

# Curriculum Guide

## Fourth Grade

### Reading

**Philosophy Statement:** Reading is an important skill that everyone should possess. It is essential in today's society. It is also essential in learning from God's Word. We must be able to read and understand the Bible if we want to improve our relationship with God and share his word with others. God communicates with us in writing through the Holy Bible. We must be able to comprehend His message as we read His word.

**Course Objectives:** The students will receive instruction in and demonstrate the ability to read independently and orally. Students will be able to read and pronounce correctly common words used in grade appropriate literature. Students will expand their vocabulary and increase their comprehension skills by reading a variety of different forms of literature such as poems, novels, short stories, recipes, charts, and posters.

**Biblical Integration:** *Christ described Himself as the WORD and left His written Word for us to live by. He gave us the very Word of God for a man: a message of hope, a message of love. John 1:1 In the beginning was the Word and the Word was with God and the Word was God. Isaiah 40:8 The grass withers, the flower fades, but the word of our God will stand forever.*

*The Bible gives us many themes to learn such as the friendship between Jonathan and David. How Job overcame obstacles. The courage of David. We can study these themes in the novels we read. The theme is the message of the story we are reading. As we learn about different characters, students understand how to reflect on their own character traits. We discuss how we can build godly character. I Samuel 16:7 and Matthew 7:1-2 tell us that only God can know what a person is truly like, but our actions do reveal many of our desires and attitudes. We have to be building our inner character to be like Christ so that when difficulties come, He is revealed in us.*

**Time Allotment:** 50-60 minutes per day, 5 days per week

**Textbook:** Reading 4 Bob Jones Press

**Materials:**

- Student novels and comprehension activities
- Reading textbook and workbook
- Scholastic News Magazines
- Teacher-made materials
- RAZ Kids running records

**Course Content:**

## Week 1

### Laying the Foundation

- I can follow classroom rules and organize my supplies.
- I can learn about habits and behaviors of good readers.
- I can ask and answer questions about a given text.

## Week 2 (*Welcome to Reading and Dreams*)

- I can identify and locate key features of a text.
- I can explain the title of a book and relate it to its contents.
- I can define the term *genre*.
- I can learn about and explain a variety of different genres.
- I can identify key elements of a poem.
- I can define *repetition and rhyme*.
- I can explain how repetition and rhyme make poetry more memorable.
- I can learn about and define *metaphor*.
- I can ask and answer questions about a given text.
- I can read for a sustained period of time.

## Week 3 (*Fire on the Mountain*)

- I can learn about and identify key elements of a *folktale*.
- I can learn about and identify parts of a story's structure.
- I can ask and answer questions about a given text.
- I can identify main characters and settings in a story.
- I can use text and picture clues to comprehend words in an unfamiliar language.
- I can make predictions about a text based on the title and verify the outcome of my prediction.
- I can learn how to analyze a main character's motivations and actions.
- I can use strategies to summarize a plot (ie Somebody, Wanted, But, So, Then).
- I can infer the theme of a story.
- I can read for a sustained period of time.

## Week 4 (*William Shakespeare, Playwright*)

- I can learn about *readers' theatre* and its key elements.
- I can learn how experiences can influence a person's future.
- I can participate in a readers' theatre activity.
- I can assess my fluency and expression using a rubric.
- I can ask and answer questions about a given text.
- I can read for a sustained period of time.

## Weeks 5-6 (*A Tale of Chanticleer, and Nebuchadnezzar's Dream*)

- I can ask and answer questions about a given text.
- I can read for a sustained period of time.
- I can learn about and identify key elements of a *fable*.
- I can learn about *foreshadowing* as a part of an author's craft.
- I can learn about *pride* as a character trait.

- I can infer the theme and moral of a given text.
- I can sequence main events in a story.

Week 7 (*Gifted Hands: The Ben Carson Story and Haiku*)

- I can learn about and identify the key elements of a *biography*.
- I can learn about character *motives* and subsequent responses.
- I can identify and learn about problem-solving methods.
- I can explain how character's change in a given story.
- I can review cause and effect relationships.
- I can sequence main events in a story.
- I can ask and answer questions about a given text.
- I can learn about Haiku as Japanese poetry and identify its elements.
- I can compare and contrast various Haikus.
- I can read for a sustained period of time.

Week 8 (*The Man Who Bought a Dream*)

- I can recall the key elements of a folktale.
- I can ask and answer questions about a given text.
- I can create a new continuation of a folktale.
- I can read for a sustained period of time.
- I can complete a journal entry about a given previously read text.

Week 9 (*Fog and The Crickets, and The Cricket in Times Square*)

- I can learn about and identify elements of a free verse poem.
- I can infer the mood of a poem.
- I can identify simile or metaphor within a poem.
- I can explain how similes and metaphors make a poem more visual.
- I can complete a simile or metaphor.
- I can recall elements of a fantasy story.
- I can identify and list details about a character from a story.
- I can infer character traits based on text clues.
- I can compare and contrast the traits of more than one character.
- I can evaluate the strengths and weaknesses of a given character trait.
- I can ask and answer questions about a given text.
- I can read for a sustained period of time.

Week 10 Limericks and "The Ant and the Grasshopper" *The Prodigal Son*

I can infer the mood of a poem.

- I can identify simile or metaphor within a poem.
- I can explain how similes and metaphors make a poem more visual.
- I can complete a simile or metaphor.
- I can recall elements of a fantasy story.
- I can identify and list details about a character from a story.
- I can infer character traits based on text clues.
- I can compare and contrast the traits of more than one character.
- I can evaluate the strengths and weaknesses of a given character trait.

- I can ask and answer questions about a given text.

Week 11 “Two Brothers” and Corrie Ten Boom

- I can learn about and identify the key elements of a *biography*.
- I can identify and explain the text features of informational text.
- I can learn about character *motives* and subsequent responses.
- I can identify and learn about problem-solving methods.
- I can explain how character’s change in a given story.
- I can review cause and effect relationships.
- I can sequence main events in a story.
- I can ask and answer questions about a given text.
- I can read for a sustained period of time.

Week 12 (*The Best Kind of Love* and Begin Book review/Character book report)

I can explain how character’s change in a given story.

- I can review cause and effect relationships.
- I can sequence main events in a story.
- I can ask and answer questions about a given text.
- I can read for a sustained period of time.
- I can infer the meaning of Spanish words
- I can identify a character’s words or actions to tell how they think or feel.
- I can summarize a story.

Week 13 (*Janwahr’s Bridge*)

- I can recall elements of a fantasy story.
- I can identify and list details about a character from a story.
- I can infer character traits based on text clues.
- I can compare and contrast the traits of more than one character.
- I can tell what a symbol is in a story and how the meaning of the symbol changes throughout the story.
- I can evaluate the strengths and weaknesses of a given character trait.
- I can ask and answer questions about a given text.

Week 14 (*Ruth and Naomi*)

- I can infer the theme and moral of a given text.
- I can sequence main events in a story.
- I can identify examples of human kindness and tell how they are an example of the kindness of God.

Week 15 (*Betsy Hold the Reins*)

- I can identify and learn about problem-solving methods.
- I can explain how character’s change in a given story.
- I can review cause and effect relationships.
- I can identify the main character’s emotions.
- I can infer the cause and effect of the main character’s emotions and behaviors.

- I can sequence main events in a story.
- I can ask and answer questions about a given text.

Week 16 Unit 3 Seasons (Sea Shells-Something Told the Wild Geese)

- I can review cause and effect relationships.
- I can identify the main character's emotions.
- I can understand the characters in a myth.
- I can understand the pattern and imagery of a poem.
- I can infer the cause and effect of the main character's emotions and behaviors.
- I can sequence main events in a story.
- I can ask and answer questions about a given text.
- I can explain how character's change in a given story.

Week 17 (The Cherry Trees-Shooting at the Stars)

- I can identify key elements in Christian Fiction.
- I can analyze the character's actions and dialogue to identify emotional responses.
- I can complete a story map.

Week 18 (Snowflake Bentley)

- I can recall the elements of a biography.
- I can examine the purpose of sidebars.

Week 19 (Confucius)

Reading Part 2: Unit 4- Determinations

Week 20 (Backwoods Boy-Lincoln, John Henry)

- I can contrast biography and fiction.
- I can recall Lincoln's character traits.
- Identify the elements of a tall tale.

Week 21 (American Folk Songs- Dandelions)

- I can define the mood of a story.
- I can identify folk songs as part of American literary heritage.

Week 22 (Moving West-the Black Stallion)

- I can infer the attitudes of the main characters based on their actions.
- I can identify the main idea of each section.

Week 23 (Champion Stock- Word of Honor)

- I can identify the problem of the story.
- I can infer the theme of the story.
- I can infer character growth in the story.

Week 24 (River's Rising-John 3:16 *A True Story*)

- I can identify the main crisis of a story.
- I can relate the events of the story to God's love and sovereignty.

Week 25 (The Cabin Faced West-Lost and Found)

- I can list examples of foreshadowing.
- I can create a statement of fact.
- I can interpret the meaning of a title.

Week 26 (My Prairie Year- Family History)

- I can distinguish between autobiography and biography.
- I can trace Lincoln's family history.

Week 27 (John Wesley-Night Ride to River Station)

- I can compare and contrast John Wesley's beliefs before and after his conversion.
- I can identify historical details within a historical fiction story.

Unit 6- Creations

Week 28 (God's Creation/Bible- Fire Children)

- I can recall the 7 days of Creation.
- I can identify the purpose of a myth.
- I can retell myths from memory.

Week 29 (Can You tell the Difference-The Soup Stone)

- I can complete a T-chart.
- I can analyze a poet's worldview.
- I can identify the elements of a play.

Week 30 (Firefly-Hornbill)

- I can identify sensory words in a poem.
- I can locate acrostics in a poem.
- I can identify the main idea of a chapter.

Week 32 (Voyage of the Dawn Treader)

- I can identify Christian themes in fiction stories.

Week 33 (There is No Frigate Like a Book)

- I can interpret the meaning of a word based on text.
- I can evaluate the theme based on personal experience.

### **Areas to be Evaluated:**

- Classwork and homework assignments
- Tests, quizzes, and projects
- Oral reading and participation
- Special skill activity sheets
- Scholastic News activities
- Running records

## **Course Description Fourth Grade Language Arts: Writing**

**Philosophy Statement:** Language is a wonderful gift from God. God created Adam and Eve with the ability to think and speak. Language made it possible for them to communicate with God and with each other. God wants us to communicate with Him and with each other. He has given us the great gift of communication which allows us to hear, listen, speak, write, and read. By utilizing the rules of grammar and spelling; and practicing our listening, speaking, and reading skills; we can communicate more effectively.

**Course Objectives:** The students will receive instruction in and demonstrate the ability to use grammar rules when writing and speaking. Students will be able to write complete sentences, research and write reports, write tall tales and other poetry, and explore stories and small moments. Students will learn and use the writing process as they write. Students will also learn to utilize important tools such as the dictionary and encyclopedia. Students will be able to navigate various graphic organizers and use them to help plan and draft writing projects. All students will communicate by writing in cursive form.

**Biblical Integration:** *Our goal in speaking and writing is to share the gospel with others and be articulate when we want to stand up for what we believe in. Through studying language, we can understand scripture better. Language is intended for the transmission of love and hope. Romans 15:4 For whatever was written in former days was written for our instruction, that through endurance and through the encouragement of the Scriptures we might have hope. Hebrews 4:12 For the word of God is living and active, sharper than any two-edged sword, piercing to the division of soul and of spirit, of joints and of marrow, and discerning the thoughts and intentions of the heart.*

**Textbook:** English 4: Grammar and Writing Bob Jones Press

**Materials:**

- BJU student workbook
- Graphic organizers
- Writing journal
- Writing rubrics
- Teacher-made materials
- Poetry books, fiction/non-fiction books, research articles

**Time Allotment:** 30 minutes per day; 3 days per week

**Course Content:**

## Week 1

## Laying the Foundation

- I can follow classroom routines and organize my materials.

## Weeks 2-3

## Writing an Acrostic Poem

- I can recall the definition of an acrostic poem.
- I can identify a piece of text as a poem.
- I can understand that a poem can rhyme or not rhyme.
- I can read and listen to various types of poetry.
- I can understand an acrostic poem has a set of given guidelines.
- I can practice reading sample acrostic poems.
- I can write an acrostic poem as a class.
- I can brainstorm ideas for an acrostic poem using a graphic organizer.
- I can plan, draft, revise, and publish an acrostic poem.
- I can use proofreading skills to edit for grammar and spelling errors in my acrostic poem.

## Weeks 4-6

## Writing a Story

- I can identify various elements of a story (setting, characters, problem, solution, narrator).
- I can identify dialogue in a story and locate quotation marks.
- I can use diagrams and graphic organizers to plan for a story containing a plot, problem, and solution.
- I can draft a story and participate in a peer conference to help add improvements to my writing.
- I can use proofreading skills to edit my story for grammar and spelling errors.
- I can publish a final, revised copy of my story.

## Weeks 7-10

## Writing a Book Review

- I can recall the purpose and audience of a book review.



- I can read sample book reviews and identify elements of a book review.
- I can define *persuade* and distinguish between fact and opinion.
- I can plan and draft a book review using graphic organizers.
- I can use transitional words, summary paragraphs, along with opinion statements and supporting reasons in my book review.
- I can capitalize book titles and author names in my book review.
- I can participate in a writing conference to help add improvements to my book review.
- I can use proofreading skills to edit grammar and spelling errors in my book review.
- I can publish my book review in Google docs with inserted images/clip art.

#### Weeks 11-14

##### Writing a Tall Tale

- I can define a tall tale and its purpose/role in literature.
- I can listen to and read various tall tales.
- I can identify elements of a tall tale (setting, hero, impossible acts, problem, solution).
- I can plan and draft a tall tale using graphic organizers.
- I can demonstrate understanding and use of a plot pyramid.
- I can participate in a writing conference to add improvements to my tall tale.
- I can use proofreading skills to edit for grammar and spelling errors in my tall tale.
- I can publish a final, revised copy of my tall tale.

#### Weeks 15-17

##### Writing a Compare-Contrast Essay

- I can use a venn diagram to compare and contrast people or a topic.
- I can understand and explain the terms *compare* and *contrast*.
- I can compare and contrast characters and/or settings in a story.
- I can identify the parts of a compare-contrast essay.
- I can plan and draft a compare-contrast essay using graphic organizers.
- I can participate in a writing conference to help add improvements to my essay.
- I can use proofreading skills to edit for grammar and spelling errors in my essay.
- I can publish my compare-contrast essay in Google docs with clip art/images.

#### Weeks 18-19

##### Review/Assessments

- Use this week to review any complex concepts/skills that need extra reinforcement.
- Use this week for any winter assessments data that is needed.
- Use this week for any holiday writing/craft activities.

#### Weeks 20-24

##### More Poetry

- I can recall that poetry can rhyme and not rhyme.
- I can recall previously learned types of poetry (acrostic, cinquain, and Haiku).
- I can read and listen to various types of poetry from different authors.
- I can write a '*free poem*' (with rhyme or without rhyme) about a given topic.
- I can plan, draft, revise, and publish my *free poem*.
- I can learn about *found poems*.
- I can read and discuss sample *found poems*.
- I can plan, draft, and publish various *found poems* using novels, articles, textbooks, and the Bible.

Weeks 25-28

### Historical Figure Writing

- I can review the main parts of a paragraph.
- I can demonstrate that a research paragraph has a topic sentence, detail sentences, and a closing sentence.
- I can choose a historical figure and read a biography/non-fiction book about him/her.
- I can write down important facts about a historical figure on a graphic organizer.
- I can plan, draft, revise, and publish a paragraph about a historical figure.
- I can use proofreading skills to edit my paragraph for spelling and grammar errors.

Weeks 29-33

### Writing a Research Report

- I can recall the definition of a biography.
- I can brainstorm topics for a research report using a graphic organizer.
- I can find the topic sentence/main idea of a given paragraph.
- I can distinguish between main ideas and supporting details.
- I can identify the audience and purpose of a research report.
- I can plan, draft, revise, and publish a research report using graphic organizers.
- I can participate in a writing conference to help make improvements to my research report.
- I can use proofreading skills to edit grammar and spelling errors in my research report.

Weeks 34-35

### Iowa Test Prep/Test

Weeks 36-38

### Writing a Small Moment

- I can explain that a *small moment* is a moment in time expanded through imagery and descriptive writing.
- I can read and explore various small moments in literature books.
- I can brainstorm ideas for a personal small moment using graphic organizers.
- I can use strategies to take a 'watermelon' idea and change it into a 'seed' idea.
- I can use a *hook sentence* to engage my audience and capture their attention.
- I can use adjectives and adverbs to add description and detail to my small moment.
- I can use dialogue, with quotation marks, to expand my writing.

- I can plan, draft, revise, and edit my small moment writing.
- I can use proofreading skills to edit for grammar and spelling errors in my small moment.
- I can publish my small moment in Google docs with inserted images/clip art.

**Areas of Evaluation:**

- Class work (small group, partner work, whole group, independent work)
- Class writing projects
- Scoring rubrics

**Course Description**  
**Fourth Grade**  
**Language Arts: Grammar**

**Philosophy Statement:** Language is a wonderful gift from God. God created Adam and Eve with the ability to think and speak. Language made it possible for them to communicate with

God and with each other. God wants us to communicate with Him and with each other. He has given us the great gift of communication which allows us to hear, listen, speak, write, and read. By utilizing the rules of grammar and spelling; and practicing our listening, speaking, and reading skills; we can communicate more effectively.

**Course Objectives:** The students will receive instruction in and demonstrate the ability to use grammar rules when writing and speaking. Students will be able to write complete sentences, correctly use conventions of grammar, utilize learned proofreading skills, and engage in habits of writing expressive and descriptive writing pieces. All students will communicate by writing in cursive form.

**Biblical Integration:** *Our goal in speaking and writing is to share the gospel with others and be articulate when we want to stand up for what we believe in. Through studying language, we can understand scripture better. Language is intended for the transmission of love and hope. Romans 15:4 For whatever was written in former days was written for our instruction, that through endurance and through the encouragement of the Scriptures we might have hope. Hebrews 4:12 For the word of God is living and active, sharper than any two-edged sword, piercing to the division of soul and of spirit, of joints and of marrow, and discerning the thoughts and intentions of the heart.*

**Textbook:** English 4: Grammar and Writing Bob Jones Press

**Materials:**

- BJU Student textbook
- Student tests
- Grammar videos (You Tube)
- Student dictionaries
- Teacher-made materials

**Time Allotment:** 30 minutes per day; 5 days per week

**Content:**

Week 1

Laying the Foundation

- I can follow classroom routines and organize my supplies.

Weeks 2-5

Sentences

- I can recall the difference between a fragment and a complete sentence.
- I can identify the complete subject and complete predicate of a sentence.
- I can explain the 4 types of sentences.

- I can correctly use punctuation for each of the 4 types of sentences.
- I can identify the simple subject in a complete subject.
- I can identify the simple predicate in a complete predicate.
- I can diagram a simple sentence to show how the words relate to each other.
- I can locate conjunctions within a compound sentence.
- I can correctly use conjunctions in a compound sentence.
- I can learn to diagram compound subjects and predicates.
- I can define a preposition and the object of the preposition.
- I can locate prepositional phrases in a sentence.
- I can correctly use prepositional phrases to help make my writing more interesting.

## Weeks 11-13

### Nouns

- I can recall the definition of a noun.
- I can locate nouns in a sentence.
- I can learn that abstract nouns name *ideas* and *feelings*.
- I can learn that collective nouns name groups of people or things.
- I can distinguish between common and proper nouns.
- I can correctly capitalize proper nouns.
- I can correctly capitalize and punctuate abbreviations.
- I can correctly capitalize and punctuate dates.
- I can distinguish between singular and plural nouns.
- I can correctly spell plural nouns that change their spelling.
- I can follow the rules for adding -s and -es to plural nouns.
- I can identify singular and plural possessive nouns.
- I can correctly use and punctuate possessive nouns.

## Weeks 14-17

### Verbs

- I can recall the definition of a verb.
- I can locate a verb in a simple predicate.
- I can distinguish between main verbs and helping verbs.
- I can correctly use a helping verb in a sentence.
- I can diagram simple subjects and complete verbs.
- I can identify and correctly use past-tense, present-tense, and future-tense verbs in sentences.
- I can follow rules for subject-verb agreement and make corrections in my writing.
- I can identify irregular verbs and use them correctly in a sentence.
- I can define a progressive verb.
- I can form a progressive verb and use it correctly in a sentence.

## Weeks 18-19

### More Verbs

- I can recall the definition of an action verb and linking verb.
- I can identify the linking verb in a sentence.
- I can define and understand that a predicate noun renames the subject.
- I can define and understand that predicate adjective describes the subject.
- I can learn that sensory verbs can be action verbs or linking verbs.
- I can learn about singular and plural linking verbs and distinguish between the two.
- I can choose linking verbs that agree with the subject.
- I can demonstrate understanding of how to form and use contractions.
- I can define that a double negative is the use of two negative words in the same sentence.
- I can learn about direct objects and their relationship to action verbs.
- I can identify direct objects in the predicates of sentences.
- I can correctly use direct objects in a sentence.
- I can diagram a sentence with a direct object.
- I can learn about confusing verbs and how they are often used improperly.

Weeks 18-19

Review/Assessments

- Use this week to review any complex concepts/skills that need extra reinforcement.
- Use this week for any winter assessments data that is needed.
- Use this week for any holiday writing/craft activities.

Weeks 20-24

Pronouns

- I can recall the definition of a pronoun.
- I can distinguish between a subject pronoun and an object pronoun.
- I can correctly replace nouns with pronouns.
- I can use subject and object pronouns in my daily writing.
- I can correctly follow the guidelines for using *I*, *me*, *we*, and *us* in my daily writing.
- I can learn about *courtesy order* when organizing pronouns in a sentence.
- I can correctly use verbs that agree with the subject pronouns.
- I can recall the definition of possessive pronouns.
- I can replace possessive nouns with possessive pronouns.
- I can understand the meaning of homophones.
- I can choose between a contraction and its corresponding homophone.
- I can learn about indefinite pronouns and use one in a sentence.
- I can learn about reflexive pronouns and use one in a sentence.
- I can learn about relative pronouns and use one in a sentence.

Weeks 25-28

Adjectives and Adverbs

- I can recall the definition and role of adjectives in writing.
- I can understand that *articles* are special adjectives.
- I can learn about and identify proper adjectives.
- I can diagram a sentence with articles and proper adjectives.
- I can define demonstrative adjectives and explain their role in writing.
- I can write a sentence using demonstrative adjectives.
- I can learn about the *conventional order* of arranging adjectives in a sentence.
- I can recall the definition of an *adverb*.
- I can distinguish between adjectives and adverbs.
- I can diagram a sentence with an adverb and an adjective.
- I can form comparative and superlative adjectives and adverbs using -er and -est.
- I can identify words that use *more* and *most* in the comparative and superlative form.
- I can learn about the guidelines for using *good*, *well*, *bad*, and *badly*.
- I can learn about relative adverbs and identify in a sentence.

### Weeks 29-33

#### More Sentences

- I can distinguish between a phrase and a prepositional phrase.
- I can learn about guidelines for using commas in series, with nouns of direct address, and after introductory words and long prepositional phrases.
- I can define *independent clause* and explain its meaning.
- I can distinguish between an independent clause and a fragment.
- I can rewrite a fragment as an independent clause.
- I can define *dependent clause* and explain its meaning.
- I can learn about and identify subordinating conjunctions.
- I can rewrite a dependent clause as an independent clause.
- I can use subordinate conjunctions to form complex sentences.

### Weeks 34-35

#### Iowa Test Prep/Test

### Weeks 36-38

#### Study and Research Skills

- I can identify and discuss various types of research resources.
- I can distinguish the best resource for searching a particular topic.
- I can identify parts of a book (title page, index, table of contents, glossary).
- I can learn about a bibliography page and its purpose.
- I can find and record print and digital information for a bibliography page.
- I can define the terms: web browser, URL, search engine, and keyword.
- I can choose keywords for a given research question.
- I can analyze a list of search results and refine my keywords if necessary.
- I can recall the best practices for internet safety.

- I can define *reliable* in terms of research sources.
- I can learn about the uses of outlines and notecards in note-taking.
- I can distinguish between main idea and supporting details and use these to apply notes to an outline or notecard.
- I can define *plagiarism* and its significance in research.

**Areas of Evaluation:**

- Quizzes
- Tests
- Chapter reviews
- Classwork (independent, small group, whole group)

## **Course Description Fourth Grade Science**

**Philosophy Statement:** Science for the Christian is the study of God's creation. The exploration of the creation should yield a direct appreciation for the creative work of God. All that can be known of God we know through the creation and science is the study of that work. Students will continually be called on to see the divine order of creation, its implications for other subjects and be stirred to think about the work of an infinitely loving, good God who has prepared a place for us to live temporally and eternally.



**Course Objectives:** The students will explore and experience a variety of areas within the field of science including life, physical, and earth sciences and the human body through the use of reading, discussion, participation in experiments, and utilization of the scientific process.

**Biblical Integration:** Science shows the craftsmanship of God and the beauty of life for man. Science reveals the intelligence and vastness of God. *Psalm 111:2 Great are the works of the Lord, studied by all who delight in them. Isaiah 40:12 Who has measured the waters in the hollow of his hand and marked off the heavens with a span, enclosed the dust of the earth in a measure and weighed the mountains in scales and the hills in a balance? The hearts and minds of the students should be filled with a sense of awe and wonder and the incredible and purposeful design of our Creator. Psalm 33:8 Let all the earth fear the Lord; let all the inhabitants of the world stand in awe of him!*

**Textbook:** Systems Science Level Four (Purposeful Design)

**Materials:**

- Student textbook
- Student activity book
- Information posters (provided by textbook)  
Other activity sheets
- Experiments and projects

**Time Allotment:** 30 minutes per day, 5 days per week

**Course Content:**

The Scientific Process- Discussed throughout

- I can understand how and why we study science
- I can understand and use steps to conduct an experiment Interpret data displayed on charts and graphs

Weeks 1-3

Life/Design of Life Unit

- I can learn about the five characteristics of living things Organization of living things and the dependence of living thing
- I can tell that animals are made of cells.
- I can tell how animals obtain materials: air, food and water.
- I can tell the principles of life science.

Weeks 4-5

Life/Order of Life

- I can understand the classification of animals Body plans of animals Habitats of animals

- I can classify animals according to their body types.
- I can describe animal habitats.
- I can identify internal and external stimuli.

Weeks 6-10

Life/Diversity of Life and System of Life

- I can understand the uniqueness of animals
- I can learn about the survival of animals
- I can identify fossil types
- I can describe different ways that animals are unique, such as how they obtain materials or where they live.

Weeks 11-12

Physical science unit -Energy and Heat

- I can tell about energy types (kinetic, thermal, potential).
- I can compare and contrast light waves and sound waves.
- I can describe conduction and convection.

Weeks 13-15

Physical science unit - Light and Sound Light

- I can compare and contrast light waves and sound waves.
- I can describe conduction and convection.
- I can describe conductors and insulators.

Weeks 16-19

Physical science unit -Motion and Force

- I can tell and give examples of Newton's Three Laws of Motion.
- I can describe different types of motion.
- I can tell about different types of movement such as rotation, translation and vibration.
- I can describe friction.
- I can describe apparent motion.

Weeks 20-22

Physical Science: Matter and Its Uses

- I can tell how matter changes forms.
- I can tell about chemical and physical changes.
- I can tell that everything is made of matter.
- I can describe how matter can be broken down into smaller parts called atoms.
- I can describe the parts of an atom.

Weeks 23-26

Earth science unit -Lithosphere

- I can describe soil and the earth's layers.

- I can describe types of rocks (sedimentary, metamorphic, igneous).
- I can describe the rock cycle.
- I can tell about plate tectonics.

Weeks 27-28

Earth science unit -Hydrosphere

- I can tell about water properties.
- I can tell about states of matter Changing states Saltwater vs. freshwater.
- I can describe the water cycle.
- I can tell about water conservation and stewardship.

Weeks 29-31

Earth science unit -Atmosphere

- I can make a graph of the layers of the atmosphere.
- I can tell about air's weight and pressure.
- I can describe the wind.
- I can tell about the water in the air, condensation, precipitation, and clouds
- I can describe weather forecasting and storms.

Weeks 32-34

Life/Animal science unit - Oceanography Ocean

- I can tell the Layers of the ocean (floor, continental shelf, continental slope)
- I can tell about Ocean and exploration
- I can describe Salt and waves
- I can describe Sea creatures (fish, mammals, invertebrates)

Weeks 35-39

Health unit

- I can describe the Cardiovascular System and its Functions.
- I can describe the Muscles.
- I can describe how to take care of my body.
- I can tell the parts of blood.
- I can tell about good Nutrition (Food Pyramid).
- I can describe the can describe the Respiratory System and its Function.
- I can describe the Digestive System, Function and Location.

**Areas to be evaluated:**

- Class work assignments
- Homework assignments
- Tests and quizzes
- Participation in experiments

# Course Description

## Fourth Grade

### History

**Philosophy Statement:** History is really "His story." From Creation, to the Fall, to the Flood, to the dispersion throughout the earth, to the selection of Abraham and his descendents from which Christ came into the world, God has orchestrated His plan with a singular purpose: "Look unto me, and be saved, all the ends of the earth: for I am God, and there is none else" (Isaiah 45 :22). Mankind is fulfilling the creative mandates of establishing dominion and inhabiting the earth and reflects the characteristics of God as he seeks to gain knowledge and live within a social system.

**Course Objectives:** The students will learn about the history and physical features of the state in which they live, North Carolina. Students will learn to use tools such as textbooks, reference books, timelines, maps, charts, and other resources. Students will learn facts about North Carolina as they complete a state notebook.

**Biblical Integration:** History teaches us what mankind, his culture and society, would be like with or without God. The gift of choice pervades every culture. Choosing to live for the one true God or not has serious ramifications. The study of social studies shows the consequences of the choice man makes when he chooses whom he will serve. We also learn that the end does not always justify the means. It is always right to do right. It is always right to follow God, and God blesses those who obey Him. *Romans 15:4 For whatever was written in former days was written for our instruction, that through endurance and through the encouragement of the Scriptures we might have hope. Psalm 144:15 Happy are the people who are in such a state; Happy are the people whose God is the Lord. Joshua 24:15 Choose this day whom you will serve, whether the gods your fathers served in the region beyond the River, or the gods of the Amorites in whose land you dwell. But as for me and my house, we will serve the LORD.*

**Textbook:** The History of Our United States and the State Notebook, A Beka

#### Materials:

- Student textbook
- Student activity book
- State notebook workbook
- Tests and quizzes
- Wall (overhead) maps
- Other activity sheets
- Videos
- Project materials
- Novels: Only the Names Remain, The Secret of the Lost Colony

**Time Allotment:** 30 minutes per day, 5 days per week

#### Course Content:

Map skills

- Parts of a map

- Different types of maps Latitude and longitude
- Continents and oceans of the world

#### Timeline skills

- I can identify the continents and oceans on a map.

#### Geography of North Carolina Landforms

- I can tell about the elevation of the land, regions rivers, lakes, sounds, weather and climate.

#### Weeks 1-3

##### Unit 1: Year of Discovery-Years of Exploration

- I can tell about the early American explorers from Spain, Portugal, and England.
- I can tell which European explorers discover the Pacific Ocean, Grand Canyon and Mississippi River.

#### Weeks 4-6

##### Unit 2: The First Americans- The English

- I can tell about Christopher Columbus.
- I can tell about Jacques Cartier and the St. Lawrence Seaway.

#### Weeks 7-9

##### Unit 3: The Colonies

- I can describe the 13 original colonies.

#### Weeks 10-11

##### Unit 4: Colonial Life

- I can tell about daily life in the American colonies.

#### Weeks 12-13

##### Unit 5: The Great Awakening- the French and Indian War

- I can tell about the preachers of the Great Awakening.
- I can describe countries and leaders of the French and Indian War.

#### Weeks 14-15

##### Unit 6: The American Revolution

- I can tell about the events leading up to the War for Independence
- I can tell about the battles of the Revolution.

#### Weeks 16-17

##### Unit 7: Building our Nation-Our Nation Grows

- I can tell about the United States Constitution.
- I can describe Westward Expansion in the United States.

Weeks 18-19

Unit 8: The Civil War

- I can tell about the events leading up to the Civil War.
- I can tell about the life of Abraham Lincoln.
- I can describe life after in the Civil War in the South.
- I can tell about the surrender at Bennett Place in Durham.
- I can tell how Booker T. Washington and George Washington Carver helped improve the lives of black Americans.

Weeks 20-23

Unit 9: Beyond our Boundaries

- I can tell how Alaska and Hawaii became states.
- I can tell about the Panama Canal.

Weeks 24-25

Black History

- I can tell about the contributions of black inventors, educators and politicians in America.

Weeks 26-29

Unit 10: The World Wars

- I can tell about the events leading up to WWI and WWII.
- I can describe the Roaring twenties as a period of prosperity.
- I can tell about the depression of the 1930s.

Weeks 30-35

Unit 11: North Carolina State History

- I can tell about the state symbols.
- I can describe the geographical features of North Carolina.
- I can describe the regions: the Piedmont Region, Mountain Region, and the Coastal Region

Weeks 36-39

Unit 12: Time for Freedom and Responsibility

- I can tell about the Civil Rights Movement of the 1960s.
- I can tell about the lunar landing.
- I can describe Operation Desert Storm.
- I can tell about Operation Iraqi Freedom.

**Areas to be Evaluated:**

- Class work assignments
- Homework assignments

- Tests and quizzes
- Projects (Timeline and State Notebook)

## **Course Description**

### **Fourth Grade**

### **Bible**

**Philosophy Statement:** The study of God's Word provides a strong foundation in the life of a Christian. By studying the Bible, students and staff gain knowledge, understanding, and a clear application for their lives. By training students early in their life, the Bible will become an essential tool for students as they mature throughout their life. By memorizing Scripture, students will have it ingrained into their minds; so when trials and temptations come, they will have the wisdom from God in their mind and in their heart. Daily study of the Scriptures in class will show the students the importance of the Bible in the teacher's and staff's hearts and minds.

**Course Objectives:** The students will learn about important Biblical concepts and stories that will teach them about traits that should be important in their lives. Students will learn about the Bible itself, specific characteristics of God, Christ the Son, and the Holy Spirit. Man's creation, sin, salvation, eternity, angels, the church, and judgment day will all be explored. Students will also receive instruction on how to improve their walk with God. Special units will be done to focus on Christian holidays. Students will learn to use specific tools such as timelines, maps, context clues, and concordances to study the Bible.

**Textbook:** 4th Grade Building Life Castles (Positive Action Bible Curriculum)

**Materials:**

- Student workbook
- Holy Bible
- Teacher-made materials
- Game materials

**Time Allotment:** 20-30 minutes per day, 4 days per week, Chapel - 1 day a week

**Course Content:**

{Each Lesson is 1 week}

Who is Jesus Christ?                      **{Lessons 1-13}**

- I can tell about the birth of Christ.
- I can tell about Jesus' childhood.

- I can tell how God's Promises Come True (Old Testaments Prophecies and New Testament Fulfillments)
- I can tell how Jesus overcame Victory Over Temptation
- I can describe The Land Where Christ Lived
- I can describe the Miracles in Galilee and Samaria
- I can tell how Christ Reveals His Power
- I can tell about Responses to Christ's Power Christ Teaches Parables
- I can tell about how Christ Teaches About Salvation
- I can name the The Disciples of Christ
- I can describe the The Crucifixion of Christ
- I can tell about The Resurrection of Christ

Who is the Holy Spirit? His work in us **{Lessons 14-17}**

- I can tell What the Spirit Does for Us
- I can tell about The Fruit of the Spirit
- I can Have Confidence in the Lord and His promises

Developing Godly Inner Character **{Lessons 18-28}**

- I can have Humility- Doing Things God's Way Learning to be Submissive
- I can Learn to Obey
- I can learn to Trust God
- I can have A Forgiving Spirit and make Wise Choices
- I can have Compassion for Others
- I can have Courage to Stand Alone

Life and Ministry of Apostle Paul **{Lessons 29-35}**

- I can tell about Saul the Persecutor
- I can describe Saul's Conversion
- I can tell about Paul's Missionary Journeys
- I can describe The Earthquake at Philippi

**Areas to Be Evaluated:**

- Classwork assignments
- Participation in class discussions
- Participation in bible Drills
- Memorization of selected Bible verses
- Participation in weekly Chapels and class assigned Chapel
- Participation in class games and skits performed
- Participation in daily class prayer time by praying for classmates and their requests
- Weekly Quiz on lesson of the week



# Course Description

## Fourth Grade

### Health

**Philosophy Statement:** God has created all of us to be different and unique in our own ways. He created each of us for a special purpose which only He knows. We should spend time trying to understand how God made our bodies "fearfully and wonderfully" (Psalm 139:14). We should also try to understand how each part of our body contributes to our whole self. Some things about our bodies can not be changed but others can. We must take time to reflect on those things and make necessary changes.

**Course Objectives:** The students will receive instruction in ways they can be healthy and take care of their bodies. Students will learn about important systems of the body such as the cardiovascular, respiratory, digestive, and urinary systems.

**Biblical Integration:** Our spiritual, mental and physical health are all very important as we seek to be ambassadors for Christ. We need to take care of our bodies through exercise and personal hygiene, and also learn that physical activity is good for our mental health and happiness. 1 Corinthians 6:19-20 Or do you not know that your body is a temple of the Holy Spirit within you, whom you have from God? You are not your own, for you were bought with a price. So glorify God in your body. Proverbs 17:22 A joyful heart is good medicine, but a crushed spirit dries up the bones.

**Textbook:** Systems Science Level Four (Purposeful Design)

**Materials:**

- Student textbook Student notebook
- Information posters (provided by textbook)
- Other activity sheets

**Time Allotment:** 30 minutes per day, 5 days per week

**Course Content:**

Weeks 35-39

- I can describe the Cardiovascular System and its Functions.
- I can describe the Muscles.

- I can describe how to take care of my body.
- I can tell the parts of blood.
- I can tell about good Nutrition (Food Pyramid).
- I can describe the can describe the Respiratory System and its Function.
- I can describe the Digestive System, Function and Location.

**Areas to be evaluated:**

- Classwork assignments
- Homework assignments
- Tests and quizzes
- Participation in experiments

**Additional Activities:**

- Students attended a KIDPOWER presentation in which healthy eating choices were discussed and students were reminded of what good foods contain.

## **Course Description Fourth Grade Mathematics**

**Philosophy Statement:** In mathematics God has blessed His creation with the ability to count, tell time, and make change. This is not an accident; it is a reflection of God's goodness. As students learn to appreciate God's gift of numbers and use addition, subtraction, multiplication and division they should concurrently develop a heart of praise and thanksgiving in their study of mathematics. In mathematics the student will see the order and truth that God

has created. Just as the bible says "precept upon precept, line upon line... (Isaiah 28: 10) students will build concept upon concept in mathematics .

**Course Objective:** The students will explore and experience a variety of different concepts of mathematics including place value, basic properties of addition, subtraction, multiplication, and division. They will use manipulatives with geometry and graphing. They will work weekly on problem solving in addition to the unit themes.

**Biblical Integration:** *Showing the proper ordering of things according to God's design. Revelation 4:11 "Worthy are you, our Lord and God, to receive glory and honor and power, for you created all things, and by your will they existed and were created."*

*Strong supporter of the fact that objective truth is achievable. Psalm 25:5 "Guide me in your truth and teach me, for you are God my Savior, and my hope is in you all day long."*

*God's existence makes the most sense for why math exists. Colossians 1:16-17 "For by him all things were created, in heaven and on earth, visible and invisible, whether thrones or dominions or rulers or authorities—all things were created through him and for him. And he is before all things, and in him all things hold together."*

*The use of math for human flourishing to God's glory. 1 Corinthians 10:31 "So, whether you eat or drink, or whatever you do, do all to the glory of God."*

**Textbook:** Mathematics 4 (ACSI Publications)

**Materials:**

- Student Textbook
- Teacher Textbook Tests and quizzes
- Speed drills (ABeka Pub.)
- Informational posters
- Divisibility rules
- Other activity sheets

**Time Allotment:** 45 minutes per day, 5 days a week

**Course Content:**

Weeks 1-3

Place Value of Whole Numbers:

- I can learn about place value to hundred thousands
- I can understand place value to hundred millions
- I can compare and order whole numbers
- I can round whole numbers
- I can use a problem-solving guide

Weeks 4-8

Addition and Subtraction of Whole Numbers

- I can estimate whole number sums
- I can estimate whole number differences
- I can add and subtract larger numbers
- I can problem solving with addition and subtraction
- I can estimate decimal sums
- I can add tenths and hundredths
- I can understand the properties of addition

Weeks 9-12

Geometry

- I can use three-digit quotients Geometric properties:
- I can use describing line relationship
- I can use naming rays and angles
- I can use classifying triangles
- I can use equilateral triangles
- I can use isosceles triangles
- I can use scalene triangles
- I can use right triangles
- I can use acute triangles
- I can use obtuse triangles
- I can use problem solving with rays, angles and triangles, polygons, sides, vertices, angles
- I can use quadrilaterals, parallelograms, rectangles, rhombus, square, trapezoid
- I can use solids, sphere, cylinder, cone, prisms, pyramids
- I can use circles, construction with a compass, radius, diameter, chord, line symmetry
- I can use motion in Geometry:
- I can use describe translation, reflection, rotation, congruence, similarity

Weeks 13-15

Multiplication of Whole Numbers

- I can problem solving with two step problems Multiplication of Whole Numbers
- I can use of properties of multiplication
- I can use mental math with multiples of 10, 100, and 1000
- I can use multiples and least common multiples
- I can use Factors and Greatest Common Factor
- I can use multiplying by a one-digit factor
- I can use multiplying larger numbers
- I can use estimating products
- I can use multiplying by a two digit factor
- I can use problem solving with two digit factor

Weeks 16-18

Division of Whole Numbers:

- I can use exploring divisibility rules
- I can use rules of division
- I can use quotients and remainders

- I can use estimating quotients
- I can use dividing 2 and 3 digit numbers by one number
- I can use finding averages
- I can use dividing with zero in the quotient
- I can use dividing larger numbers by one number
- I can use problem solving with one-digit divisors
- I can use division patterns
- I can use estimating quotients with 2 digit divisors
- I can use one-digit quotients
- I can use two-digit quotients
- I can use adjusting the estimated quotients
- I can use more one-and-two digit quotients.

Weeks 19-23

Multi-Digit Multiplication

- I can multiply by powers of 10.
- I can identify Prime and Composite Numbers
- I can multiply 2 and 3 digit factors

Weeks 24-28

Number Theory and Fractions:

- I can review basic use of fractions, equivalent fractions, fractions and decimals, prime numbers, composite numbers, fractions in simplest terms, comparing and ordering fractions, improper fractions, mixed fractions, problem solve with fractions
- I can add and subtract like fractions, add and subtract mixed numbers, add mixed numbers, subtract mixed numbers Ratios, Proportion, and Percent:
- I can use explore ratios, find equal ratios, explore proportions, solve proportions, scale drawing, explore percents, change ratios to percent, change fractions to percent, decimals and percents, mental math to estimate percent, find percents, problem solve with percent

Weeks 29-32

Decimals

- I can learn about decimal place value of tenths and hundredths
- I can compare and order decimals
- I can round decimals
- I can problem solve with decimals
- I can problem solving with decimals
- I can estimate decimal differences
- I can make equivalent decimals
- I can subtract tenths and hundredths

Weeks 33-36

Measurement:

- I can use customary units of length, capacity, weight, and time, Fahrenheit and Celsius Temperatures, Metric Units of length, capacity, and mass, time zone maps

Weeks 37-39

Area, Perimeter, and Volume:

- I can use Area of rectangles, perimeter, coordinate geometry, surface area, understanding volume, find volume, use formulas in problem solving, statistics, graphing, and probability
- I can collect and organize data
- I can read and make bar graphs, pictographs, line graphs, and circle graphs, interpreting graphs, statistics and line plots, range, mean, median, and mode, probability of outcomes

**Areas to Be Evaluated:**

- Class-work assignments
- Homework assignments
- Quizzes and speed drills
- Tests
- Participation in problem solving on the board

## **Course Description Fourth Grade Spelling**

**Philosophy Statement:** The beliefs and practices underlying the teaching of spelling at Bethesda Christian Academy are guided by current educational research on best practices in literacy and writing. At Bethesda Christian Academy we believe that Spelling instruction can be designed to help children better understand the key knowledge, resulting better in both reading and writing. Students will understand that grammar, spelling, vocabulary, composition, and literature are all skills used to glorify God. Through careful analysis, the students will be able to understand the organization of the written word.

**Course Objective:** Students will learn how to examine words to discover the regularities, patterns and conventions of the English language in order to read, write, and spell. Students will not just memorize a list of words for the test. Upon completion, students will be able to transfer this spelling knowledge to their writing.

**Biblical Integration:** *“In the beginning God made from nothing the heavens and the earth.” Genesis 1. God spoke all of Creation into existence. He has authority on spoken language. His word is shared in written communication through the Bible, so we must learn to spell, read, and write to read and share His word.*

**Materials:**

- Words Their Way textbook and word sorts
- Spelling Notebooks
- Teacher-made materials
- Phonics videos (You Tube)

**Time Allotment:** 20-30 minutes per day, 5 days per week

**Course Content:** Each student will be evaluated at the beginning of the year to identify their current spelling level. After the initial evaluation, students will be placed in groups based on

need and given words each week that build upon that need. Students will continue to move through the Words Their Way phases throughout the year. Success is measured when a student is spelling words correctly in their writing, not just for the test.

Weeks 1-2

Laying the Foundation

- I can complete a spelling inventory to determine my developmental spelling level
- I can follow classroom rules and organize my classroom supplies.

Weeks 3-9 (no spelling Week 5)

Spelling Sorts

- I can sort and spell new words each week based on a specific feature; differentiated spelling patterns based on my individual spelling needs.

Weeks 10-20 (use Weeks 10-11 as one whole week for a spelling unit; no spelling Weeks 14, 16, 19, 20)

Spelling Sorts

- I can sort and spell new words each week based on a specific feature; differentiated spelling patterns based on my individual spelling needs.

Weeks 21-28 (no spelling Weeks 22, 26; use Weeks 27-28 as one whole week for a spelling unit)

Spelling Sorts

- I can sort and spell new words each week based on a specific feature; differentiated spelling patterns based on my individual spelling needs.

Weeks 29-39 (no spelling Weeks 33, 35, 39; use Weeks 36-37 as one whole week for a spelling unit)

Spelling Sorts

- I can sort and spell new words each week based on a specific feature; differentiated spelling patterns based on my individual spelling needs.

**Areas to be Evaluated:**

- Weekly spelling words
- Class participation/independent work
- Weekly tests
- Periodic spelling inventories