

Religion Curriculum

Fourth Grade

By the end of Fourth Grade, students will grow in understanding and appreciation of God’s call to eternal life and his ever-present and loving guidance. Students will choose to live the Commandments in the spirit of the Beatitudes. They will recognize and participate in the traditions and customs of the Catholic Church as well as perform acts of service for their family, class, school, parish and community.

KNOWLEDGE OF FAITH

Standard 1. Creed: Students will understand, believe and proclaim the Triune and redeeming God as revealed in creation and human experience, in Apostolic Tradition and Sacred Scripture, and as entrusted to the teaching office of the Church.

Vocabulary: Christian, Creator, Evil, Faith, Faithful, Freedom of Choice, Heaven, Holy, Holy Trinity, Redeemer, Revelation, Sanctifier, Sacred Scripture, Tradition, Trinitarian

Critical for Mastery in Grade 4

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Describe how God reveals himself to us through his Son.	<ul style="list-style-type: none"> • Discuss how we know that Jesus is True God and True Man. 	
2. Explain how knowing and loving God will lead us to eternal life.	<ul style="list-style-type: none"> • Describe Heaven and how we can get there. 	
3. Name God as Trinity: Father, Son, and Holy Spirit.	<ul style="list-style-type: none"> • Draw a symbol of what a Trinity could be (e.g., St. Patrick’s shamrock, interlocking circles). 	
4. Distinguish roles of the Holy Trinity: the Father as Creator, the Son as Redeemer, the Holy Spirit as Sanctifier.	<ul style="list-style-type: none"> • Discuss how we all have roles. • Create a timeline: God has always been and always will be. The Father created 	

	the earth and everything on it, Jesus came to earth to save us, the Holy Spirit gives us strength to continue Jesus' work.	
5. Identify Christian faith as Trinitarian.	<ul style="list-style-type: none"> Explain that one of our primary beliefs is that there are three distinct persons in one God. 	
6. State the meaning and sources of revelation: Tradition and Scripture.	<ul style="list-style-type: none"> Define revelation, scripture, and tradition. List some family traditions and Church traditions. Explain that scripture came to us through divine revelation. 	
7. Articulate that God is faithful to his promises.	<ul style="list-style-type: none"> Retell the story of Abraham, showing the continuation of the covenant made with Adam and Eve, Noah, and others. Have groups describe the continuity of the covenant as it was reinforced throughout the Old Testament. 	
8. Explain that God is described by many names.	<ul style="list-style-type: none"> Do a matching exercise with scriptural names for God and the sources in the Old and New Testaments. 	
9. Describe Holy Spirit as proceeding from both the Father and Son as perfect love and wisdom.	<ul style="list-style-type: none"> Write a paragraph describing the role of the Holy Spirit and how we can always rely on the Holy Spirit's help. 	
10. Describe God as loving and forgiving.	<ul style="list-style-type: none"> Brainstorm ways that we know God as loving and forgiving. Write a prayer thanking God for his love and forgiveness. 	
11. Show understanding that God expects us to love and forgive each other. (See: Mt 6:14-16, Mt 18:21-22, Mk 11:25, Lk 6:37).	<ul style="list-style-type: none"> Role-play situations in which we show that we should forgive someone else the way God forgives us. 	
12. Describe what it means to be holy.	<ul style="list-style-type: none"> Define holy. Write a journal entry that shows your view of something in your life that you consider holy. 	
13. Show understanding that God gives us the	<ul style="list-style-type: none"> Define freedom of choice and evil. 	

freedom to choose good over evil.	Discuss times when we were tempted to do wrong but chose instead to do the right thing.	
14. Describe the meaning of faith in our lives.	<ul style="list-style-type: none"> Define faith. Outline our beliefs as enumerated in the Nicene Creed. As a class, renew our Baptismal promises. 	

Standard 2: Sacred Scripture: Students will read, comprehend and articulate salvation history as conveyed in God’s revelation through Sacred Scripture.

Vocabulary: Ark of the Covenant, Covenant, Hebrews, Israelites, Jesus’ Jews, Law of Love, New Testament, Old Testament, Patriarch, Pentateuch, Ten Commandments, Torah

Critical for Mastery in Grade 4

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Describe ways that God reveals his love for us in the Old and New Testament.	<ul style="list-style-type: none"> Retell the story of Abraham, showing the continuation of the covenant made with Adam and Eve, Noah, and others. Have groups describe the continuity of the covenant as it was reinforced throughout the Old Testament. 	
2. Give examples from scripture to show how Jesus teaches us to love God and others.	<ul style="list-style-type: none"> Retell stories from scripture that illustrate Jesus’ Law of Love. 	
3. List the first five books of the Old Testament: Genesis, Exodus, Leviticus, Numbers, and Deuteronomy.	<ul style="list-style-type: none"> Define Pentateuch, Torah. Locate the first five books of the Bible. With small groups, act out some of the stories from Genesis and Exodus, paying close attention to the covenant between God and his chosen people. 	
4. Describe the meaning of covenant in	<ul style="list-style-type: none"> Define covenant. Recall specific details of 	

the story of Abraham.	God’s covenant with Abraham – changing the name, moving to Canaan, descendants as numerous as stars or grains of sand. Show that covenant is a “two-way-street.”	
5. Describe the meaning of patriarch.	<ul style="list-style-type: none"> • Define patriarch. Identify Abraham, Isaac, and Jacob as patriarchs. 	
6. Exhibit understanding of how God’s promise was passed on to the descendants of Abraham.	<ul style="list-style-type: none"> • Identify the family and descendants of Abraham. Create a family tree (Jesse tree) or timeline, adding to it with each story. 	
7. Identify Moses as a great leader who heard God’s command to save the descendents of Jacob/Israel.	<ul style="list-style-type: none"> • Tell the story of the twelve tribes and how they ended up in Egypt; how Moses was born in Egypt and became a member of the Pharaoh’s court, where he heard God’s message to free the Israelites. Tell the story of the wandering in the desert and the Ten Commandments. 	
8. Identify the meaning and significance of the Ark of the Covenant.	<ul style="list-style-type: none"> • Define Ark of the Covenant. Discover what items were contained within it. Compare the Ark of the Covenant to the tabernacle. Using the description from scripture, create a model of the Ark of the Covenant. 	
9. Describe the journey of the Israelites in the desert and God’s leading them with care and love as their Father.	<ul style="list-style-type: none"> • Retell the story of the Israelites in the desert – their trials and tribulations, and how God stayed with them through it all with the help of his servants, Moses and Aaron. Make a map of the journey and discuss why it took so long. 	

LITURGY AND SACRAMENTS

Standard 3: Sacraments: Students will understand and participate in the sacraments of the Church as effective signs of God’s grace, instituted by Christ and entrusted to the Church.

Vocabulary: Absolution, Confession, Contrition, Initiation, Mortal Sin, Penance, Sacrament, Sacraments in the Service of Communion, Sacraments of Healing, Sacraments of Initiation, Sign, Venial Sin

Critical for Mastery in Grade 4

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Identify the sacraments.	<ul style="list-style-type: none"> Define sacrament and sign. Name the signs for each of the sacraments. Have small groups create posters of signs for each of the sacraments. 	
2. Name the Sacraments of Initiation.	<ul style="list-style-type: none"> Define initiation. Compare today’s Sacraments of Initiation with the early Church. Why do we now separate these sacraments over time rather than celebrating them all at once? 	
3. Demonstrate the understanding that the Eucharist is the source and summit of Christian life, and the greatest way to worship God.	<ul style="list-style-type: none"> Diagram the parts of the Mass and show the Eucharist as the peak or climax of the story. Write a reflective journal entry on last year’s First Holy Communion. How did that make you feel? 	
4. Name the essential components of the Sacrament of Reconciliation.	<ul style="list-style-type: none"> Define confession, contrition, resolution not to sin again, absolution, and penance. Describe the role of the priest as the intermediary between Jesus and the penitent. 	
5. Distinguish mortal sin from venial sin.	<ul style="list-style-type: none"> Define mortal sin as total separation from God and the Church, venial sin as 	

	hurtful to our relationship with God.	
6. Describe Reconciliation/Penance as a Sacrament of Healing.	<ul style="list-style-type: none"> Take the students to Church and show them the confessional. Discuss how forgiveness of sin can take place anywhere as long as we are truly sorry and the priest gives us absolution. 	
7. Discuss how God forgives us in the Sacrament of Penance/Reconciliation.	<ul style="list-style-type: none"> Recognize the prayer of absolution and know that, with pure contrition, their sins are forgiven and they are healed. 	

Standard 4: Liturgy: Students will understand and celebrate the liturgical rites of the Church as expressed in the Church Year and epitomized in the Eucharist as the source and summit of Christian life.

Vocabulary: Examination of Conscience, Gospel, Holy Days of Obligation, Intercession, Liturgical Year, Liturgy, Ordinary Time, Passover, Petition, Prayer, Sabbath, Sacrifice, Service, Triduum, Worship

Critical for Mastery in Grade 4

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. List ways that we can worship God.	<ul style="list-style-type: none"> Brainstorm ways to worship God. Include prayer, service, and sacrifice. 	
2. Recognize the liturgical actions of the Church as central to the Christian life.	<ul style="list-style-type: none"> State that we are called to worship as the mystical body of Christ. (St. Paul's model.) 	
3. Recognize Sunday as the "Lord's Day," the Sabbath.	<ul style="list-style-type: none"> Define Sabbath. Relate celebration of the Sabbath to the story of God resting after creating the world. 	
4. Identify the holy days of the Church calendar.	<ul style="list-style-type: none"> Define Holy Days of Obligation. Refer to the Precepts of the Church to determine why these days (and Sundays) are special and require our attendance at Mass. 	

<p>5. Describe the relationship of the liturgical year with the life of Christ.</p>	<ul style="list-style-type: none"> • Create a liturgical calendar using the seasonal colors. Demonstrate how the life of Christ is recalled during the liturgical year. 	
<p>6. Relate the Jewish feast of Passover with Jesus' last meal with his disciples.</p>	<ul style="list-style-type: none"> • Recall the story of the Passover from the Book of Exodus. Recall the story of Jesus' last supper with his disciples. Compare/contrast the two events. 	
<p>7. Associate Ordinary Time with the teachings and public life of Jesus.</p>	<ul style="list-style-type: none"> • Look at the subjects of the Sunday gospels during Ordinary Time. Notice that they all refer to occurrences during Jesus' public life. 	
<p>8. Identify the days of the Triduum and their meaning.</p>	<ul style="list-style-type: none"> • Define Triduum. Identify the three days and their significance. 	
<p>9. Identify the role of Altar Server in liturgies.</p>	<ul style="list-style-type: none"> • Observe the altar servers during Mass. Describe their actions during each part of the Mass. 	
<p>10. Recognize the parts in the Rite of Penance/Reconciliation.</p>	<ul style="list-style-type: none"> • Define examination of conscience, confession, absolution, penance. Create a class Reconciliation service. 	
<p>11. Understand how to create prayers of intercession/petition for the Eucharistic liturgy.</p>	<ul style="list-style-type: none"> • Define intercession and petition. Explain why these prayers are important to us. Develop prayers of intercession for a class Mass. 	

MORALITY

Standard 5: Conscience: Students will develop a moral conscience informed by Church teachings.

Vocabulary: Beatitudes, Church’s Social Teaching, Conscience, Consequence, Examination of Conscience, Jesus’ Law of Love, Ten Commandments

Critical for Mastery in Grade 4

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Explain why God gave us laws for living.	<ul style="list-style-type: none"> Describe how having a set of rules makes decision making easier. List some of the rules God gave us. 	
2. Define conscience.	<ul style="list-style-type: none"> Define conscience. Describe how I know I have a conscience and why this is an important human attribute. Tell how we can form good consciences. 	
3. Utilize tools for a good examination of conscience.	<ul style="list-style-type: none"> Define “examination of conscience.” Using the Ten Commandments, Beatitudes, Jesus’ Law of Love, and the Church’s social teaching, create a cartoon or booklet version of an examination of conscience for children. 	
4. Identify three sources of human choice: object, intention, and circumstances.	<ul style="list-style-type: none"> Define the three sources of human choice: object, intention, and circumstances. Create a cartoon strip with two separate endings: a person who, given the same circumstances, makes a good choice and a bad choice. Predict the results and consequences. 	

Standard 6: Christian Living: Students will understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ expressed in love for God, conversion, positive self-image, personal integrity, social justice, the dignity of the human person and love of neighbor.

Vocabulary: Beatitudes, Church’s Social Teaching, Decalogue, Law of Love, Soul

Critical for Mastery in Grade 4

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Recognize that God creates human beings: body and soul have intellect and free will.	<ul style="list-style-type: none"> Describe body and soul. Identify the gift of free will as a human attribute and a gift from God. 	
2. Recite and expand upon the Ten Commandments.	<ul style="list-style-type: none"> Recite the Ten Commandments and tell which ones refer to loving God and which ones refer to loving our neighbors. 	
3. Relate Jesus’ Two Great Commandments to the Decalogue.	<ul style="list-style-type: none"> Define Decalogue. State the Two Great Commandments. Identify how they are related. 	
4. Name the Beatitudes and their origin.	<ul style="list-style-type: none"> Read Mt 5:3-10. State why Jesus would teach the Beatitudes. Relate the Beatitudes to the Decalogue and Jesus’ Law of Love. 	
5. Identify “Dignity of the human person” as the most important social teaching of the Church.	<ul style="list-style-type: none"> Identify which of the Ten Commandments and Beatitudes relate to this teaching. Tell what is meant by the Church’s “social teaching.” 	

PRAYER

Standard 7: Prayer: Students will know and participate in the Catholic tradition of prayer and acknowledge prayer as the primary way we deepen our relationship with and knowledge of God in the Community.

Vocabulary: Adoration, Blessing, Communion of Saints, Contemplation, Contrition, Forgiveness, Intercession, Meditation, Mysteries of the Rosary, Nicene Creed, Petition, Praise, Prayer, Rosary, Spirituality, Thanksgiving

Critical for Mastery in Grade 4

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Indicate that Christians forgive those who hurt them and pray for everyone, living and dead.	<ul style="list-style-type: none"> List the various petitions found in the Our Father. Ask for intentions during class prayers. Maintain a prayer board or prayer chain in the classroom. 	
2. Pray the Rosary as a special prayer that helps us imitate the lives of Jesus and Mary.	<ul style="list-style-type: none"> Identify Mary as important in our prayer life. Use Marian prayers (i.e., Rosary, Hail Mary, Angelus, Memorare, Regina Coeli) as part of class prayer. 	
3. Describe prayer as raising our hearts and minds to God.	<ul style="list-style-type: none"> Define prayer. Recognize that prayer does not have to be memorized; it is a conversation between you and God. Practice different ways of praying, (i.e., meditation, Taize, scriptural, etc.). 	
4. Recognize that the mysteries of the Rosary are meditations on different events in the lives of Christ and his Blessed Mother.	<ul style="list-style-type: none"> Create a group of posters showing the mysteries of the rosary. Research the history of the rosary and its significance in the Middle Ages. 	
5. Recognize prayer as an important part of leading a moral life.	<ul style="list-style-type: none"> Choose a day-to-day activity and show how the addition of prayer can make it more meaningful. Define moral life. Give examples of how we can live a moral life. 	

6. Identify prayer as praise, thanksgiving, petition, and forgiveness.	<ul style="list-style-type: none"> Using a Mass book, identify Mass prayers as praise, thanksgiving, petition, or forgiveness. 	
7. Identify the Nicene Creed as the statement of beliefs we pray at Mass.	<ul style="list-style-type: none"> Have students create a booklet illustrating the beliefs found in the Nicene Creed. Be sure to locate the sections that apply to each Person of the Blessed Trinity and to the Church. 	
8. Write and recite a prayer of blessing and thanksgiving.	<ul style="list-style-type: none"> Compose prayers for different occasions and seasons. 	
9. Recognize the Communion of Saints as friends who pray for us.	<ul style="list-style-type: none"> Define the Communion of Saints. Point out that members of the Church are also members of the Communion of Saints. 	
10. Recite the Prayer of St. Francis of Assisi.	<ul style="list-style-type: none"> Research the life of St. Francis. Memorize his prayer and compare it with the Beatitudes. Explain how living this prayer helps us live Jesus' Law of Love. 	
11. Memorize brief quotations from Sacred Scripture.	<ul style="list-style-type: none"> As a class, choose some short scriptural quotations. Write, memorize, and illustrate them in a Special Book. 	

EDUCATION FOR LIVING IN THE CHRISTIAN COMMUNITY

Standard 8: Catholic Church: Students will understand and appreciate the mystery of the Church, the Body of Christ, the community of believers, as expressed in the Church's origin, mission of evangelization, hierarchical structure, marks, charisms, members and the communion of saints.

Vocabulary: Bishop, Catechist, Clergy, Deacon, Hierarchy, Laity, Marks of the Church, Nicene Creed, Parish, Pastor, People of God, Pope, Priest, Real Presence, Stewardship

Critical for Mastery in Grade 4

LEARNING OUTCOMES	SAMPLE ASSESSMENTS/STRATEGIES	BEST PRACTICES
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(What students will be able to do, know, understand and value)	(What evidence will demonstrate that students have achieved the Learning Outcome)	
Students will:		
1. Describe the hierarchy of the Church's clergy and give examples of the jobs performed at each level.	<ul style="list-style-type: none"> State the meaning of hierarchy. Identify and distinguish among the levels of clergy: Pope, cardinal, bishop/archbishop, monsignor, priest, deacon. List roles performed at each level. Also identify other religious such as brothers, friars, and nuns. 	
2. Identify the Catholic Church as the People of God.	<ul style="list-style-type: none"> Describe the People of God as those who believe in God and follow God's Commandments. Recognize how the Catholic Church is an assembly of people gathered to worship God and live a Christian way of life. 	
3. Name the Pope as the head of the Catholic Church.	<ul style="list-style-type: none"> Describe the role of the Pope as the head of a global Church. Name the current Pope. Make a list of Popes of the current and previous century. 	
4. Identify the Marks of the Church as found in the Nicene Creed.	<ul style="list-style-type: none"> Define the terms one, holy, catholic, and apostolic as they pertain to the Church. Demonstrate how we are called to holiness and how the Catholic Church welcomes everyone. 	
5. Explain how a parish is part of the Catholic Church.	<ul style="list-style-type: none"> Show where a parish exists as a part of the universal Church. 	
6. Identify the pastor as the head of a parish.	<ul style="list-style-type: none"> Have students name their parish and its pastor. List various duties of the pastor. 	
7. State that as members of the Catholic Church we are called to be active members of a parish.	<ul style="list-style-type: none"> List various roles performed by lay members of a parish. Have students describe the duties of these positions. 	
8. Recognize that as members of a parish, we are called to stewardship.	<ul style="list-style-type: none"> Define stewardship. Describe how we can share our blessings by contributing our time, talent, and treasure in our role as stewards. 	

9. Recognize the Blessed Sacrament as the Real Presence of Christ in the parish church.	<ul style="list-style-type: none"> Define Real Presence. Identify where the Blessed Sacrament is kept in the church. Describe how we show respect for the Blessed Sacrament. 	
10. Recognize that the Church teaches through bishops, priests, teachers, and catechists.	<ul style="list-style-type: none"> Define catechist. Identify how the pastor teaches the community and how teachers and catechists teach the faith. 	

Standard 9: Ecumenism: Students will understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with other Catholic (Eastern), Orthodox, and Christian churches.

Vocabulary: Covenant, Descendent, Islam, Muslim, New Testament, Old Testament, Parable, Pentateuch, Psalms, Torah

Critical for Mastery in Grade 4

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Identify the Jews as descendants of Abraham who received the covenant of God.	<ul style="list-style-type: none"> Define descendent and covenant. Show how the Jews as well as Christians are descendants of Abraham. Retell the story of Abraham and the covenant with God. Create a Jesse Tree during Advent to show Abraham's descendants and the continuation of the covenant. 	
2. Describe how Christians receive the blessings of the covenant through Christ.	<ul style="list-style-type: none"> Recount some of the teachings and parables of Jesus in which he speaks of the blessings of God's covenant. 	
3. Distinguish the Old Testament from the New Testament.	<ul style="list-style-type: none"> Locate the Old and New Testaments in the Bible. State that the Old Testament tells us about how the early peoples knew and followed God. Identify the New 	

	Testament as the Christian scriptures of the Bible, the stories of Jesus, his mother, and his disciples.	
4. Identify the first five books of the Old Testament as the Jewish Torah and the Christian Pentateuch.	<ul style="list-style-type: none"> Name the first five books of the Bible. Describe the stories told in each. Tell why these five books are important to Jews and Christians alike. 	
5. Identify Jesus within the Jewish tradition.	<ul style="list-style-type: none"> Define tradition. Show that Jesus is a Jew descended from Abraham. Describe how Jesus lived, dressed, ate, how he taught in the synagogue and at the temple. Recognize that, like us, Jesus knew and followed the commandments. 	
6. Recognize psalms as prayers of Jewish and Christian people.	<ul style="list-style-type: none"> Locate the psalms in the Bible. Compare the meaning of Psalm 23 to people who lived in Old Testament times and in modern time. Identify phrases in the psalms that help us understand God's care for us. 	
7. State the importance of respecting the religious beliefs of others.	<ul style="list-style-type: none"> Discuss the importance of respecting the beliefs of others, even if those beliefs are different from ours. 	
8. Identify Islam as a religion based on a belief in one God, like the Jewish and Christian faiths.	<ul style="list-style-type: none"> State that Islam is monotheistic, as are Judaism and Christianity. Define Islam as submission to the will of God. 	
9. Recognize Muslims as those who reverence God and who adhere to the teachings of Islam.	<ul style="list-style-type: none"> Define Muslim as a person who identifies with the religion Islam. 	

Standard 10: Catholic Principles and Relationships:

Students will apply Catholic principles to interpersonal relations.

Vocabulary: Christian Discipleship

Critical for Mastery in Grade 4

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. State the meaning of Christian discipleship.	<ul style="list-style-type: none"> • Define Christian discipleship. Name some of the disciples of Jesus and tell why they followed him. Describe discipleship as a way of life. Write a paragraph telling why I am a disciple of Jesus. 	
2. Participate in service to the Church and school.	<ul style="list-style-type: none"> • Have students become involved in the services of an organization such as the St. Vincent de Paul Society. 	
3. Demonstrate and discuss ways to serve in the Church, school, and community.	<ul style="list-style-type: none"> • Organize a food drive for a food pantry or collection of blankets or warm clothing for the needy. 	
4. Discuss ways to be a leader in Church, school, community.	<ul style="list-style-type: none"> • Have students plan and organize a Mass or lead the school in collection of food or clothing. 	

Standard 11: Vocation: Students will understand and undertake discipleship in Christ responding in faith by participating in the mission of the Church through living a specific call in the life of the Church.

Vocabulary: Vocation, Discern, Marriage, Priesthood, Religious Life, Single Life, Vocation

Critical for Mastery in Grade 4

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Define vocation as a call to serve the Church.	<ul style="list-style-type: none"> Define vocation. Name ways in which some people serve the Church today. Identify what they do. 	
2. Explain how vocations are ways to holiness in life.	<ul style="list-style-type: none"> Define holiness. List the attributes of a holy person. 	
3. Identify vocations in the Church as marriage, priesthood, religious life, and single life.	<ul style="list-style-type: none"> Create a display showing the similarities and differences among marriage, priesthood, religious, and single life. 	

EVANGELIZATION AND APOSTOLIC LIFE

Standard 12: Catholic Social Teaching: Students will know, critique and apply social justice and stewardship principles to societal situations in a way that acknowledges and affirms the dignity of the human person and community.

Vocabulary: Stewardship, Ministry, Dignity

Critical for Mastery in Grade 4

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES

Students will:		
1. Discuss the meaning of stewardship	<ul style="list-style-type: none"> Define stewardship. Ask students to make suggestions of what activities are necessary to operate the parish. What can individuals and families do to assist in this stewardship? 	
2. Demonstrate different ways in which we can help people in our world and our own community.	<ul style="list-style-type: none"> Have students plan and carry out a class service project such as a cleanup day, visiting a nursing home, etc. 	
3. Discuss the variety of ministries in the Church that assist people (St. Vincent de Paul Society, Knights of Columbus, Catholic Daughters, etc.).	<ul style="list-style-type: none"> Invite a member of a Catholic service ministry to visit the class and answer students' questions. Participate in a project sponsored by the organization. 	
4. Summarize the dignity and importance of each human life, from conception to natural death.	<ul style="list-style-type: none"> Create a class poster illustrating the church's view of natural life. 	
5. Brainstorm how to participate fully in the Church community.	<ul style="list-style-type: none"> Have students list ways families can participate in the life of the Church and work for social justice in the world. 	
6. Research the seven themes of Catholic Social Teaching.	<ul style="list-style-type: none"> Have groups of students create a hallway display describing the seven themes of Catholic Social Teaching. 	

Standard 13: Inter-Religious Dialogue:

Students will understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with Jews, Muslims, and all faith traditions.

Vocabulary: Christian, Catholic, Non-Christian, Judaism, Islam

Critical for Mastery in Grade 4

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
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Students will:		
1. Give examples of different religions in the world.	<ul style="list-style-type: none"> • Have students research and report on different religious denominations, practices and beliefs, and where in the world they are found. 	
2. Distinguish between Christian and non-Christian faiths.	<ul style="list-style-type: none"> • Create a list of world religions, distinguishing between Christian and non-Christian. Relate our Christian heritage to its non-Christian roots in Judaism. 	

Standard 14: Missionary Vocation:

Students will demonstrate an appreciation for Catholic missionary and evangelization efforts through our parish community, its culture, worship, sacramental life, and service.

Vocabulary: Missionary

Critical for Mastery in Grade 4

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Participate in a missionary program such as the Rice Bowl drive.	<ul style="list-style-type: none"> • Use the literature supplied by Catholic Relief Services to encourage students to participate fully in the Rice Bowl drive – not just to drop their extra pennies in the box. • Make note of the fact that the Catholic Church also provides missionary support in our own country. 	
2. Research Catholic organizations that provide aid to persons in need.	<ul style="list-style-type: none"> • Have students research Catholic Relief Services, Maryknoll missions, etc. and create a display of missionary organizations and what they do. 	

<p>3. Participate in a missionary activity such as World Hunger Day.</p>	<ul style="list-style-type: none">• Create a display of the average amount of food consumed by persons in different parts of the world. Participate in a prayer service. Help package food for an organization such as Feed the Children.	
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