



Catholic Curriculum Corporation
 Catholic Curriculum Maps – Revised 2011
Religion and Family Life Education Core Map: Grade Four
Unifying Catholic Theme: Preferential Option for the Poor and Vulnerable
Essential Question: What does Jesus ask of me?

Essential Questions Provides a focus for study	Content Describes the subject matter	Skills As referenced in the grade four COME AND SEE (CAS) and FULLY ALIVE Renewal Edition (FA) manuals. The precise outcomes students are expected to know	Assessment Examples of opportunities for students to demonstrate understanding of content skills	Ontario Catholic School Graduate Expectations
Religion – Come and See (CAS)				
<p><i>Who do you say that I am?</i></p> <p><i>What do the scripture stories teach us about Jesus?</i></p>	Scripture	<ul style="list-style-type: none"> To enter into the Pentecost Story and to remember the work of the Holy Spirit in the followers of Jesus (10.28 CAS) To explore the New Testament and to learn how to use it (1.2, 1.3 CAS) To learn The Jesse Tree Stories in the Old Testament (Jesus' Family Tree) (4.12 CAS) To hear and reflect on the message of John the Baptist and discover his message of light (4.11 CAS) To appreciate the symbols of light in the celebration of Advent, Christmas, Epiphany and the Presentation of Jesus in the Temple (4.10, 4.12 CAS) To enter into the memories of the first disciples of Jesus through the gospel stories (2.5, 2.6 CAS) To encourage a desire to better know Jesus through his parables and healing stories (3.7, 3.8 CAS) 	<ul style="list-style-type: none"> Identify the parts of the Bible (Old and New Testament, Psalms, Acts of the Apostles) Locate and reference scripture passages using chapter and verse Identify the names of the four Gospel writers and know the meaning of the word Gospel Write a synopsis or retell of a specific Gospel passage Illustrate a Gospel story in storyboard Dramatize a Gospel story in small groups choosing a particular form of presentation(e.g. tableau, mime, role play) Create shadow puppets to dramatize a Gospel story Participate in singing a variety of music from the Religion program C.D. Memorize Psalm 23 and participate in chorale recitation 	<p>CGE 1i CGE 2b CGE 2c CGE 2d CGE 3c CGE 5a</p>



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		<ul style="list-style-type: none"> • To understand Jesus' mission as the sign of God's Kingdom (3.9 CAS) • To learn the Good Shepherd psalm as an expression of trust in God's loving care (3.9 CAS) • To recognize how people bear witness to Jesus (6.17 CAS) • To see how the Last Supper helps us understand the meaning of Jesus' life and death (8.23 CAS) • To share in the disciple's joy of the risen Lord (9.25, 9.26 CAS) • To see how people, empowered by the Spirit are witnesses to Jesus in Acts of the Apostle (10.28 CAS) 	<ul style="list-style-type: none"> • Write a story about an important person in their life to understand what Jesus meant to his followers (journal reflection) • Make a Jesse Tree book to learn about Jesus' family tree • Make greeting cards for seniors to be a sign of hope and light to others • Create a Stations of the Cross mural 	
<i>How do we share in the life of Jesus through prayer and celebration?</i>	Prayer and Sacramental Life	<ul style="list-style-type: none"> • To experience the joy of new beginnings through reading the Pentecost Story (10.28 CAS) • To recognize the role of Baptism, Confirmation and Eucharist in our initiation into the life of Jesus Christ (10.29 CAS) • To celebrate the Good News of Jesus in praise and thanksgiving (10.30 CAS) • To understand that the Holy Spirit continues the work of Jesus through us in the Prayer of the Holy Spirit (10.28, 10.29 CAS) • To learn that the Eucharist is an invitation to live a life of love and service (8.23 CAS) 	<ul style="list-style-type: none"> • Assist to create a Sacred Space in the classroom (Bible enthronement ceremony) • Write and compose prayers of intercession, personal prayers of thanksgiving, praise • Learn the prayers of Jesus as a child • Receive personal bible in a prayer celebration from parish representative • Demonstrate respect and reverence for the Word of God by covering personal Bible with a specially decorated cover • Identify signs and symbols of the Sacraments and demonstrate a willingness and readiness to celebrate the Sacraments with the school/class 	CGE 1a CGE 1b CGE 1i CGE 1h



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		<ul style="list-style-type: none"> To understand the meaning of Jesus' death through the Memorial Acclamation (2.4 CAS) To participate in offering daily Intercessory prayer (3.8 CAS) To celebrate Jesus as the Light- Advent, Christmas, Presentation of the Lord prayer celebrations (5.14 CAS) To learn Jewish prayers & blessings and prayer traditions (Baruch Adonai, Shabot, mezuzah, tallith, yarmulke, Passover,) (5.15 CAS) To continue the handing on of the traditions of the Church through the Apostle's Creed (10.29 CAS) To remember Jesus in the formulation of a Creed (10.29 CAS) 	<p>community(Eucharist, Reconciliation)</p> <ul style="list-style-type: none"> Connect the Mass to the story of the Last Supper by identifying the command of Jesus to "Do this in memory of me" Memorize and participate in reciting formal prayers (Our Father, Hail Mary, Apostle's Creed, Meal Blessings, the Rosary) Participate willingly in prayer celebrations Design a poster celebrating Jesus as Light using a scripture passage Learn the Shemah and the Baruch Adonai and make a mezuzah Learn about the foods of a special Jewish meal 	
<i>How are we, as a community of believers, faithful to the teachings of Jesus?</i>	Profession of Faith	<ul style="list-style-type: none"> To experience the work of the Spirit in our lives by conducting ourselves as messengers of the Gospel on a daily bases through our actions and words (7.19 CAS) To see how people, empowered by the Spirit, are witnesses to Jesus (10.29 CAS) To understand that the Holy Spirit continues the work of Jesus Christ in us (10.28 CAS) To recognize Tradition as a handing on of the customs and beliefs of the Church (1.2 CAS) 	<ul style="list-style-type: none"> Demonstrate reverence and an attitude of prayer as daily leader of class prayer Demonstrate respect for God by reverencing the altar in Church, respectfully making the Sign of the Cross, reverent body language in daily prayer Remember Jesus in the formulation of a personal creed 	CGE 1f CGE 1i CGE 5f



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Family Life – Fully Alive Renewal Edition

Teacher’s Note: Each topic in the revised Fully Alive program includes a cognitive and affective expectation. The expectations captured in the revised Catholic Curriculum Maps, under Christian Moral Development, are sometimes a synthesis of the two, with an emphasis on the cognitive expectation. Each expectation has been selected from Appendix A in the Teacher’s Manual. The assessment column contains only some suggestions to support the expectations. Most assessment ideas were derived from the Sample Demonstrations/Activities suggested in Appendix A for the Theme and Topic and drawn from various aspects of the three part lesson (We Experience, We Discover, We Respond).

<p><i>How do I use the gift of my life?</i></p> <p><i>How do I show love for my family and friends?</i></p> <p><i>What makes me?</i></p> <p><i>How do I make and keep commandments?</i></p> <p><i>How do I care for and build up God’s gifts of creation?</i></p>	<p>Christian Moral Development</p>	<ul style="list-style-type: none"> • Recognize and appreciate that human life is a gift of love from God (1.1 FA) • Identify some similarities and differences among their classmates (1.2 FA) • Identify characteristics of two stages of human development; infancy and childhood (1.3 FA) • Identify some of the people who help them grow and develop (1.4 FA) • Analyze situations in which people can affect others by what they do and say (1.5 FA) • Recognize the importance of spending time together as a family on both regular and special occasions (2.1 FA) • Recognize and appreciate the signs of love in their families (2.2 FA) • Identify some of the feelings that children experience as a result of separation and divorce (2.3 FA) • Recognize that family members share responsibilities and each member of the family has a contribution to make (2.4 FA) • Identify and distinguish between effective and ineffective strategies for making friends (2.5 FA) • Recognize and appreciate the value of loving relationships within families (3.1 FA) 	<ul style="list-style-type: none"> • Contribution to class discussion of the gift of human life • Contribution to class discussion of the ways in which people in their class are alike and different • Written response to questions about pre-natal life, infancy, early childhood, and later childhood (BLM #5) • Written response identifying people whose help is important to them (BLM #7) • Contribution to group work on the task of creating scenario endings that respect all of the people involved • Written answers to questions about regular family activities and special occasions (BLM #11) • Create a poster or computer-generated flyer that highlights signs of family love • Contributions to class discussion of changes in the family and the importance of being a good friend to people whose families are having a difficult time • Written response to questions about 	<p>CGE 5a CGE 5c CGE 6a CGE 7d CGE 7h CGE 7i CGE 7j</p>
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		<ul style="list-style-type: none"> • Recognize that children are a special sign of the love between a husband and a wife (3.2 FA) • Identify some of the gifts they received at the moment of conception and recognize the importance of the love and care they continue to receive from their families (3.3 FA) • Describe and explain some basic information about pre-natal life, identical and fraternal twins, birth, and the needs of new babies (3.4, 3.5 FA) • Identify characteristics adolescence and adulthood (3.6 FA) • Explain the meaning of commitment and identify some of their commitments (4.1 FA) • Examine the process of making a commitment and recognize the need for careful reflection (4.2 FA) • Identify some of the pleasures and difficulties of keeping commitments and recognize the value of keeping commitments (4.3 FA) • Describe some of the ways in which the world is their home (5.1 FA) • Identify some of the ways people can care for the physical environment and recognize the importance of being good caretakers (5.2 FA) • Examine the contribution of people to building the world through work and appreciate the value of human work (5.3 FA) 	<ul style="list-style-type: none"> • their family responsibilities (BLM #13) • A letter of advice to one of the children in the scenarios who is having difficulties being a good friend • Identify the signs of love in a family • Contribution to class discussion of married love and the power to create new life • Write a story describing their unique family history (BLM #17) • Written response to questions about life before birth and difference between identical and fraternal twins (BLM #18) • Contribution to class discussion of some changes that occur during adolescence and of some characteristics of adults of different ages • Analysis of pleasures and difficulties of commitments • Create an advertisement for an activity that would require a decision and a commitment to be made • Create an advertising slogan for will power, determination, and perseverance • Written description of the location of their home in the world (BLM #24) • Plan and carry out a class caretaking project • Research articles about work from local newspapers 	
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		<p><i>AIDS: A Catholic Educational Approach to HIV (Human Immunodeficiency Virus)</i></p> <p>1. Christian Response:</p> <ul style="list-style-type: none">• Understanding and appreciate the importance of loving unselfishly and responsibly <p>2. Basic Information</p> <ul style="list-style-type: none">• Name 3 ways in which children can get the AIDS virus <p>3. Transmission & Prevention</p> <ul style="list-style-type: none">• Articulate the morality of drug abuse and the risks involved in any use of unsterilized needles• Suggest ways to deal with peer pressure		
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Curriculum Integration – Grade Four

Catholic Theme: *Preferential Option for the Poor and Vulnerable*

Essential Question: *How do I make and keep commandments?*

The Catholic theme and essential question emerges out of the Religious Education and Family Life Education programs.

Catholic educators must ask: How do I make this concept and essential question visible in the Grade Four curriculum? Some examples are

Language	Prepare an interview of a classmate(interview) Family Life (4e5) Research the life of a famous Saint or write a report (prophetic person) Create a poem (e.g.cinquain) to celebrate themes of light, new life, Advent, Christmas, Lent, Easter			
Mathematics	Make symmetrical painted butterflies-Resurrection			
Social Studies	Make a Bible time line-SS-Medieval Times Research and locate the Holy Places of the Jewish People and the places/spaces that are holy to Christian people (making a map) SS-Medieval Times Visit the a Church to observe stain glass windows and recognize the scripture stories that they depict-Medieval Times Make a personal family tree totem pole- SS-Canada /Family Life-Living in Relationship Construct a personal Coat of Arms-Family Life /Medieval Times(
Science & Technology	Make a stain glass window design using vegetable oil-Science –Light Unit- SS Medieval Times Decoupage a glass jar to hold a candle/tea light-Science Light unit Construct a musical instrument that might be used in the time of Jesus or Medieval Times-Science-Sound Unit			
Health & Physical Education	Participate in the grape vine dance to Hava Nagila- Dance			
The Arts	Make Resurrection Art-Mosaic-SS –Medieval Times Participate in learning and singing Liturgical music for celebrations Construct a story telling pendant from modeling clay-Family Life Class project – prepare a 3D landscape of Palestine in the time of Jesus -Art			
French as a Second Language	Learn to recite the Sign of the Cross, Our Father and Hail Mary in French Learn the names of liturgical seasons in French (Noel, Paques, Careme.)			
Choices into Action	Participate in organizing and running a class Bake Sale in support of Development and Peace Complete weekly classroom jobs(water plants, distribute materials, organize classroom, assist with classroom management)			
Pacing Chart				
September to Advent	Advent	Epiphany to Lent	Easter / Pentecost	Pentecost to June
<i>Preferential Option for the Poor and Vulnerable</i>	<i>Hope</i>	<i>Preferential Option for the Poor and Vulnerable</i>	<i>Faith</i>	<i>Preferential Option for the Poor and Vulnerable</i>