

**GOAL ONE: GRADE FOUR**

**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.	Articulate the Holy Trinity as Father, Son and Holy Spirit.	<b>Prayer.</b> Reverence the names of God as holy especially in making the Sign of the Cross.
4.01.02 Distinguish roles of the Holy Trinity.	Describe roles of Father, Son and Holy Spirit. Identify different ways God chooses to reveal himself.	<b>Nicene Creed.</b> Show how the Father, Son and Holy Spirit are described in the Creed.
4.01.03 Identify Christian faith as Trinitarian.	Identify the belief of the Holy Trinity as unique to Christian faith. Describe symbols of the Holy Trinity. State why the church uses these symbols.	<b>Art.</b> Find symbols of the Holy Trinity in church. Draw a stained glass window design using Trinitarian symbols.
4.01.04 State meaning and sources of <a href="#">revelation: Scripture</a> and <a href="#">Tradition</a> .	Define revelation, scripture and tradition. Give examples of scripture and tradition. <i>L.4.5(b): Define words by category and by one or more key attributes.</i>	<b>Family Life.</b> Name some family traditions. Explain importance of traditions. State how traditions reveal something about one's family. Compare and contrast family and church traditions.
4.01.05 Articulate that God is faithful to his promises.	Articulate stories in the Old Testament that exemplifies God's faithfulness. Give reasons for the importance of being faithful to our promises.	<b>Drama.</b> Break into small groups. Have each group dramatize one of the Old Testament stories discussed.
4.01.06 Explain that God is described by many names.	List how God is addressed in the Old Testament. Using psalms in the OT identify how God is named in the psalms. <i>L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words based on grade 4 reading and content ...</i>	<b>Social Studies.</b> Identify how different cultures name God. <b>Art.</b> Using various colored markers create a design of names used to address God.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
4.01.07 Describe Holy Spirit as proceeding from both the Father and Son as perfect love and <a href="#">wisdom</a> .	Write a paragraph describing the role of the Holy Spirit and how I can rely on the Holy Spirit's help.	<b>Liturgy.</b> Identify prayers in the Eucharistic liturgy that address the Holy Spirit.
4.01.08 Describe God as loving and forgiving.	List the ways that God is loving and forgiving. Write a prayer thanking God for his love and forgiveness.	<b>Scripture.</b> Read story of the Forgiving Father in Luke 15: 11-32. Discuss the story. Examine why Jesus told this story.
4.01.08 Show understanding that God expects us to love and forgive each other.	Describe a situation in which I was challenged to forgive someone else. State why it may be important to forgive someone even though they might not accept my forgiveness. <i>SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.</i>	<b>Poetry.</b> Have the student write a reflective poem on how he/she feels when forgiving someone who hurt him/her. <b>Health.</b> Make a poster showing pictures of the results of unmanaged anger and health. Discuss the pictures. Examine the importance of managing one's anger.
4.01.09 Articulate meaning of <a href="#">salvation</a> .	Define salvation. Identify how Jesus saves us from our sinfulness. Write a reflection on what it means to me to be saved. <i>L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, based on a range of strategies.</i>	<b>Language Arts.</b> Recount a story about someone helping another person who is in trouble. Examine why it was important that the person helped. Have the student describe a situation in which he/she helped someone, stating why he/she helped.
4.01.10 Describe what it means to be <a href="#">holy</a> .	Define holy. State why we call God holy.	<b>Christian Living.</b> List attributes of holiness. Identify the "holy people" of today.
4.01.11 Show understanding that God gives us the freedom to choose good over <a href="#">evil</a> .	Define freedom and evil. List times I was tempted to do something wrong but did not. Identify why I changed my mind. <i>W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i>	<b>Language Arts.</b> Write a story about a truly evil person. Describe characteristics of evil in the person's behavior and inner attitudes. Examine how doing evil might make someone feel. Examine how doing evil might make a person feel unfree.
4.01.12 Describe meaning of faith in my life.	Describe how I know that I have faith. Identify how my faith helps me in life. Give examples.	<b>Music.</b> Learn a song about faith in God and use it in a prayer service or liturgy.

**GOAL TWO: GRADE FOUR**

**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	<b>Parish Life.</b> Have the student state how his/her parish church exhibits signs of the sacramental life of the community.
4.02.02 State sacraments of initiation.	Name sacraments of initiation and how many of these sacraments I have received.	<b>Family Life:</b> Identify where the family keeps records of those 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. Explain how receiving Holy Communion is important to living the Christian life. <i>L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, based on a range of strategies.</i>	<b>Biography.</b> 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> .	Name the essential components of the Sacrament of Reconciliation: confession, contrition, resolution not to sin again, absolution, and penance. Describe each of the elements. <i>RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words.</i>	<b>Biography.</b> Research the life of St. John Vianney. Identify how St. John wanted to serve his parishioners. <b>Family Life.</b> Go to church to celebrate the rite of reconciliation and the Sacrament of Penance as a family. Share with one another how this activity strengthens family life.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>4.02.05</p> <p>Distinguish <a href="#">mortal sin</a> from <a href="#">venial sin</a> for sacramental participation.</p>	<p>Define mortal sin. Define venial sin. Describe how I can resist sinful behaviors. Identify mortal sins and why I think that they are serious. Identify venial sins and why I think that they are less serious.</p> <p>L.4.5(a): <i>Sort words into categories to gain a sense of the concepts the categories represent.</i></p>	<p><b>Current events.</b> Find a newspaper article about someone who has committed a crime. Have the student 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 others and with God? What do you think God wants for this person?</p>
<p>4.02.06</p> <p>Describe Sacrament of Penance/Reconciliation as a <a href="#">sacrament of healing</a>.</p>	<p>Describe how I am healed in the Sacrament of Penance/Reconciliation.</p> <p>L.4.5( c): <i>Identify real-life connections between words and their use.</i></p>	<p><b>Health.</b> Have the student list things he/she does everyday to be healthy. In small groups compare the lists. Chart items that are similar. List items that are unique. Report data to class.</p> <p><b>Liturgy.</b> Celebrate the Sacrament of Reconciliation.</p>

**GOAL THREE: GRADE FOUR**

**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 and soul having intellect and <a href="#">free will</a> .	Name the components of human person. Describe each component. Identify the gift of free will as a human attribute and gift of God. <i>L.4.5 (c): Identify real-life connections between words and their use.</i>	<b>Science.</b> 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.
4.03.02 Describe <a href="#">conscience</a> .	Define conscience. Describe how I know that I have a conscience. Discuss why I think conscience is an important human characteristic. Describe how I form a good conscience. <i>L.4.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</i>	<b>Health.</b> Identify some 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. Describe how negative feelings are warning signs.
4.03.03 Utilize the tools to examine conscience.	Discuss what it means to examine my conscience. Create an examination of conscience experience. State when I examine my conscience. Describe the value of examining how conscious I am of what I do and how it affects those around me.	<b>Family Life.</b> Have the student explain how his/her parents teach him/her right from wrong.
4.03.04 Identify three sources of human choice: object, intention, and circumstances.	Define object, intention and circumstances. Describe our actions based on 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 choice making.	<b>Language Arts.</b> Make a cartoon of a person making a wrong choice. Revise the ending to show a good choice being made in the same circumstance. <i>L.4.5 (c): Identify real life connections between words and their use.</i>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
4.03.05 State the Ten Commandments.	Recite the Ten Commandments. Identify which commandments refer to loving God. Identify the commandments that refer to loving others. <i>L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i>	<b>Social Studies.</b> 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. Discuss why laws are important. <b>Language Arts.</b> In small groups, rewrite the Ten Commandment in positive language.
4.03.06 Relate the Two Great Commandments to the <a href="#">Decalogue</a> .	Define Decalogue. Name the Two Great Commandments. Explain why the Jewish people would consider these commandments as great. Identify how the Two Great Commandments relate to the Decalogue.	<b>Math.</b> Find the numbers one through ten written in Hebrew. Practice writing these numbers.
4.03.07 Name the <a href="#">Beatitudes</a> and their origin.	Identify the Beatitudes and their origin (Mt. 5: 3-10) State why I think Jesus taught the Beatitudes. <i>RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</i>	<b>Drama.</b> Research the life of a saint and how he or she lived the Beatitudes. Dramatize the story. Identify the Beatitudes this person lived. <b>Language Arts.</b> Write a reflection on one of the Beatitudes stating what he/she thinks it means and how it attracts or challenges him/her.
4.03.08 Identify the most important <a href="#">Social Teaching</a> of the Church: dignity of the human person.	Define 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. <i>L.4.4: Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</i>	<b>Social Studies.</b> Using a newspaper or other media identify a situation which exemplifies how people are being respected. Find a situation exemplifying the dignity of people being disrespected. Decide what actions a person could take to promote the dignity of others. <b>Mission.</b> Choose a project from Catholic Relief Service or the archdiocese to which students can contribute in a creative way.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
4.03.09 Name the cardinal virtues: <a href="#">prudence</a> , <a href="#">justice</a> , <a href="#">temperance</a> , and <a href="#">fortitude</a> .	Identify cardinal virtues. Describe the meaning of each. Give examples of how these virtues help us to live the Christian life.	<b>Biography.</b> Research life of Solanas Casey, Ofm.Cap. State where Br. Solanas lived. Write a newspaper article about what Solanas did for others.
4.03.10 Show understanding of the reality of sin and its <a href="#">consequences</a> in the world.	Define consequence. Describe situations that exemplify the presence of sin and its consequences. State meaning of consequence. Distinguish social evil from natural disasters. Explain why it is important to resist evil. List consequences of doing good and consequences of doing evil. <i>SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant details to support main ideas or themes; speak clearly at an understandable pace.</i>	<b>Biography:</b> Research life of Mother Teresa of Calcutta. Describe how Teresa addressed social evil in India. Find out where Mother Teresa’s sisters work in Chicago. Invite a Missionary of Charity to learn about how Mother Teresa’s sisters live and work. <b>Science:</b> Describe how environmental hazards are social concerns. Identify how environmental protection groups respond to these concerns. Organize a project to address one environmental hazard.
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. Give examples of how these behaviors harm others. Explain how these behaviors harm those who do them. Discuss how these behaviors offend God. <i>L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</i>	<b>Art.</b> Make a collage of magazine pictures that exemplify goodness in the world. Make a collage of magazine pictures that show evil in the world. Have the student choose the depiction of the world that he/she would prefer and explain why. Illustrate how to contribute to making that world.

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

LEARNING OUTCOME	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, and Deuteronomy.	Locate first five books of the Bible in the Old Testament. Define Genesis. Define Exodus <i>L.4.5(a): Sort words into categories to gain a sense of the concepts the categories represent.</i>	<b>Ecumenism and Dialogue:</b> Identify the first five books of the Torah. Locate where the Torah is kept in the Jewish synagogue. Discuss why these books are important to Jews and Christians.
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) Describe the relationship God and Abraham had. Identify what God promised to Abraham. Explain why God used the word covenant with Abraham.	<b>Scripture:</b> Review the story of God’s covenant with Noah (Gn. 9: 8-17) Name the sign God gave to Noah that God would keep the promise that the earth would not be destroyed. Explain why God used the word covenant with Noah.
4.04.03 Describe meaning of <a href="#">patriarch</a> .	Define patriarch. Identify Abraham as a patriarch. <i>L.4.5(b): Define words by category and by one or more key attributes.</i>	<b>History.</b> Discuss how the word patriarch describes the way societies were formed in ancient times. Give examples of this from the Old Testament.
4.04.05 Exhibit understanding of how God’s promise was passed on to the <a href="#">descendants</a> of Abraham.	Define descendants. 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, Esau and Jacob (Gn.25: 19-34, 27:1-45). Identify the sons of Jacob (Gn. 35:23-26) Show understanding that Jacob’s 12 sons became the 12 tribes of Israel. Identify that God changes Jacob’s name of Israel (Gn. 35: 1-13) Show from these stories how God kept his promise to Abraham. <i>RF.4.4: Read with sufficient accuracy and fluency to support comprehension.</i>	<b>Family Life.</b> 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. List examples of God’s blessings in family life.



LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
4.0406 Identify the three patriarchs of <a href="#">Israel</a> .	Name the three patriarchs: Abraham, Isaac, and Jacob. <i>L.4.5(a): Sort words into categories to gain a sense of the concepts the categories represent.</i>	<b>Geography.</b> Locate Israel on map. Find the major cities. <b>Family Life.</b> Have the student name the patriarchs and matriarchs in his/her family. Identify roles.
4.04.07 Identify the son of Jacob: Joseph	Name Jacob’s eleventh son Joseph. Recount the story of Joseph (Gn. 37:1 - 46:7.) <i>RL.4.3: Describe the depth of character, setting, or event in a story or drama, drawing on specific details in the text.</i>	<b>Graphing.</b> Draw a family tree of the patriarchs and their families. Identify approximate dates of when the Old Testament patriarchs lived. <b>Media.</b> Watch parts of “Joseph and the Amazing Technicolor Dream Coat.” Talk about the story.
4.04.08 Identify <a href="#">Moses</a> as a great leader who heard God’s command to save the descendants of Jacob/Israel.	Recount the story of Moses (Ex. 1-14). Describe how Moses was a hero for the people. <i>RL.4.3: Describe the depth of character, setting, or event in a story or drama, drawing on specific details in the text.</i>	<b>Media.</b> Use a media presentation of the story of the Exodus. Draw a cartoon of Moses leading the people through the Red Sea. <b>Drama.</b> Engage the students in a dramatic presentation of Moses’ encounters with Pharaoh. Sing “Let my People Go!” as part of the drama.
4.04.09 Identify Moses as a great <a href="#">prophet</a> who received God’s covenantal promise and the law.	Define prophet. Recount the story of the people in the desert at Mt. Sinai (Ex. 19, 20, 24) and the commandments that God gave them. Describe what Moses saw when he went down the mountain. Describe how God responded. Describe how Moses is a prophet.	<b>Social Studies.</b> 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 <a href="#">Ark of the Covenant</a> .	Describe the Ark of the Covenant (Ex. 25: 10-22) State what was placed in the Ark of the Covenant. Explain why the Ark was built to be carried.	<b>Art.</b> Make a replica 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). Discuss the difficulties of the journey in the desert. Using Psalm 106, describe how the psalm comforts us.	<b>Science.</b> 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.

**GOAL FIVE: GRADE FOUR**

**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
<p>4.05.01 Recognize the <a href="#">liturgical</a> actions of the Church as central to the Christian life.</p>	<p>Define liturgy. Describe worship as the liturgical life of the Church. <i>L.4.5(b): Define words by category and by one or more key attributes.</i></p>	<p><b>Art.</b> Create a sacred space in the classroom using various objects that remind students of each phase of the liturgical year. Change with each season. Identify ways that the students take part in the liturgical life of the Church.</p>
<p>4.05.02 Recognize Sunday as the “Lord’s day,” the <a href="#">Sabbath</a>.</p>	<p>Describe significance of Sunday in relationship to the Third Commandment. Describe the importance of celebrating the Mass with the assembly on Sunday. Describe the Lord’s day as the Sabbath.</p>	<p><b>Family Life:</b> List ways in which families make Sunday a special day.</p>
<p>4.05.03 Identify the holy days of the Church Calendar.</p>	<p>Identify the holy days in the Church Calendar that require attendance at Mass. <i>L.4.5 (a): Sort words into categories to gain a sense of what the categories represent.</i></p>	<p><b>Art.</b> Find art expressions of the life of Jesus and Mary and place in sacred space during the celebration of a holy day. Discuss the art.</p>
<p>4.05.04 Describe the relationship of the liturgical year with the life of Jesus Christ.</p>	<p>Identify the parts of the liturgical calendar, what is celebrated and colors/symbols that characterize each part. Describe how and why the feasts and seasons of the liturgical year are repeated. Demonstrate how the life of Jesus is remembered in the liturgical year. <i>W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</i></p>	<p><b>Calendar.</b> Compare/contrast holy days and holidays on the regular calendar. Identify how holidays are celebrated differently than holy days. Identify dates of Jewish and Islamic holy days and locate on the calendar.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>4.05.05 Relate the Jewish feast of Passover with Jesus' last meal with his disciples.</p>	<p>Recount the story of the Passover in Exodus. Recount the story of Jesus' last meal with his disciples. Compare/contrast the two events. <i>L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i></p>	<p><b>Art.</b> 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. <b>Culture.</b> Invite a rabbi or Jewish family to talk about the Seder meal with the class. Identify the foods and why they are used. Sample the food used in the Seder meal. Write a reflection on the experience.</p>
<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><b>Liturgy.</b> Read a Gospel of ordinary time from the Lectionary. State what the Gospel is telling about Jesus.</p>
<p>4.05.07 Identify the days of the <a href="#">Triduum</a> and their meaning.</p>	<p>Define Triduum. Identify the three days of the Triduum and their significance.</p>	<p><b>Music.</b> Participate in singing liturgical hymns sung during the Triduum. <b>Family Life.</b> Attend one or more of the Triduum services. Have the student talk about his/her impressions of the service.</p>
<p>4.05.08 Identify the role of the <a href="#">acolyte</a> in liturgies.</p>	<p>Define acolyte. Practice actions of the acolyte in the classroom during prayers services</p>	<p><b>Parish Life.</b> Provide opportunities for students to get involved as acolytes in the liturgical life of the parish. Train to be an acolyte in the parish.</p>
<p>4.05.09 Recognize the parts of the <a href="#">Rite of Penance/Reconciliation</a>.</p>	<p>Identify the parts of the Rite of Reconciliation. Create a reconciliation service to be used for sacramental participation with a minister. Participate in the Sacrament of Reconciliation. <i>L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</i></p>	<p><b>Science.</b> Research the practice of pruning plants. State how pruning enhances production of crops. Identify kinds of plants that benefit from pruning.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>4.05.10 Understand how to create prayers of <a href="#">intercession</a> for the Eucharistic liturgy.</p>	<p>Define 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. <i>L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</i></p>	<p><b>Biography.</b> Research the life of Woodie Guthrie. Examine the importance of Guthrie’s music during the Great Depression. Listen to some of Guthrie’s songs. Sing: “This Land is Your Land, This Land Is My Land.” Examine how music conveys a message. <b>Liturgy.</b> Write prayers of intercession for people who are poor.</p>

**GOAL SIX: GRADE FOUR****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 human life.	Articulate relationship with God as a loving relationship. Identify ways in which God shows love and faithfulness to me.	<b>Family Life.</b> Have the student identify ways in which his/her parent/s or guardians show faithfulness to him/her.
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. <i>L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</i>	<b>Language Arts.</b> Write a prayer of thanks, blessing, adoration, petition or contrition.
4.06.03 Describe prayer as raising our hearts and minds to God.	Describe how we raise our hearts and minds to God in prayer.	<b>Language Arts.</b> Write a poem that is a prayer.
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.	<b>Biography.</b> Research lives of St. Benedict and St. Scholastica. Write a magazine article about their accomplishments.
4.06.05 Exhibit capacity for <a href="#">silent prayer</a> .	Articulate value of this form of prayer. State difference of this form of prayer from others. Participate in a guided meditation.	<b>Ecumenism and Dialogue.</b> Identify yoga as a form of meditation. Practice a simple yoga exercise. Name a religion that practices this exercise.
4.06.06 Show understanding that devotion to Mary is an essential part of Catholic prayer.	Identify Mary as important in our life of prayer. Use Marian prayers as part of class prayer.	<b>Music.</b> Learn a hymn honoring Mary. Use the hymn as part of class prayer or Masses that celebrate Mary.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
4.06.07 Recognize the <a href="#">Nicene Creed</a> as a statement of belief in the Holy Trinity.	Locate section of the Creed for each Person of the Holy Trinity. State how the Nicene Creed is prayer. Memorize Nicene Creed.	<b>History.</b> Research when the Nicene Creed was written.
4.06.08 Recognize Communion of Saints as friends who pray for us.	Describe the communion of saints. Discuss the benefits of belonging to the communion of saints. Describe how the communion of saints helps me to live the Christian life. <i>L.4.5(b): Define words by category and by one or more key attributes.</i>	<b>Art.</b> Make a collage of the patron saints of the class. Compose a litany for these saints and pray the litany with the class. <b>Biography.</b> Research life of St. Therese of Liseaux. Identify what religious community she entered. Explain why she is called a doctor of the church.
4.06.09 Identify mysteries of the rosary.	Name the mysteries of the rosary. Locate on the rosary where the prayers of the rosary are prayed. Recount history of the rosary and its significance in the middle ages. Demonstrate how the rosary is based on scripture.	<b>Biography.</b> Research life of St. Dominic. State when Dominic lived. Identify how Dominic lived his life. Describe how the rosary as important to Dominic. <b>Art.</b> Make a rosary. Pray the rosary as a class.
4.06.10 Recite Prayer of St. Francis of Assisi.	Memorize Prayer of St. Francis. Explain why this prayer is important for us to learn. Compare the Prayer of St. Francis with the Beatitudes.	<b>Biography.</b> Research life of St. Francis of Assisi. Identify the religious community he established. Discuss why Francis was important in the history of the Church. Invite a Franciscan to talk about the life of St. Francis.
4.06.11 Interpret Psalm 145 as a psalm of praise.	Read Psalm 145. Identify verses that praise God. Describe how I am comforted or challenged by this psalm. Choose a favorite verse from Psalm 145 and memorize it.	<b>Art.</b> Make a collage of outdoor photos taken from magazines. Arrange the pictures by seasons. Write a prayer praising God for the beauty of the seasons.
4.06.12 Memorize brief quotations from Sacred Scripture.	Identify quotations from Sacred Scripture and memorize. <i>L.4.5 (c): Identify real-life connections between words and their use.</i>	<b>Social Studies.</b> Write an edict praising the work of Jayne Addams. Describe in the edict her accomplishments

**GOAL SEVEN: GRADE FOUR**

**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.**

	SAMPLE ASSESSMENT	CONNECTIONS
4.07.01 Identify the Catholic Church as the <a href="#">assembly</a> of God's people.	Define assembly. Recognize how the Catholic Church is an assembly of people gathered to worship God and live the Christian way of life. <i>L.4.5(b): Define words by category and by one or more key attributes.</i>	<b>Social Studies.</b> Identify a Native American nation to study. Search online for facts about the nation. Describe when and how they assembled as a group. Invite a Native American to speak to the class. <b>Parish Life.</b> Take a tour of the church. Identify where the assembly sits, where the presider's chair is, where the lector stands during Mass.
4.07.02 Identify the Church as the <a href="#">People of God</a> .	Describe the People of God as those who believe in God and follow God's commandments. Give examples of belonging to a group of people who believe in God.	<b>Scripture.</b> Read Gen. 22: 15-18. Identify Abraham as a patriarch of God's people.
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. <i>L.4.5(b): Define words by category and by one or more key attributes.</i>	<b>Biography.</b> Research the life of Pope Leo the Great. State when/where did Pope Leo lived. Describe what Pope Leo did for the church. State a reason why 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. Describe the roles of the pope and the bishops.	<b>Catholic Church.</b> Identify the current pope, the Archbishop of Chicago, the bishops of Chicago and the pastor.
4.07.05 Identify part of the Nicene Creed that describes the church as <a href="#">holy</a> and <a href="#">catholic</a> .	Define holy. Define catholic. Demonstrate how we are called to holiness. Describe how the Catholic Church welcomes everyone.	<b>Mission.</b> Using Catholic Relief Services website, locate a country in Africa served by CRS. List how CRS contributes to the well being of the people. Make a class contribution to a project of CRS.

**GOAL EIGHT: GRADE FOUR**

**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.	Define parish. State how I know that I am a <i>member of the Catholic Church</i> . <i>W.4.7: Conduct short research projects that build knowledge through Investigation of different aspects of a topic.</i>	<b>Social Studies.</b> Find out how many parishes are in the Archdiocese of Chicago.
4.08.02 Identify <a href="#">pastor</a> as head of the parish.	Define pastor. State the name of the pastor of my parish.	<b>History.</b> Have the student make a time line of his/her parish. Identify all the pastors. <b>Language Arts.</b> Invite the pastor for an interview. List some questions to ask him. Write a report of his answers.
4.08.03 State that as <a href="#">members</a> of the Catholic Church we can belong to a parish	Define member. Describe how I know that I am a member of a parish. <i>SL.4.1(a): Come to discussions prepared, have read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</i>	<b>Family Life.</b> Have the student research his/her baptism: find the baptismal certificate; locate the parish and city where he/she was baptized. If the family is not in the same parish now find out why the family is in another parish.
4.08.04 Recognize that as members of a parish we have responsibilities that we call <a href="#">stewardship</a> .	Define stewardship. State how I am grateful for the blessings of God in my life. Describe how I share the blessings God gives me. <i>L.4.5( c): Identify real life connections between words and their use.</i>	<b>Family Life.</b> Talk about how the family participates in the life of the parish. Describe any particular responsibilities members of the family have in the parish.
4.08.05 Recognize the Blessed Sacrament as the Real Presence of Christ in the parish church.	Define Real Presence. Identify where the Blessed Sacrament is located in the church. Describe how we show respect for the Blessed Sacrament.	<b>Parish Life.</b> Have the student find the tabernacle in church and identify how he/she knows the Blessed Sacrament resides there. <b>Art.</b> Make a diorama of the tabernacle. Describe how the tabernacle is similar to the Ark of the Covenant.



LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>4.08.06 Recognize that the church teaches through <a href="#">bishops</a>, pastors, teachers, <a href="#">and catechists</a>.</p>	<p>Define bishop. Define catechist. Identify how the pastor teaches the community. Identify how teachers and catechists teach the faith. L.4.4(a): <i>Use context as a clue to the meaning of a word or phrase.</i></p>	<p><b>Family Life.</b> Describe how parents/guardians teach their children. Have the student make a list of things he/she has learned from parents/guardians.</p>

**GOAL NINE: GRADE FOUR**

**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 Christian discipleship. Name some of the disciples of Jesus. Discuss why they followed Jesus. Describe Christian discipleship as a way of life. State why I am a disciple of Jesus. <i>SL.4.1(a): Come to discussions prepared, have read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</i>	<b>Language Arts.</b> Have the student write a paragraph on how to act as a disciple of Jesus.
4.09.02 Define <a href="#">vocation</a> as a call to serve in the Church.	Define vocation. Name people who serve the Church today. Identify what they do. <i>W.4.7: Conduct short research projects that build knowledge through Investigation of different aspects of a topic.</i>	<b>Biography.</b> Review list of saints studied so far this year. Describe how these people followed Jesus. Name ways that they served the People of God. <b>Language Arts.</b> Interview a Pastoral Associate, DRE, Principal or parish staff member. Ask how they were called to their vocation.
4.09.03 Show understanding that vocations are ways to holiness in life.	Discuss what holiness means. List the attributes of a holy person. <i>L.4.4(a): Use context as a clue to the meaning of a word or phrase.</i>	<b>Biography.</b> Recount the life of St. Peter. State how Peter was a disciple of Jesus. Indicate how Peter lived a life of holiness. Discuss how Peter is an example of discipleship.
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. <i>W.4.7: Conduct short research projects that build knowledge through Investigation of different aspects of a topic.</i>	<b>Parish Life.</b> Identify people in the parish who exemplify church vocations: marriage, priesthood, religious life and single life.

**GOAL TEN: GRADE FOUR**

**ECUMENISM AND DIALOGUE: Understand and 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="#">descendants</a> of Abraham who received the covenant of God.	Define descendant. State the Jews as descendants of Abraham. Retell how God made a covenant with Abraham.	<p><b>Scripture.</b> Recount the covenant stories of Noah, Abraham and Moses. Identify the Jewish people as descendants of Abraham.</p> <p><b>Culture.</b> Visit a synagogue or look at pictures of a synagogue. Identify where the Ark of the Covenant is located in the synagogue. Describe what is in the Ark of the Covenant.</p>
4.10.02 Show understanding that Christians receive the blessings of the <a href="#">covenant</a> through Christ.	Identify some of Jesus’ teachings or parables in which he talks about the blessings of God’s covenant. <i>L.4.4.(a): Use context as a clue to the meaning of a word or phrase.</i>	<p><b>Scripture.</b> Recount the story of Jesus’ last meal with his disciples. Describe how does Jesus used the word covenant at the meal.</p>
4.10.03 Distinguish Old Testament from New Testament.	Locate the Old Testament in the Bible. State that the Old Testament tells us about how the early peoples knew and followed God. Identify the New Testament as the Christian scriptures of the Bible. <i>W.4.2(a): Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aid comprehension.</i>	<p><b>Literature.</b> Find a story about a Jewish family living in the U.S. Identify the major holy days of the Jews and how they celebrate them.</p>
4.10.04 Identify the first five books of the Old Testament as the Jewish <a href="#">Torah</a> .	Identify the Torah as the first five books of the Old Testament. Describe why these books are important to Jews and Christians alike.	<p><b>Architecture.</b> Identify the parts of the Jewish synagogue. Locate where the Torah is placed in the synagogue.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTONS
4.10.05 Identify Jesus within the Jewish <a href="#">tradition</a> .	Define tradition. Show understanding that Jesus was a Jew descended from Abraham. Identify how Jesus dressed, what he ate, how he taught in the synagogue and at the temple. Recognize that Jesus knew the commandments and followed them. <i>L.4.4(a): Use context as a clue to the meaning of a word or phrase.</i>	<b>Scripture.</b> Read Mt. 1:1-16. Define genealogy. Locate the names of the three patriarchs of Israel. Locate the verses that identify Mary and Joseph. Identify how many generations from Abraham to Jesus.
4.10.06 Recognize the <a href="#">psalms</a> 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. Identify phrases that help me to understand God’s care for me. <i>RF.4.4(b): Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</i>	<b>Language Arts.</b> Write a reflection on what the first verse of Psalm 23 means.
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 mine. List how all the religions help me to understand my own religion better. <i>SL.4.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own.</i>	<b>Social Studies.</b> Develop a project to research the cultural aspects of a Jewish community in the United States. Describe synagogue life. Discuss why it is important to live close to the synagogue. Describe the holy days of Yom Kippur and Rosh Hashanah, Pesach (Passover), Purim, and Sukkoth. Identify Shabbat as the seventh day of the week and how the family celebrates Shabbat.
4.10.08 Identify <a href="#">Islam</a> as a religion based on the Jewish and Christian belief in one God.	Define Islam as submission to the will of God. State that followers of Islam believe in one God, as do Christians and Jews.	<b>Social Studies.</b> Visit a mosque or find pictures of the interior of a mosque. State how Muslims pray in the mosque.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTONS
<p>4.10.09 Recognize <u>Muslims</u> as those who reverence God and who adhere to the religion of Islam.</p>	<p>Define Muslim. Describe a Muslim as one who identifies with the religion of Islam. <i>W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</i></p>	<p><b>Religion.</b> Identify how other religions help him/her to understand his/her beliefs.</p>