAL IV: ECONOMICS

### INTRODUCE

- A3. Recognize that work contributes to self-fulfillment.
- B1. Understand that most modern societies perceive economic welfare as a desired goal for their members.
- C12. Understand that the economy of a region is related to available natural resources, human knowledge, and skills.
- C13. Recognize that growth in population is accompanied by an increased demand for goods and services.

### DEVELOP

- A4. Recognize that work is related to the physical and social needs of the individual or groups within the community.
- A5. Develop an awareness of the various types of careers.
- A6. Develop an awareness of requirements for and characteristics of given career choices.
- A9. Identify skills needed for good relationships with others.
- B2. Recognize that the wants of persons can be unlimited, whereas natural and human resources are limited.
- B3. Recognize the need to make choices as to which needs will be met and which will be sacrificed.
- B4. Develop the understanding that people depend on each other for their needs.
- B6. Consider the importance of conservation of resources and materials.

# FOURTH GRADE CURRICULUM

## LIFE SCIENCE

- I. Animals
  - A. Adaptations
  - B. Behaviors
- II. Food Webs and Food Chains
  - A. Photosynthesis
  - B. Identify animals as consumers
  - C. Compare food sources for herbivores, carnivores and omnivores

## PHYSICAL SCIENCE

- I. Measuring Matter
  - A. Length
  - B. Volume
  - C. Mass
  - D. Density
- II. Electricity and Magnetism
  - A. Identify electricity
  - B. Identify magnetism
  - C. How electricity and magnetism are related

## EARTH SCIENCE

- I. Changing Landforms
  - A. Composition of the earth
  - B. Weathering
    - 1. Physical
    - 2. Chemical



- C. Volcanoes and earthquakes
- II. Oceans
  - A. Natural resources
  - B. How ocean water moves
    - 1. Tides
    - 2. Currents
    - 3. Waves
  - C. Features of the ocean bottom
- III. Water Riches (County Extension)

## HUMAN BODY

- I. The Make-up of the Body
  - A. Cells
  - B. Tissues
  - C. Organs
  - D. Organ Systems
- II. Digestion
  - A. Changing food for body use
  - B. How the system works
- III. Circulation
  - A. Make-up of the blood
  - B. Kinds of blood vessels
  - C. The heart
    - 1. Parts
    - 2. Blood flow

