

4th Grade Curriculum

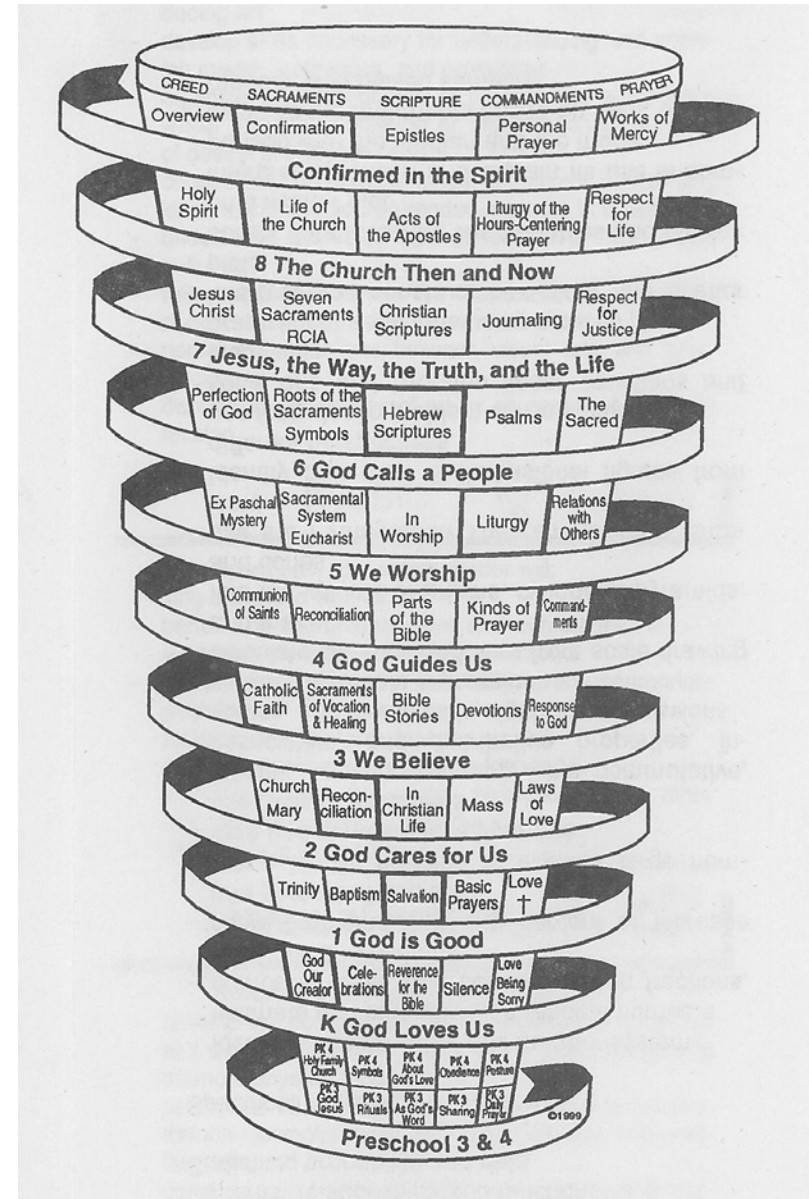
Religion

The **General Catechetical Directory** states that catechesis “must take diligent care faithfully to present the entire treasure of the Christian message” (#38). All its essential elements are to be presented as a whole, even in the initial stages of Religious Education. In the beginning this presentation will be simple, adapted to the limited capacity and experience of young children. Then it is to be progressively deepened and broadened in accordance with the level of the children’s development.

To achieve this balance in content, and to ensure consistent progress and development, our studies employ the spiral curriculum. The program for each grade level builds upon previous ones following a pattern of continuous growth in depth and in scope.

The content presented in the program falls under these headings:

- Creed (Doctrine)** – *Our Proclamation of our Faith*
- Sacraments** – *God’s Signs of Love*
- Scripture** – *God’s Word*
- Commandments** – *God’s Laws*
- Liturgy and Prayer** – *Our Response to God*



Language Arts

Goal 1: The learner will apply enabling strategies and skills to read and write.

- 1.01 Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic).
- 1.02 Infer word meanings from taught roots, prefixes, and suffixes to decode words in text to assist comprehension.
- 1.03 Identify key words and discover their meanings and relationships through a variety of strategies.
- 1.04 Increase reading and writing vocabulary through:
 - wide reading.
 - word study.
 - knowledge of homophones, synonyms, antonyms, homonyms.
 - knowledge of multiple meanings of words.
 - writing process elements.
 - writing as a tool for learning.
 - seminars.
 - book clubs.
 - discussions.
 - examining the author's craft.
- 1.05 Use word reference materials (e.g., glossary, dictionary, thesaurus) to identify and comprehend unknown words.
- 1.06 Read independently daily from self-selected materials (consistent with the student's independent reading level) to:
 - increase fluency.
 - build background knowledge.
 - expand vocabulary.

Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

- 2.01 Use metacognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, question).
- 2.02 Interact with the text before, during, and after reading, listening, and viewing by:
 - setting a purpose using prior knowledge and text information.
 - making predictions.
 - formulating questions.
 - locating relevant information.
 - making connections with previous experiences, information, and ideas.
- 2.03 Read a variety of texts, including:
 - fiction (legends, novels, folklore, science fiction).
 - nonfiction (autobiographies, informational books, diaries, journals).
 - poetry (concrete, haiku).
 - drama (skits, plays).
- 2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:
 - plot.
 - theme.
 - main idea and supporting details.
 - author's choice of words.
 - mood.
 - author's use of figurative language.
- 2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text.
- 2.06 Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.
- 2.07 Determine usefulness of information and ideas consistent with purpose.
- 2.08 Verify the meaning or accuracy of the author's statement(s) by referencing the text or other resources.
- 2.09 Listen actively by:

asking questions.

paraphrasing what was said.

interpreting speaker's verbal and non-verbal messages.

interpreting speaker's purposes and/or intent.

Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.

3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:

analyzing the impact of authors' word choice and context.

examining the reasons for characters' actions.

identifying and examining characters' motives.

considering a situation or problem from different characters' points of view.

analyzing differences among genres.

making inferences and drawing conclusions about characters, events and themes.

3.02 Analyze characters, events, and plots within and between selections and cite supporting evidence.

3.03 Consider the ways language and visuals bring characters to life, enhance plot development, and produce a response.

3.04 Make informed judgments about television and film/video productions.

3.05 Analyze and integrate information from one or more sources to expand understanding of text including graphs, charts, and/or maps.

3.06 Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.

4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression demonstrating an awareness of volume and pace.

4.02 Use oral and written language to:

present information and ideas in a clear, concise manner.

discuss.

interview.

solve problems.

make decisions.

4.03 Make oral and written presentations using visual aids with an awareness of purpose and audience.

4.04 Share self-selected texts from a variety of genres (e.g., poetry, letters, narratives, essays, presentations).

4.05 Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion).

4.06 Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans.

4.07 Compose fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions).

4.08 Focus revision on a specific element such as:

word choice.

sequence of events and ideas.

transitional words.

sentence patterns.

4.09 Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, letters of complaint).

4.10 Use technology as a tool to gather, organize, and present information.

Goal 5: The learner will apply grammar and language conventions to communicate effectively.

5.01 Use correct capitalization (e.g., names of languages, nationalities, musical compositions) and punctuation (e.g., commas in a series, commas in direct address, commas and quotation marks in dialogue, apostrophes in possessives).

5.02 Demonstrate understanding in speaking and writing by appropriate usage of:

- pronouns.
- subject/verb agreement.
- verb tense consistency.
- subject consistency.

5.03 Elaborate information and ideas in writing and speaking by using:

- simple and compound sentences.
- regular and irregular verbs.
- adverbs.
- prepositions.
- coordinating conjunctions.

5.04 Compose multiple paragraphs with:

- topic sentences.
- specific, relevant details.
- logical progression and movement of ideas.
- coherence.
- elaboration.
- concluding statement related to the topic.

5.05 Use visual (orthography) and meaning-based strategies as primary sources for correct spelling.

5.06 Proofread and correct most misspellings independently with reference to resources (e.g., dictionaries, thesauri, glossaries, computer spell-checks, and other classroom sources).

5.07 Use established criteria to edit for language conventions and format.

5.08 Demonstrate evidence of language cohesion by:

- logical sequence of fiction and nonfiction retells.
- time order sequence of events.
- sustaining conversations on a topic.

5.09 Create readable documents through legible handwriting (cursive) and/or word processing.

Social Studies

Goal 1: The learner will apply the five themes of geography to North Carolina and its people.

- 1.01 Locate, in absolute and relative terms, major landforms, bodies of water and natural resources in North Carolina.
- 1.02 Describe and compare physical and cultural characteristics of the regions.
- 1.03 Suggest some influences that location has on life in North Carolina such as major cities, recreation areas, industry, and farms.
- 1.04 Evaluate ways the people of North Carolina used, modified, and adapted to the physical environment, past and present.
- 1.05 Assess human movement as it relates to the physical environment.

Goal 2: The learner will examine the importance of the role of ethnic groups and examine the multiple roles they have played in the development of North Carolina.

- 2.01 Locate and describe American Indians in North Carolina, past and present.
- 2.02 Trace the growth and development of immigration to North Carolina, over time from Europe, Asia, and Latin America..
- 2.03 Describe the similarities and differences among people of North Carolina, past and present.
- 2.04 Describe how different ethnic groups have influenced culture, customs and history of North Carolina.

Goal 3: The learner will trace the history of colonization in North Carolina and evaluate its significance for diverse people's ideas.

- 3.01 Assess changes in ways of living over time and determine whether the changes are primarily political, economic, or social.
- 3.02 Identify people, symbols, events, and documents associated with North Carolina's history.
- 3.03 Examine the Lost Colony and explain its importance in the settlement of North Carolina.
- 3.04 Compare and contrast ways in which people, goods, and ideas moved in the past with their movement today.
- 3.05 Describe the political and social history of colonial North Carolina and analyze its influence on the state today.

Goal 4: The learner will analyze social and political institutions in North Carolina such as government, education, religion, and family and how they structure society, influence behavior, and respond to human needs.

- 4.01 Assess and evaluate the importance of regional diversity on the development of economic, social, and political institutions in North Carolina.
- 4.02 Identify religious groups that have influenced life in North Carolina and assess the impact of their beliefs.
- 4.03 Explain the importance of responsible citizenship and identify ways North Carolinians can participate in civic affairs.
- 4.04 Examine ways North Carolinians govern themselves and identify major government authorities at the local and state level.
- 4.05 Identify and assess the role of prominent persons in North Carolina, past and present.

Goal 5: The learner will examine the impact of various cultural groups on North Carolina.

- 5.01 Explain different celebrated holidays, special days, and cultural traditions in North Carolina communities.
- 5.02 Describe traditional art, music, and craft forms in North Carolina.
- 5.03 Describe and compare the cultural characteristics of regions within North Carolina and evaluate their significance.

Goal 6: The learner will evaluate how North Carolinians apply basic economic principles within the community, state, and nation.

- 6.01 Explain the relationship between unlimited wants and limited resources.
- 6.02 Analyze the choices and opportunity cost involved in economic decisions.
- 6.03 Categorize the state's resources as natural, human, or capital.
- 6.04 Assess how the state's natural resources are being used.
- 6.05 Recognize that money can be used for spending, saving, and paying taxes.
- 6.06 Analyze the relationship between government services and taxes.
- 6.07 Describe the ways North Carolina specializes in economic activity and the relationship between specialization and interdependence.
- 6.08 Cite examples of interdependence in North Carolina's economy and evaluate the significance of economic relationships with other states and nations.

Goal 7: The learner will recognize how technology influences change within North Carolina.

- 7.01 Cite examples from North Carolina's history of the impact of technology.
- 7.02 Analyze the effect of technology on North Carolina's citizens, past and present.
- 7.03 Explain how technology changed and influenced the movement of people, goods, and ideas over time.
- 7.04 Analyze the effect of technology on North Carolina citizens today.
- 7.05 Identify the advantages and disadvantages of technology in the lives of North Carolinians.

Mathematics

Goal 1: The learner will read, write, model, and compute with non-negative rational numbers.

1.01 Develop number sense for rational numbers 0.01 through 99,999.

- a. Connect model, number word, and number using a variety of representations.
- b. Build understanding of place value (hundredths through ten thousands).
- c. Compare and order rational numbers.
- d. d) Make estimates of rational numbers in appropriate situations.

1.02 Develop fluency with multiplication and division:

- a. Two-digit by two-digit multiplication (larger numbers with calculator).
- b. Up to three-digit by two-digit division (larger numbers with calculator).
- c. Strategies for multiplying and dividing numbers.
- d. Estimation of products and quotients in appropriate situations.
- e. Relationships between operations.

1.03 Solve problems using models, diagrams, and reasoning about fractions and relationships among fractions involving halves, fourths, eighths, thirds, sixths, twelfths, fifths, tenths, hundredths, and mixed numbers.

1.04 Develop fluency with addition and subtraction of non-negative rational numbers with like denominators, including decimal fractions through hundredths.

- a. Develop and analyze strategies for adding and subtracting numbers.
- b. Estimate sums and differences.
- c. Judge the reasonableness of solutions.

1.05 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.

Goal 2: The learner will understand and use perimeter and area.

2.01 Develop strategies to determine the area of rectangles and the perimeter of plane figures.

2.02 Solve problems involving perimeter of plane figures and areas of rectangles.

Goal 3: The learner will recognize and use geometric properties and relationships.

3.01 Use the coordinate system to describe the location and relative position of points and draw figures in the first quadrant.

3.02 Describe the relative position of lines using concepts of parallelism and perpendicularity.

3.03 Identify, predict, and describe the results of transformations of plane figures.

- a. Reflections.
- b. Translations.
- c. Rotations.

Goal 4: The learner will understand and use graphs, probability, and data analysis.

4.01 Collect, organize, analyze, and display data (including line graphs and bar graphs to solve problems).

4.02 Describe the distribution of data using median, range and mode.

4.03 Solve problems by comparing two sets of related data.

4.04 Design experiments and list all possible outcomes and probabilities for an event.

Goal 5: The learner will demonstrate an understanding of mathematical relationships.

5.01 Identify, describe, and generalize relationships in which:

- a. Quantities change proportionally.
- b. Change in one quantity relates to change in a second quantity.

5.02 Translate among symbolic, numeric, verbal, and pictorial representations of number relationships.

5.03 Verify mathematical relationships using:

- a. Models, words, and numbers.
- b. Order of operations and the identity, commutative, associative, and distributive properties.

Science

Goal 1: The learner will make observations and conduct investigations to build an understanding of animal behavior and adaptation.

1.01 Observe and describe how all living and nonliving things affect the life of a particular animal including:

- Other animals.
- Plants.
- Weather.
- Climate.

1.02 Observe and record how animals of the same kind differ in some of their characteristics and discuss possible advantages and disadvantages of this variation.

1.03 Observe and discuss how behaviors and body structures help animals survive in a particular habitat.

1.04 Explain and discuss how humans and other animals can adapt their behavior to live in changing habitats.

1.05 Recognize that humans can understand themselves better by learning about other animals.

Goal 2: The learner will conduct investigations and use appropriate technology to build an understanding of the composition and uses of rocks and minerals.

2.01 Describe and evaluate the properties of several minerals.

2.02 Recognize that minerals have a definite chemical composition and structure, resulting in specific physical properties including:

- Hardness.
- Streak color.
- Luster.
- Magnetism.

2.03 Explain how rocks are composed of minerals.

2.04 Show that different rocks have different properties.

2.05 Discuss and communicate the uses of rocks and minerals.

2.06 Classify rocks and rock-forming minerals using student-made rules.

2.07 Identify and discuss different rocks and minerals in North Carolina including their role in geologic formations and distinguishing geologic regions.

Goal 3: The learner will make observations and conduct investigations to build an understanding of magnetism and electricity.

3.01 Observe and investigate the pull of magnets on all materials made of iron and the pushes or pulls on other magnets.

3.02 Describe and demonstrate how magnetism can be used to generate electricity.

3.03 Design and test an electric circuit as a closed pathway including an energy source, energy conductor, and an energy receiver.

3.04 Explain how magnetism is related to electricity.

3.05 Describe and explain the parts of a light bulb.

3.06 Describe and identify materials that are conductors and nonconductors of electricity.

3.07 Observe and investigate that parallel and series circuits have different characteristics.

3.08 Observe and investigate the ability of electric circuits to produce light, heat, sound, and magnetic effects.

3.09 Recognize lightning as an electrical discharge and show proper safety behavior when lightning occurs.

Goal 4: The learner will conduct investigations and use appropriate technology to build an understanding of how food provides energy and materials for growth and repair of the body.

4.01 Explain why organisms require energy to live and grow.

4.02 Show how calories can be used to compare the chemical energy of different foods.

4.03 Discuss how foods provide both energy and nutrients for living organisms.

4.04 Identify starches and sugars as carbohydrates.

4.05 Determine that foods are made up of a variety of components:

Computer

Goal 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.

Goal 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.

Goal 3: The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.

Music

GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.

GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.

GOAL 3: The learner will improvise melodies, variations, and accompaniments.

GOAL 4: The learner will compose and arrange music within specified guidelines.

GOAL 5: The learner will read and notate music.

GOAL 6: The learner will listen to, analyze, and describe music.

GOAL 7: The learner will evaluate music and music performances.

GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.

GOAL 9: The learner will understand music in relation to history and culture.

Art

GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes.

GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.

GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.

GOAL 5: The learner will understand the visual arts in relation to history and cultures.

GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.

GOAL 7: The learner will perceive connections between visual arts and other disciplines.

GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Foreign Language

GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

GOAL 3: PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.