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# **SAINT MONICA SCHOOL 2009-2010 FOURTH GRADE CURRICULUM GUIDE**

*Curriculum for Grades 1-5*





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### **The Intermediate Years: A Time of Transition**

The 4<sup>th</sup> and 5<sup>th</sup> grade curriculum at St. Monica School has been carefully designed to specifically meet the needs of the pre-adolescent child. Children ages 8-11 years experience significant changes in their spiritual, social and academic lives. The teachers in the intermediate grades at St. Monica School have established a curriculum to directly meet the needs of these children in a safe, loving, Catholic environment.

### **Spiritual Development**

Fourth and fifth graders typically grow in self-esteem, social interaction, and interest in the wider world. As willing participants in games and groups, they bring a realistic perspective to the need for rules and standards. At their own level, they are ready to appreciate the Ten Commandments, the Beatitudes, and the teachings of Jesus. With the support of adults, they are ready to reach out to others in service and responsibility. The St. Monica School Religion Curriculum is designed to fulfill the spiritual needs of our children at this critical time in their young lives.

### **Social Development**

Fourth and fifth graders are also going through many developmental and social changes. On the edge of their teenage years, they are beginning to recognize who's smart, who's popular, and where they fit into the mix. As extracurricular activities abound, kids are also becoming more social outside of school. Friends and their opinions are becoming increasingly important.

### **Characteristics of children of this age group:**

- Want to put some distance between themselves and adults, and may rebel against authority
- Need to be part of a group
- Seek independence
- Possess a high activity level
- Can express a wide range of emotions and verbalize easily
- Can empathize
- Can think independently and critically, but are tied to peer standards
- Begin to increase their sense of truthfulness
- Are typically not self-confident

### **Academic Development**

The Intermediate Years are a time of rapid learning. Expectations increase in many areas of student life. Homework demands, a shift in learning toward abstractions and synthesizing information, and the amount of written work increases greatly at this stage. Students in the Intermediate grades are required to transition in many aspects of their academic lives. The goal of the St. Monica School Curriculum is to prepare students for future academic success. Through a variety of instructional approaches, differentiated assessments, and diverse teaching methods, students are exposed to numerous possibilities for success.

St. Monica School teachers, together with parents and families, work to bring exemplary education to our children each and every day. Working in partnership, we can and must meet the needs of the children entrusted to us. With the leadership of the Holy Spirit, we can guide our children to a fulfilling spiritual, social and academic life.



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## RELIGION

### Creedal Church

- Believes in the goodness of creation and God's care for it
- Understands grace as a sharing in God's life
- Appreciates the Holy Spirit as helper and guide in making good choices
- Understands Church as a community of worship, witness and service which carries on the work and mission of Christ
- Understands that God communicates gradually to us
- Understands that our faith is Trinitarian as expressed in Baptism
- Understands that the story of Adam and Eve reminds us that our first parents sinned against God
- Understands that Jesus lived, suffered and died for us, and we will rise with Christ to new life after death
- Knows in everything Jesus did, he is our model
- Knows that the Trinity was fully revealed to Jesus' disciples at Pentecost
- Understands that Scripture is God's word to us
- Understands and responds to the following Scriptural passages as experiences of God's love for us, our love for humanity and our need for mercy and forgiveness: Ten Commandments (Exodus 20:2-17)
- Sermon on the Mount (Matthew 5:1-12); Good Samaritan (Luke 10:25-37); Prodigal Son (Luke 15:11-24); Temptation of Christ (Matthew 4:1-11)
- Knows the meaning of the covenant with Noah, Abraham and Moses (Genesis 9:1-3, Genesis 17:1-9, Exodus 19:1-8)
- Demonstrates the ability to locate the passages listed above in the Bible
- Knows that God created human beings with a body and soul

### Liturgy/Sacrament

- Articulates the meaning of the Sacraments of Initiation
- Celebrates the Eucharist as a sacrament of the Church's unity, reconciliation and peace
- Celebrates Reconciliation as a sacrament of conversion, God's forgiveness, mercy and love
- Recognizes the value of and knows how to examine one's conscience
- Knows how to celebrate Rite I and II of the Sacrament of Reconciliation and can articulate the communal dimension of sin and forgiveness
- Expresses sorrow for sins in a prayer of contrition
- Knows the essential importance of regular participation in Sunday Eucharist, knowing that it is a celebration of the Paschal Mystery
- Explains ways Christ is present at Mass
- Has a growing understanding of the liturgical year

### Moral Life

- Recognizes that all Christians are called to holiness
- Knows Jesus' Two Great Commandments of love are a Christian's way of life
- Can articulate the Ten Commandments using the traditional formula
- Sees the Corporal and Spiritual Works of Mercy as ways of responding to the needs of others
- Realizes that original sin is the human condition into which we are all born
- Recognizes conscience as the inner ability to judge between good and bad when making choices and recognizes the seven capital sins



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### **Moral Life, cont.**

- Realizes that temptation is a pull toward something we know is sinful and that it is a part of everyone's life
- Recognizes the seven gifts of the Holy Spirit
- Responds to the Ten Commandments as rules to help us live God's life of love (Exodus 20:2-17)
- Learns the Beatitudes as a way of life modeled by Christ to bring happiness (Matthew 5:1-12)
- Differentiates between sin which is choosing to turn away from God and mistakes which are accidents (Temptations of Christ - Matthew 4:1-11)
- Realizes that all choices have responsibilities and consequences and are to be made in light of Gospel values (Good Samaritan - Luke 10:25-37)
- Knows that listening to feelings can help one decide how to act
- Knows that he/she can talk to someone when not feeling safe
- Can define bullying and harassment and recognize it when it occurs

### **Christian Prayer**

- Understands prayer as the living relationship of the children of God with their Father, his Son and the Holy Spirit
- Prays and understands the Prayer of St. Francis as a model for peace and love in the world
- Prays the Our Father
- Understands the Nicene and Apostles Creeds as statements of Catholic beliefs
- Reviews the memorization of previous prayers
- Memorizes the Glory to the Father (Doxology) and the Apostles Creed
- Recognizes forms of popular piety such as the Rosary and the Stations of the Cross
- Experiences personal and communal prayer, especially prayers of praise and thanksgiving

## **READING**

### **Pre-reading**

- Predict and infer using illustrations, text, title, prior knowledge
- Develop phonemic awareness by using letter/sound relationships as aids to pronouncing and understanding unfamiliar words and text
- Identify purpose for reading using maps, charts, diagrams, and visuals
- Identify differences between fiction and non-fiction, poetry and prose
- Identify differences between fiction and non-fiction, poetry and prose
- Activate background knowledge using pre-reading activities such as KWI, chart, concept map, SQ3R

### **During Reading**

- Infer the meaning of unfamiliar words in the context of a passage by examining known words or phrases
- Use decoding strategies including reference materials, phonemic awareness, spelling patterns, base words, prefixes and suffixes
- Read orally with age appropriate fluency, accuracy and expression
- Understand the structure of narrative stories by identifying characters, setting, problem, events and solution
- Read silently for twenty minutes
- Predict while reading to demonstrate knowledge of a story
- Self-monitor and ask questions while reading for comprehension



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### Post Reading

- Paraphrase and summarize what was read to show comprehension
- Recall details and use strategies to improve comprehension
- Identify cause/effect relationships and draw conclusions and make inferences on what was read
- Draw or dramatize material
- Compare/contrast or more characters or stories
- Identify the feelings of the characters in setting and events in a story
- Retell a story sequentially
- Make connections to own life as well as to other literature
- Develop an appreciation for reading and life-long learning
- Conference with peers and teachers
- Discuss moral behavior found in reading materials from a Catholic viewpoint

## MATH

### Numbers Operations and Relationships

- Be able to identify place value to millions
- Identify dollars and cents notation
- Round to the nearest ten-million
- Identify how numbers are used (count, measure, label, tell order)
- Identify negative numbers
- Compare fractions with like denominators using the appropriate symbols ( $<$ ,  $>$ ,  $=$ )

### Numbers Operations and Relationships, cont.

- Compare whole numbers using the appropriate symbols ( $<$ ,  $>$ ,  $=$ )
- Identify factors of numbers
- Identify multiples of numbers
- Recognize equivalent fractions
- Use arrays to solve problems
- Have mastery of addition facts
- Have mastery of subtraction facts
- Find patterns in multiplication tables
- Find patterns in division tables
- Multiply 1-digit numbers by 2-digit numbers
- Multiply 1-digit numbers by 3-digit numbers
- Multiply 1-digit numbers by 4-digit numbers
- Multiply 2-digit numbers by 2-digit numbers
- Multiply 2-digit numbers by 3-digit numbers
- Estimate products
- Mentally multiply by 10
- Understand multiples of 10
- Understand multiples of 100
- Understand multiples of 1000
- Compute addition problems using fractions with the same denominator
- Compute subtraction problems using fractions with the same denominator
- Compute addition problems using decimals
- Compute subtraction problems using decimals
- Know division facts to 12
- Divide by 1-digit numbers
- Divide by 2-digit numbers



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### Probability and Statistics

- Collect a set of data
- Organize a set of data
- Display a set of data
- Calculate the mean of a set of data
- Calculate the range of a set of data
- Experiment to establish possible outcomes
- Analyze circle graphs
- Analyze bar graphs
- Analyze line graphs
- Create a graph to represent data
- Create a table to represent data

### Geometry

- Identify a line
- Identify a line segment
- Identify a point
- Identify a ray
- Identify perpendicular lines
- Identify parallel lines
- Draw a line
- Draw a line segment
- Draw a point
- Draw a ray
- Draw perpendicular lines
- Draw parallel lines

### Geometry, cont.

- Identify 2-dimensional figures (triangles, quadrilaterals, polygons, circles)
- Describe 2-dimensional figures (triangles, quadrilaterals, polygons, circles)
- Construct 2-dimensional figures (triangles, quadrilaterals, polygons, circles)
- Estimate the perimeter of squares and rectangles
- Estimate the area of squares and rectangles
- Compare the perimeter and area of squares and rectangles
- Measure the perimeter and area of squares and rectangles
- Identify lines of symmetry of a figure
- Identify obtuse angles
- Identify acute angles
- Identify right angles
- Identify straight angles

### Measurement

- Estimate length (metric and standard units) accurately to nearest quarter unit
- Compare length (metric and standard units) accurately to nearest quarter unit
- Measure length (metric and standard units) accurately to nearest quarter unit
- Estimate mass and volume in metric units
- Estimate mass and volume in standard units
- Compare mass and volume in metric units
- Compare mass and volume in standard units
- Measure mass and volume in metric units
- Measure mass and volume in standard units
- Solve simple problems involving the conversion of units within a system of measurement



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### Algebraic Relationships

- Create missing addends in an equation
- Find missing addends in an equation
- Determine whether simple number sentences are true or false
- Solve problems involving an unknown using manipulatives
- Use patterns to solve problems
- Use tables to solve problems
- Use grid coordinates to identify points

### SCIENCE

St. Monica School is currently evaluating a new science program to be implemented in the 2009-2010 school year.

### SOCIAL STUDIES

#### History

- Define the Ice Age and explain its effects on Wisconsin
- Identify and describe the Native American tribes of Wisconsin
  - Name and describe prehistoric tribes
  - List and discuss characteristics of various Wisconsin tribes
  - Discuss Native American life in Wisconsin today and related social issues
- Know and describe the role of explorers, missionaries, and fur traders to the development of Wisconsin
  - Identify Jean Nicolet, Marquette and Joliet, and their contributions
  - Explain how missionaries impacted lives of Native Americans and others
  - Describe the importance of the fur trade
- Describe the effect of war on Wisconsin
  - Analyze the effects of the French and Indian War, the Revolutionary War, and the War of 1812
  - Explain the reason for and results of the Black Hawk War
  - Recognize the causes and effect of the Civil War, and Wisconsin's role
  - Describe Wisconsin's role in WWI and WWII
- Name some factors that contributed to the Great Depression
- Use historical tools to draw conclusions about the past
  - Identify artifacts, outdoor museums as sources of information about past
  - Interpret a timeline of historical events
  - Use primary sources to gather information
  - Use technology to research historical information



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### Geography

- Locate and name states and physical features in Wisconsin
  - Identify the main rivers, lakes, and regions of Wisconsin
  - Locate and name the states surrounding Wisconsin
  - Use maps skills that include direction, scale, latitude and longitude
  - Use a variety of maps, such as historical, political, or physical
- Describe features of a place
  - Define and give examples of geographic terms, such as moraine, delta
  - Identify the major landforms of the world
  - Distinguish between weather and climate
  - Describe the climates of regions in Wisconsin
- Describe the movement of people
  - Recognize the impact of seasonal change on Native American movement
  - Discuss the reasons for immigration
  - Explain the effects of immigration on Wisconsin's population
- Identify regions of the U.S.
  - Name some important natural resources of Wisconsin
  - Describe the landforms of various Wisconsin
- Understand the interaction of humans and the environment
  - Describe a glacier's effect on terrain
  - Analyze the effect of natural occurrences on a region's people
  - Name ways to protect the environment

### Behavioral Science

- Describe the different cultures that have shaped Wisconsin's past and present
  - Describe the lifestyles of various Native American groups in Wisconsin
  - Explain reasons why people immigrate to an area
  - Recognize various cultural groups that have immigrated to Wisconsin
  - Name recent and current immigrant groups to Wisconsin
  - Identify the contributions made to Wisconsin by various cultural groups
- Explain the connection of Wisconsin to the nation and the world
  - Identify and discuss national and world events
  - Describe the impact of national and world events on Wisconsin
- Explain how Wisconsin can assist others in the nation and the world
- Name important people and their contributions to Wisconsin's development





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### Political Science/Citizenship

- Define and give examples of *democracy* and *representative democracy*
- Explain the duties of a responsible citizen
- Identify the three branches of government and explain their duties
  - Describe the structure of Wisconsin local and state governments
- Describe how a bill becomes a law
- Describe how a territory becomes a state
- Describe the changes made by the Progressive Party
  - Understand the platform of the Progressive Party
  - Explain Robert LaFollette's influence on Wisconsin and national politics

### Economics

- Identify resources and products of Wisconsin and the U.S.
  - Explain how Native Americans used resources to meet their needs
  - Explain how goods are exchanged
  - Distinguish between service jobs and jobs that produce goods
- Describe the importance of the fur trade and lead mining to Wisconsin's past
- Describe the importance of the lumber industry in the past and present
  - Describe how lumber is produced
  - List various products of the lumber industry
  - Explain the importance of conservation in today's lumber industry
- Describe the importance of agriculture to Wisconsin
  - Describe the changes in agriculture in the past century
  - Identify various agricultural products made in Wisconsin
- Distinguish between private and public goods and services

### Peace and Justice

- Develop skills for conflict resolution
- Identify ways to prevent prejudice/discrimination
- Apply the teachings of Jesus to community
- Participate in service projects and identifies these with Christian community
- Apply basic Christian attitudes and skills in solving argument/conflicts
- Practice behaviors that help others
- Understand Jesus' teaching about serving others
- Recognize universal trait of poor children and those who are not poor
- Gives examples of how different kinds of work call forth different talents
- Recognizes and respects uniqueness of individual cultures in the world
- Demonstrate acceptance of people from a race different from one's own
- Demonstrate that we all have a role to play in preserving the environment

Curriculum for Grades 1-5





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## WRITING AND LANGUAGE

### Writing

- Write a well-organized, multi-paragraph non-fiction essay with identifiable introduction and conclusion
- Write an expressive piece in response to reading, viewing, and life experiences (journals, narratives, letters)
- Write creative pieces, with or without figurative language (poetry, fiction), in response to a prompt
- Produce a well developed piece using prewriting, first draft, revision, proofreading, publishing, and conferencing with teacher
- Identify major literary elements in a story map such as: characters, setting, plot, events, and conclusion
- Understand and use parts of speech effectively including: nouns, verbs, pronouns, adjectives, and adverbs
- Capitalize proper nouns, titles, and initial words of a sentence
- Write complete sentences communicating a clear, meaningful thought
- Use punctuation marks to distinguish statements, questions, exclamations, commands, conjunctions, and quotation marks
- Spell frequently used words correctly
- Write reflecting Catholic teachings and beliefs, e.g. no foul language or violence

### Language

- Use appropriate grade level dictionaries, thesauruses, and other resources to find and compare definitions, choose among synonyms, and spell words correctly
- Develop a knowledge of roots, prefixes, and suffixes to interpret and convey the meaning of words
- Gain familiarity with common figures of speech and use them appropriately
- Apply the rules of written and spoken Standard English
- Identify various styles and purposes of oral and written language and learn to communicate effectively in commonly occurring situations
- Describe and give examples of variations in American English that appear in different social, cultural, regional, and professional environments



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## ORAL LANGUAGE

- Read aloud effectively from previously read material
- Present autobiographical or fictional stories that recount events to large and small audiences
- Participate in group readings such as choral, echo, and shadow reading
- Perform dramatic readings and presentations
- Distinguish between fact and opinion and provide evidence to support opinions
- Follow multi-step directions
- Identify and summarize key points of a story or discussion
- Retell stories and events in proper sequence
- Recall the content of stories after hearing them, relate the content to prior knowledge, and answer various types of factual and interpretive questions about the stories
- Volunteer relevant information, ask relevant questions, and answer questions directly
- Ask for clarification and explanation of unfamiliar words and ideas
- Reflect on ideas and opinions of others and respond in a moral manner
- Use appropriate eye contact and other nonverbal cues
- Use proper expression for different speaking situations
- Proclaims scripture effectively at prayer services and liturgy

## Research and Inquiry

- Search by author, title, word, and subject on electronic catalog
- Refine locating materials using the Dewey Decimal System
- Use reference materials such as almanac and children's web sites
- Prepare for note taking with the who, what, when, where, why, how questions
- Identify key facts for note taking
- Begin to arrange information in an outline form
- Learn about famous people who lived moral lives by Catholic standards (biographies)
- Incorporate information into a product of several paragraphs

## Media and Technology

- Operate common computer hardware and software
- Use basic word-processing, graphics, and drawing programs
- Create, store, and retrieve electronic files
- Write news articles appropriate for familiar media
- Create simple advertising messages and graphics appropriate for familiar media
- Make distinctions between messages presented on radio, television, and in print
- Evaluate media based on Catholic values



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## TECHNOLOGY

Our fourth grade technology curriculum focuses on a variety of fun and exciting online sites that encourages listening to directions, reading, navigating and sharing with others the many learning opportunities on a computer. Students are introduced to Microsoft Office programs (PowerPoint, Excel and Word) practice typing skills and write, create and print documents. Respect is emphasized. We strive to use technology to maximize the student's God-given talents and encourage them to learn, live and love through Jesus.

### Students will be able to:

- Recognize "the computer" a wonderful tool that can make learning fun
  - Describe the Acceptable Use Policy and sign the Student Network Responsibility Agreement
  - Practice proper keyboarding techniques for upper and lower case letters
  - Create, edit, save and print a content area word processing document
  - Type in URLs to access Internet sites
  - Be able to access printer of choice
  - Be able to insert picture on a word processing document
  - Use basic "surfing the net" skills (e.g., back, forward, scroll up and down, down arrow on location bar, bookmarks)
  - Demonstrate proper care of CD-ROMs, how to insert in the CD-ROM drive, how to install and how to access
- Demonstrate two ways to access programs from the desktop and how to close programs
  - Create and present a passionate (choose a topic) PowerPoint and a science PowerPoint (choose a science topic)
  - Design and create buildings and add components using Google SketchUp
  - Design and create objects and "make them move" in Google SketchUp Physics
  - Create a 3D animation with Pivot
  - Search for our school, home and famous places on Google Earth
  - Create bar graph/pie graph in Excel from collected data from Science project
  - Compare time in different countries using the Internet
  - Answer list of questions about a country from given Internet site
  - Insert shapes, clip art, bullets, tables, page layout on Word
  - Creative writing on "magic box"





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## ART

The Art classes at St. Monica School, in the 4<sup>th</sup> grade level, provide the students with continued work with materials and techniques experienced in the 1<sup>st</sup> levels of art. The students put increased effort into the creativity and final presentation of their assignments.

Students are in art class to learn and improve their God given talents or to become better artists through practice and giving their best effort. We are always in the presence of God and His many creations, which I bring to student's attention in all class sessions. Multi Cultural art lessons are an important aspect of learning how we value the art and spiritual gifts from all people.

### Historical/Cultural Integration

- Is introduced to master works of art depicting common life experiences
- Views and talks about masterworks of art related to life experience
- Knows art forms from other times, places and cultures
- Becomes acquainted with works by artists
- Becomes familiar with art forms from a variety of world cultures
- Aesthetic / Spiritual Valuing

### Respect Own Art Work and Work of Others

- Is able to access a quiet place within the school for short periods of imaginative visualization and "listening" to "heart messages"
- Gains proficiency in bringing body to quiet for short periods of reflection, imaginative visualization and pretend play
- Appreciates and respects God's creations
- Uses a variety of techniques to reflect on development of art literacy, (drawings, journaling, games and simulations)
- Makes choices related to mounting and displaying art work
- Demonstrates pride in personal creations

### Environmental Integration

- Recognizes, respects and cares for art tools, work areas and materials
- Applies visual awareness/aesthetic perception skills to experiences in nature and the larger world
- Makes progress slowly in coordination of eye, hand and art media
- Applies skills to other life activities
- Choose appropriate supplies
- Respects and cares for the world of nature
- Actively participates in creating an attractive and aesthetic learning environment
- Demonstrates pride in personal creations

### Methods and Techniques

- Mixes colors to make new colors
- Experiments with color blending techniques through different edit (watercolor, crayon, tempera, etc.)
- Uses a variety of lines (thick, thin, wavy, etc.)
- Uses lines to show expression
- Uses lines variations (length, width, and direction)
- Uses lines to show sound and feelings of music
- Demonstrates an ability to see shapes in objects
- Draws animals and other objects using shapes
- Uses geometric shapes to create a design
- Demonstrates the ability to see and manipulate shapes to express ideas
- Experiences different textures in their environment (rough, smooth, hard, soft, etc.)
- Learns to organize shapes and forms in space
- Recognizes tactile and visual textures
- Uses familiar shapes to create new things



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### Methods and Techniques, cont.

- Creates the illusion of space and depth by using large and small objects
- Uses tactile and visual textures to show contrast in art work
- Prints patterns sequences
- Uses textures to make pictures and collages
- Is able to describe what is about to be drawn
- Is able to show through drawing what is perceived as most important about the subject
- Draws from everyday experiences and family to make art
- Uses visual and tactile textures to show contrast in art works

### GUIDANCE

The Guidance curriculum for each grade level includes classroom guidance, individual/small group counseling (as needed basis), consultation and collaboration with parents, teachers and outside professionals in the counseling field. Students in grades 3-8 come to Guidance class once every week. Those students in grades 3-5 come for 30 minutes, and those in junior high come for 45 minutes.

- Develop an understanding of our school's Anti-Bully Program by identifying characteristics of bullies and consequences of inappropriate behavior through role playing, group interaction, and possible involvement in a student committee
- Resolve problems which interfere with learning by identifying problems and developing skills and behaviors to resolve/cope with them by identifying steps for effective problem solving, verbalizing an understanding of his/her problems and effects on learning and developing coping skills
- Gain knowledge of his/her academic abilities, including strengths, and educational needs and interests by identifying academic weaknesses and strengths, using knowledge gained to improve his/her classroom performance and experiencing academic and personal growth as a result of appropriate educational services

- Develop increased self-understanding by developing a realistic self-concept and self-direction, identifying feelings and comparing and contrasting positive and negative feelings, demonstrating positive attitudes through role playing, identifying interests, identifying personal strengths and limitations and developing strategies to overcome limitations and to enhance strengths
- Recognize similarities and differences between self and others and appropriate modes of interacting with others individually and in groups by participating in group discussions, utilizing positive social interaction skills and utilizing effective communication techniques
- Acquire and apply problem-solving/decision-making, coping and mastery of skills. The key concepts include making healthy choices, identifying appropriate problem solving steps, resolving conflicts, making effective decisions and exhibiting coping skills to deal with stress and conflicts
- Become increasingly self-directive and responsible for his/her own behavior by demonstrating responsibility for home and school tasks, taking care of his/her possessions and respecting the property of others, identifying examples of admirable character traits and developing the ability to manage his/her own behavior and to recognize and accept consequences of that behavior
- Develop an understanding of the need for positive attitudes toward school and learning, the community and society by gaining an understanding of the accepted norms of behavior and demonstrating appropriate personal behavior in the school and community
- Become more aware of hygiene and the importance of taking care of one's body and mind.



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## MUSIC

All fourth grade students attend general music class twice a week for forty-five minutes. They are exposed to a variety of songs that help to increase their sense of pitch, sense of rhythm, and appreciation of music. They sing many songs to be used at mass, increasing their worship repertoire. They learn to improvise using rhythmic patterns and can compose short musical phrases. Fourth grade students continue to increase their knowledge of musical notation and music concepts. They perform in the all school Christmas concert and the Spring Showcase. Fourth grade students also have the opportunity to audition to perform an individual act at the Spring Showcase.

## Music Outcomes

- Sing a variety of songs in various keys, meters, and genres, representing different cultures, from memory, alone and with others, with correct posture, pitch, and rhythm
- Sing songs with a purpose of prayer and praise to God to be used at school masses
- Sing expressively with appropriate dynamics, phrasing, and interpretation
- Sing ostinato and rounds
- Play rhythmic patterns using eighth notes, quarter notes, quarter rests, half notes, half rests, whole notes, whole rests, and dotted half notes
- Improvise rhythmic patterns using eighth notes, quarter notes, quarter rests, half notes, half rests, whole notes, whole rests, and dotted half notes
- Compose short musical phrases using designated pitches and rhythms
- Read musical notation for 2/4, 3/4, and 4/4 meters, dotted half notes, and note names on the treble clef
- Read musical notation for basic tempo and dynamic markings
- Identify the sounds of the four families of instruments
- Identify different timbres of the human voice
- Describe musical performances using grade-appropriate vocabulary
- Demonstrate teamwork in working toward a successful performance



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## PHYSICAL EDUCATION

The program consists of two formal 45-minute periods per week. The basis for 4<sup>th</sup> grade physical education program is continues to introduce various activity skills, team sports, cooperative activities, and individualized fitness and exercise programs. The physical education curriculum is to provide a program of instruction for the development of the whole individual through physical activities by emphasizing the relationship among the physical, intellectual, emotional, and social well being of the individual. The curriculum will provide experiences that will develop positive attitudes toward wellness and contribute to lifelong participation in physical activities. Students at all grade levels are expected to:

- Engage in physical activity and know that it is important
- Participate regularly in activities of their choice outside of physical education class on a regular basis
- Demonstrate safety while participating in physical activity
- Experience enjoyment while participating in physical activity
- Regularly participates in physical activity for the purpose of setting goals to help improve skillful performance and physical fitness levels
- Participate in activities showing sportsmanship and fair play
- Demonstrate knowledge of cooperation, sharing, and consideration
- Demonstrate self-discipline and responsibility while actively participating in class
- Wear proper clothing and footwear to class with limited reminders
- Play and cooperate with others regardless of personal differences (e.g., gender, ethnicity, ability level)

### Physical Education Outcomes

- Demonstrates mature form in all loco-motor patterns, and selected manipulative and non-loco motor skills such as throwing, catching, striking, performing manipulative tasks

### Physical Education Outcomes, cont.

- Demonstrates basketball chest pass, fielding a ball, soccer dribbling / juggling, and passing a volleyball
- Demonstrates repeatable patterns and skill combinations such as dribbling, kicking, passing in a small group
- Strikes a lightweight ball several times in succession within reach using at least two different body parts
- Recognizes the critical elements of a throw made by a fellow student and provides feedback to that person
- Illustrates proper body rotation in a striking activity to produce maximum force and accuracy
- Applies invasion to games concepts
- Identify different backgrounds and the cultural significance they attribute to various games and physical activities
- Understands how to set a personal fitness goal
- Understands target heart rate zones
- Associates proper nutrition with feeling good
- Sustains cardiovascular activity for a minimum of 3-5 minutes
- Identifies how to find heart rate or pulse for 6 seconds
- Identifies five components of health-related fitness, cardiovascular endurance, muscular strength, muscular endurance, body composition, and flexibility
- Identifies what activities affect health related components
- Demonstrates four different flexibility stretches
- Transitions easily between groups
- Applies levels of responsibilities and conflict resolution skills
- Actively participates by choice in the physical education classroom
- Shows appreciation for skillful performance using objective criteria
- Identifies elements of his/her own movement skill that are improving
- Integrates newly learned skills into activity



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## SPANISH

The intermediate Spanish curriculum at St. Monica School is developed as a continuation of the elementary curriculum with an emphasis on making the language useful in the student's everyday life. It encompasses the fourth and fifth grades, and expects that they can begin to read and write in Spanish, as well as enhance their speaking and listening capabilities. The fourth graders are also responsible for the presentation of a play on the particular theme of each year's Hispanic prayer service.

### Outcomes: The Intermediate Students Will Be Able To...

- Pray the Our Father in Spanish, as well as the prayers they learned as elementary students
- Identify all 30 of the alphabet sounds
- Begin to break words into syllables and recognize the stressed syllable so that they can pronounce new Spanish words
- Address people by the appropriate title, (Senora, Senor, Senorita), as well as do simple introductions
- Be conversant with the terms for people and objects in their classroom, as well as describe them and have the descriptive adjectives agree in gender and number with their nouns
- Ask how someone feels and respond appropriately
- Acknowledge people with the proper polite words, such as, "Please, thank you, you are welcome, pardon me, and I am sorry"
- Count from 0 to 499

### Outcomes: The Intermediate Students Will Be Able To, cont.

- Ask the time and tell the time on the hour, the half, hour, the quarter hour and the time between the half hour and the next hour, which is done differently in Spanish than in English
- Talk about the seasons and the weather, as well as memorize a rhyme about the number of days in the various months
- Know the vocabulary for sports, clothing, man, woman, some extended family members, pets, places and more foods
- Express their likes and dislikes for food and other objects
- Ask for something from the menu in a restaurant
- Begin to use the four definite articles and four indefinite articles correctly by correlating them to their nouns according to number and gender
- Give directions, such as left, right and straight ahead
- Use a few prepositions, i.e., in, to, for, under, over, inside and outside
- Distinguish the singular subject pronouns and know they are the speaker, the person spoken to, or the person spoken about
- Begin the process of conjugating verbs in the singular present tense. We will concentrate on the AR-ending verbs
- Tell the difference between Estar and Ser and when to use which one
- Sing and act out songs like "Los esqueletos" that are apropos to certain times of the year
- Read and write short paragraphs about their bedroom, their family, a friend, the seasons and the school