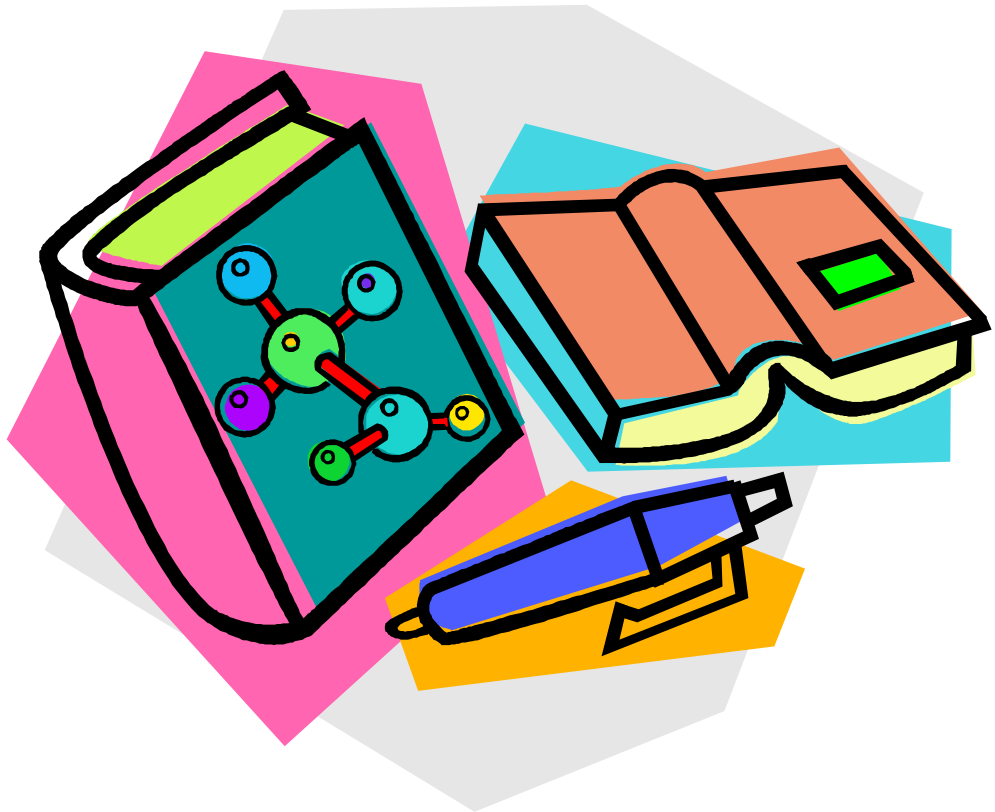


Curriculum Guide

FOURTH GRADE 2009



RELIGION

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> Creation, Revelation, Prayer, Social Justice 	<ul style="list-style-type: none"> Formation of Chosen People
Essential Questions	<ul style="list-style-type: none"> What is the relationship between humans and God (Creature/Creator)? How did God reveal Himself to the human race? What is human's role in caring for creation? 	<ul style="list-style-type: none"> Who are the Chosen people and how did they come to know God? How did Jesus fulfill the Old Covenant?
Assessments	<ul style="list-style-type: none"> Series Tests; Workbook Pages; drawings; vocabulary journal; Commandment/beatitude project 	<ul style="list-style-type: none"> Series Tests; Workbook Pages; Vocabulary Journal; Jesse Tree
Materials and Resources	<ul style="list-style-type: none"> Text; workbook; video; poster board. 	<ul style="list-style-type: none"> Text; workbook; video; Jesse Tree patterns; Advent Wreath

	Quarter 3	Quarter 4
Content	<ul style="list-style-type: none"> Living the Faith/morality 	<ul style="list-style-type: none"> Church / Mary / Saints
Essential Questions	<p>How did the chosen people live their faith? How do we apply what we believe to daily life?</p>	<ul style="list-style-type: none"> Why is the Church so important? What is meant by "Church"? Who are the saints and what is our relationship with them? What are the Sacraments / Sacramentals?
Assessments	<ul style="list-style-type: none"> Series Tests; Workbook Pages; Vocabulary Journal; Saints project 	<ul style="list-style-type: none"> Series Tests; Workbook Pages; Rosary Project; Vocabulary Journal
Materials and Resources	<ul style="list-style-type: none"> Text; workbook; video; computer/internet 	<ul style="list-style-type: none"> Text; workbook; video; Rosary Beads, chord, and booklet

LANGUAGE ARTS

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> Listening/Speaking Skills; Parts of Speech; Sentence Structure; Writing Process; Retelling Skills 	<ul style="list-style-type: none"> Writing Process; Comprehension; Retelling; Critical Thinking; Elements of a Book/Selection; Genre
Essential Questions	<ul style="list-style-type: none"> What are the elements of good listening / speaking / writing skills? What are the parts of speech / how are they used in sentences? What is the difference between formal and informal writing? 	<ul style="list-style-type: none"> How do ideas / sentences come together to make a strong paragraph? What is the theme, setting, conflict, main character(s) of a selection? What are the three main genre and their subparts? How is writing process applied?
Assessments	<ul style="list-style-type: none"> Worksheets; Vocabulary Journal; Oral Presentation of Books; Weekly Reader; Book Reports 	<ul style="list-style-type: none"> Worksheets; Vocabulary Journal; Oral Presentation of Books; Weekly Reader; Book Reports
Materials and Resources	<ul style="list-style-type: none"> Novels; Worksheets; Weekly Reader; Computer 	<ul style="list-style-type: none"> Novels; Worksheets; Weekly Reader; Computer

	Quarter 3	Quarter 4
Content	<ul style="list-style-type: none"> Research; Fact vs. Fiction; Writing Process; Summarizing 	<ul style="list-style-type: none"> Writing Process; Inference; Retelling
Essential Questions	<ul style="list-style-type: none"> How do you organize research into a report? How do differentiate between facts / opinions? 	<ul style="list-style-type: none"> How is the writing process applied to various styles of writing? What is the underlying meaning of an author's writing?
Assessments	<ul style="list-style-type: none"> Research Project; Book Reports; Handouts; Book Reports; Vocabulary Journal 	<ul style="list-style-type: none"> Worksheets; Vocabulary Journal; Oral Presentation of Books; Weekly Reader; Book Reports
Materials and Resources	<ul style="list-style-type: none"> Novels; Worksheets; Weekly Reader; Computer 	<ul style="list-style-type: none"> Novels; Worksheets; Weekly Reader; Computer

MATH

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> Geometry, Graphing, Measurement, Whole # Review 	<ul style="list-style-type: none"> Whole Numbers – Add, Subtract, Multiply, Division
Essential Questions	<ul style="list-style-type: none"> What is a polygon and how are polygons classified? What are graphs used for and how are they read? How are whole #s expressed? What are the four major operations? 	<ul style="list-style-type: none"> What are the properties of addition? Of multiplication? How are the four operations applied to whole numbers?
Assessments	<ul style="list-style-type: none"> Worksheets; Series Test; Vocabulary Journal; Projects: Geometry Booklet, Measurement poster; Gather data and create graph. 	<ul style="list-style-type: none"> Worksheets; Series Tests; Vocabulary Journal
Materials and Resources	<ul style="list-style-type: none"> United Upstreaming Videos; Text; Rulers; Graph paper; timed tests; Computer-Internet Worksheets 	<ul style="list-style-type: none"> Text; rulers; timelines; timed tests; United Upstreaming Videos; Internet drills

	Quarter 3	Quarter 4
Content	<ul style="list-style-type: none"> Whole Number division; decimals; problem solving; introduce fractions 	<ul style="list-style-type: none"> Fractions
Essential Questions	<ul style="list-style-type: none"> How are whole numbers divided? How can remainders be expressed? How are decimals related to whole #s? What are the steps to problem solving? What are the characteristics of a fraction? 	<ul style="list-style-type: none"> How is a fraction related to a whole number? How do you add and subtract fractions?
Assessments	<ul style="list-style-type: none"> Worksheets, Vocabulary Journal; Series Tests; Project: Modeling Fractions 	<ul style="list-style-type: none"> Worksheets, Vocabulary Journal, Series Tests
Materials and Resources	<ul style="list-style-type: none"> Worksheets; Series Tests, Projects, Text; Computer 	<ul style="list-style-type: none"> Worksheets; Text; Computer; Ruler; Fraction Models

SOCIAL STUDIES

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> Map Skills / Geography /Latitude and Longitude/ Charts / Graphs / Social Skills 	<ul style="list-style-type: none"> US History / Geography (Regions, States and Capitals) TN History/ Geography (Regions andCounties) Government
Essential Questions	<ul style="list-style-type: none"> What are the different types of maps and how are they used? How is data illustrated in charts and graphs? What are the responsibilities of an individual living in a community? 	<ul style="list-style-type: none"> How did the United States form as a country? What are the regions of the United States? What states, landforms, climate make up each region? When did TN become state? What are the symbols of the US and TN? Who are some important people and places in US and TN History?
Assessments	<ul style="list-style-type: none"> Projects: Create map; create chart Text tests; Workbook pages; Weekly Reader 	<ul style="list-style-type: none"> Project: TN History Game; US History / symbols chart Text Tests; Workbook pages; Weekly Reader
Materials and Resources	<ul style="list-style-type: none"> Series maps; graph paper, text chapters; United Upstreaming videos; computers; oral presentations of maps, charts and graphs; Weekly Reader 	<ul style="list-style-type: none"> Blank game boards; computers; text chapters; Weekly Reader

	Quarter 3	Quarter 4
Content	<ul style="list-style-type: none"> US History Social Behavior / Justice 	<ul style="list-style-type: none"> Economics / Government
Essential Questions	<ul style="list-style-type: none"> Who are some important people and places in US and TN History? How does society work? What do individuals contribute to society? What are our responsibilities toward our country, our state, and our local communities? 	<ul style="list-style-type: none"> What are economics? What is the relationship between economics and government/ citizen responsibilities?
Assessments	<ul style="list-style-type: none"> Project: Research individuals and prepare and give report; Series tests; Workbook pages; Weekly Reader 	<ul style="list-style-type: none"> Series tests; Workbook pages; Weekly Reader
Materials and Resources	<ul style="list-style-type: none"> Text chapters; United Upstreaming Videos; computers; 	<ul style="list-style-type: none"> Text chapters; United Upstreaming Videos; computers;

SCIENCE

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> Scientific Method / Resources / Land Formations 	<ul style="list-style-type: none"> Human Body
Essential Questions	<ul style="list-style-type: none"> What is the scientific method and how is it applied? What is the difference between renewable and non renewable resources? What are the major land forms and how are they affected by natural forces? 	<ul style="list-style-type: none"> What are the major systems of the human body? What are the essential elements for maintaining good health?
Assessments	<ul style="list-style-type: none"> Worksheets; Illustrations; Labs: Using the Microscope 	<ul style="list-style-type: none"> Series' Tests; Worksheets; Voc. Journal; Projects: Human Body
Materials and Resources	<ul style="list-style-type: none"> * Microscopes; Slides; United Upstreaming Video 	<ul style="list-style-type: none"> Text; Computer; Worksheets; Weekly Reader; Vocabulary Journal; Protecting Me; Protecting You; Videos

	Quarter 3	Quarter 4
Content	<ul style="list-style-type: none"> Animal Life 	<ul style="list-style-type: none"> Magnetism and Electricity
Essential Questions	<ul style="list-style-type: none"> What basic needs, characteristics do animals share? How can living things be classified? 	<ul style="list-style-type: none"> What are magnets and magnetic force fields? What is static electricity / current electricity? How do electric circuits differ? What are some sources of electric current?
Assessments	<ul style="list-style-type: none"> Series' Tests; Worksheets; Voc. Journal; Animal Life 	<ul style="list-style-type: none"> Series' Tests; Worksheets; Voc. Journal; Labs: Magnetic Fields; Circuits
Materials and Resources	<ul style="list-style-type: none"> Text; Computer; Worksheets; Weekly Reader; Vocabulary Journal; Videos 	<ul style="list-style-type: none"> Text; Computer; Worksheets; Weekly Reader; Vocabulary Journal; Batteries; Paperclips; Magnets; Wire; Videos

SPANISH

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> • Ask/tell their favorite season • Describe what the weather is usually like during a particular season • Ask about current weather • Talk about likes and dislikes • Describe the current weather • Ask/give the current date • Identify months of the year • Ask someone's birth month • Ask someone's birth date • Ask about likes/dislikes • State simple feelings • Expand gender • Locate Puerto Rico • Name the three cultures that influence the island • Identify <i>El Yunque</i> and the <i>coquí</i> 	<ul style="list-style-type: none"> • Ask what someone else likes/dislikes doing • Tell how much they like to do something • Identify numbers 70-89 • Use numbers in everyday situations • Expand present tense • Ask about another person's physical well-being • Tell someone how they are feeling • Ask/tell about someone's state of well-being • Ask/give age • Identify numbers 90-100 • Use numbers in everyday situations • Learn when to use <i>tú</i> and <i>Ud.</i> • Talk about possessions • Understand everyday brief written messages and short, personal notes • Identify traditional music and crafts of Puerto Rico • Locate Ecuador and identify its main cultural and physical characteristics • Locate and describe the significance of the Galápagos Islands • Discuss significance of Day of the Dead • Express importance of Our Lady of Guadalupe
Essential Questions	<ul style="list-style-type: none"> • What is your favorite season and what's the weather like then? • When is your birthday and family members' birthdays? • What are some things you like and dislike? • How do you feel? • Where is Puerto Rico? • What are the cultures that have influenced the island? 	<ul style="list-style-type: none"> • What do you and your friends and family like to do? • How do you feel in certain situations? • How old are you? • What is the difference between <i>tú</i> and <i>Ud.</i>? • What are some of the traditional crafts and music of Puerto Rico? • Where are Ecuador and the Galápagos Islands? • Why are these islands so important? • Why are the Day of the Dead and Our Lady of Guadalupe celebrations so important to people living both in Mexico and the United States?
Assessments	<ul style="list-style-type: none"> • Lesson tests and quizzes • Class work and homework • Weather report project 	<ul style="list-style-type: none"> • Lesson tests and quizzes • Class work and homework
Materials and Resources	<ul style="list-style-type: none"> • ¡Viva el español! series ¡Hola! text • ¡Hola! workbook • ¡Hola! assessment manual and resource book • Internet resources • DVD and video resources • Map/globe • Songs • Story books 	<ul style="list-style-type: none"> • ¡Viva el español! series ¡Hola! text • ¡Hola! workbook • ¡Hola! assessment manual and resource book • Internet resources • DVD and video resources • Map/globe • Songs • Story books

	Quarter 3	Quarter 4
Content	<ul style="list-style-type: none"> • Ask/tell time in hours and minutes • Tell time on the half-hour • Tell time on the quarter-hour • Ask about units of time • Identify units of time • Ask about someone's scheduled activities • Discuss their personal scheduled activities • Use various question words • Ask someone about his or her favorite class • Describe their favorite class • Ask someone's opinion about a particular class • Tell their opinion about a particular class • Introduce irregular verbs • Discuss important physical features of Argentina • Identify <i>porteños</i>, <i>gauchos</i> and the pampas 	<ul style="list-style-type: none"> • Tell what they do in school • Tell what a classmate does in school • Ask the names of family members • Provide the names of family members • Ask/tell about how family members are related • Ask for descriptions of family members • Describe family members • Talk about who owns things • Read about families and names in Spanish-speaking countries • Describe a commonwealth as it relates to Puerto Rico • Identify Roberto Clemente and Ricky Martin • Locate Nicaragua and name important topographical features and typical foods • Identify Rubén Darío and Lake Nicaragua • Discuss Cinco de Mayo
Essential Questions	<ul style="list-style-type: none"> • What time is it? • When do you do a particular activity? • What is your favorite class? Why? • What makes verbs different? • Where is Argentina? • Who are some important groups in Argentina? 	<ul style="list-style-type: none"> • What are some things you do at school? • Who are members of your family, and what are their names? • What do members of your family look like? • Where is Nicaragua? • Who is Rubén Darío? • Why is Lake Nicaragua important?
Assessments	<ul style="list-style-type: none"> • Lesson tests and quizzes • Class work and homework 	<ul style="list-style-type: none"> • Lesson tests and quizzes • Class work and homework • Family tree project
Materials and Resources	<ul style="list-style-type: none"> • ¡Viva el español! series ¡<u>Hola!</u> text • ¡<u>Hola!</u> workbook • ¡<u>Hola!</u> assessment manual and resource book • Internet resources • DVD and video resources • Manipulatable clock • Map/globe • Songs • Story books 	<ul style="list-style-type: none"> • ¡Viva el español! series ¡<u>Hola!</u> text • ¡<u>Hola!</u> workbook • ¡<u>Hola!</u> assessment manual and resource book • Internet resources • DVD and video resources • Map/globe • Songs • Story books

TECHNOLOGY

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> Terminology; Ethics; Proper Use, Skills/Strategies 	<ul style="list-style-type: none"> Typing Skills; Ethics; Terminology; Word Processing
Essential Questions	<ul style="list-style-type: none"> What is the proper terminology for computer hardware, software, use? What is meant by ethical use of computer / internet? 	<ul style="list-style-type: none"> What is the proper hand position on keyboard? How is word processing used to prepare, save, and edit documents?
Assessments	<ul style="list-style-type: none"> Voc. Journal; Application of Concepts; Worksheets 	<ul style="list-style-type: none"> Voc. Journal; Application of Concepts; Worksheets
Materials and Resources	<ul style="list-style-type: none"> Computers; Worksheets; Voc. Journals 	<ul style="list-style-type: none"> Computers; Worksheets; Voc. Journals

	Quarter 3	Quarter 4
Content	<ul style="list-style-type: none"> Research; Prepare Presentation 	<ul style="list-style-type: none"> Word Processing
Essential Questions	<ul style="list-style-type: none"> How is the internet used for research? What programs are used to prepare presentations? How are the programs accessed? 	<ul style="list-style-type: none"> How is word processing used to prepare, save, and edit documents?
Assessments	<ul style="list-style-type: none"> Voc. Journal; Research Presentation 	<ul style="list-style-type: none"> Voc. Journal; Typed Documents
Materials and Resources	<ul style="list-style-type: none"> Computer; Voc. Journal 	<ul style="list-style-type: none"> Computer

HEALTH AND FITNESS

Every new academic year, when the tennis shoes are still squeaky clean and students are eager to please, I have to remind them that Health & Fitness class is not about sports. Yes, we spend some time on certain skills (dribbling, batting, tagging, jumping, etc.) in respect to lead-up games, but Health & Fitness class is about movement and healthy life choices. With a greater amount of our population becoming obese, especially children, it is more important than ever students find some kind of movement and aerobic activity they enjoy and will continue doing in later years.

I meet twice weekly with Grade K-4 and once a week with Grade 5-8. Each session lasts 40 minutes and begins with a quick prayer on the “prayer circle.” Students then respond to two whistle blows by hustling to their stretching and exercise spots where we usually spend 4-6 minutes warming up. At this point, some fitness activity is in order---jogging, sprinting, dancing, etc. Students are more than ready to move around after a morning or afternoon of classes! The remaining time is dedicated to instruction and a game activity. And do we cover the gamut---relay races, parachute activities, soccer skills, whistle drills, kicking, dribbling, dodging, shooting, basketball, flag football, balancing activities, cooperative games with partners, floor hockey, kickball, batting, strength exercises, and bean bag activities to name a few. Of course there’s tennis, jax, tumbling, noodle fun, bucket stilts, rhythm activities, jump rope, hula hoops, croquet, and volleyball. We can’t forget badminton, Billy Ball, Threeball, four square challenges, hurdles, and balloon play. Did I mention scooters, Alaskan football, Gertie ball, Skip It, and wiffle ball? Whew! We *do* like to keep moving, learn new skills, and fine-tune old ones.

We talk about healthy eating choices, the food pyramid, serving sizes, and calories. Other health issues are covered like tobacco /alcohol use, sleep requirements, and hygiene issues. Personal safety precautions like wearing helmets for biking and other mobile activities are topics for discussion during class. My belief is the more children hear and, better yet, see a role model being health conscious, the more likely they will incorporate these behaviors into their daily lives. It begins at home, of course, but it is certainly reinforced at St. Ann.

There are four areas in which students are graded: Readiness (25%), Participation (25%), Effort (25%), and Conduct (25%).

Readiness simply entails wearing tennis shoes to class and being ready for the prayer circle, warm up, and instruction; **Participation** requires students to be *actively involved* throughout the period; **Effort** is trying---even if you can’t always master a skill or activity; and **Conduct**, of course, involves *listening to* and *cooperating with* me and classmates.

THEATRE ARTS

Content	<ul style="list-style-type: none"> • All of K-3 with more detail and elaboration • story writing • blocking • rehearsal • performance • Story Adaptation
Essential Questions	<ul style="list-style-type: none"> • Review of K-3 questions (especially story elements) • What is blocking and how is it used in theatre? • Why is rehearsal important? • Who runs the rehearsal? • What are some aspects of performance?
Assessments	<ul style="list-style-type: none"> • Observation • Performance
Materials and Resources	<ul style="list-style-type: none"> • Getting Started With Drama – Karen I. Erickson • Various theatre resources • Internet

MUSICAL ARTS

Content	<ul style="list-style-type: none"> • Praising God Through Music • Staves, clefs, bar lines, measures • Line and space notes • Whole, half, quarter, eighth notes • Treble Note names • Recorder • Counting whole, half, quarter rests • Antonio Stradivari • How woodwinds make their sound • French horn and Harp • Dotted notes • Dynamics • 2nds and scales • Composer (Foster, Mozart, Dvorak) • Sharps and sharp key signatures • Flats and flat key signatures • Eight rests • Unison and Harmony • Time signature • Chords and interval of a 3rd • Repeat signs • Broken chords • Meter • Interval of a 4th • Interval of an octave • Syncopation
Essential Questions	<ul style="list-style-type: none"> • How can we use music to praise God? • How do we write music? • What music symbols do we use when writing music? • What are the names of the notes on the treble staff? • Do rests get beats? • How do woodwinds make their sounds? • What do woodwind instruments have in common? • How do you count the rhythm of a dotted note? • How can we show change in music? • How do we raise the tone of a note by a 1/2 step? • How do we lower the tone of a note by a 1/2 step? • What is unison? • How do we create harmony? • What is a chord? • How do we create a chord? • How can we tell how many beats are in a measure?
Assessments	<ul style="list-style-type: none"> • Workbook • Quizzes/Tests • Observation • Performance
Materials and Resources	<ul style="list-style-type: none"> • God Made Music 4 Workbook • Recorder Routes and Recorder Karate • Songbooks • CD's • Internet

VISUAL ARTS

Note: Students spend 2 six-week sessions in Visual Arts throughout the year. During those weeks, the lower school grades attend art classes three times per week for 40-minute classes, while upper school grades come to the art room for two 50-minute sessions per week. The block scheduling is as follows: White Cycle---Grades 6, 3, and Kindergarten; Navy Cycle---Grades 7, 4, and 1; Red Cycle---Grades 8, 5, and 2.

The table below describes in general terms the content covered in each grade. What *isn't* described here are the specific projects spring-boarding from the content--and for good reason. Most projects span 3-4 classes, from "blueprint" to final product stage. Video, picture storybooks, prints, and class-friendly artist biographies supplement instruction, but the bulk of time is dedicated to hands-on art work. Though we follow the diocesan art curriculum in respect to basic skills, a wide range of sources are used for project inspiration, including instruction books, trade periodicals, the internet (sites like *Artsonia*), local community art offerings from The Frist, Cheekwood, etc., and happenstance. (I've been known to wander the halls of other schools when visiting for basketball games and jotting down ideas that I see and like!) One of the most successful recent projects completed was a look at Cajun artist George Rodrigue's *Blue Dog* series, an idea garnered from a trip to New Orleans.

In class we use a variety of medium when creating projects---oil pastels, paints, markers, colored pencils, watercolors, crayons, chalk pastels, charcoal pencils, and more. We look at master work and often delve into the unusual personalities of artists. Students are graded according to four areas: effort, participation, conduct, and, most importantly, completeness, which refers to a student's ability to follow through with a project to its final stage in a timely manner. Parents and other visitors will often see the fruits of *art* labor in our Eagle art displays which line the upper and lower level hallways through the year.

Grade	Content
4 th	<ul style="list-style-type: none"> • Draws from memory, observation, and imagination • Color schemes: complementary colors • Lines and overlapping shapes • Chooses colors, lines, textures, and shapes that look best for a work of art • Color, Mood, and Value • Overlapping shapes • Proportion in Portraits • Figures in motion • Abstract Expressionism • Surrealism • Pop Art • Learning to describe, analyze, interpret, and judge art