



## **Fourth Grade Core Curriculum**

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## **BIBLE CURRICULUM**

### **❖ Instructional Goals**

The main purpose of our Bible Curriculum is to bring students to desire a closer walk with Jesus Christ. We want them to learn to submit themselves to God's loving authority in their lives, and begin to apply the principles taught in Young Peacemakers. The students will gain a greater knowledge of the Scriptures by studying and reading God's Word with a specific focus on select Old Testament and New Testament characters.

### **❖ Instructional Objectives**

The students will:

- ◆ Memorize Scriptures
- ◆ Share and pray for needs, praises
- ◆ Worship in chapel
- ◆ Independently read Scripture
- ◆ Study examples given in the Word and then apply lessons to life today
- ◆ Increase their understanding of evaluating principles for living from Scripture
- ◆ Identify the contrast between the world's view and God's perspective of life
- ◆ Develop a greater love for the Word as the absolute authority for everything

### **❖ Units Studied**

- ◆ Conflict Is a Slippery Slope
- ◆ What Causes Conflict
- ◆ Playing the Blame Game
- ◆ Conflict is an Opportunity
- ◆ The Five A's for Resolving Conflict
- ◆ The Freedom of Forgiveness
- ◆ Solomon
- ◆ Elijah
- ◆ Elisha
- ◆ Jonah
- ◆ Paul's Three Missionary Journeys
- ◆ Parables of Jesus

### **❖ Instructional Methods**

- ◆ Student Activity Book
- ◆ Workbooks
- ◆ Scripture Reading
- ◆ Group presentations and group work
- ◆ Role play
- ◆ Singing



- ◆ 100 minutes per week
- ❖ **Evaluation Techniques**
  - ◆ Memory verses
  - ◆ Skits
  - ◆ Daily Work
  - ◆ Class participation
- ❖ **Text/Resources**
  - ◆ The Holy Bible, NIV, International Bible Society, 1984
  - ◆ Biblical Choices for a New Generation, Standard Publishing, 2003
  - ◆ The Young Peacemaker, Shepherd Press, 1997

## **WRITING COMPOSITION**

- ❖ **Instructional Goals**

God recognizes writing as a powerful tool to influence people, using many kinds of writings for His purposes. Our goal in fourth grade is to have the students grow in their knowledge of the written language.
- ❖ **Instructional Objectives**

The students will:

  - ◆ Write sentences in a variety of forms
  - ◆ Write one research report practicing the following skills: locating references, taking notes, forming paragraphs, creating a rough draft, revising, editing, and writing a final draft
  - ◆ Present book reports in a variety of modes
  - ◆ Convey main ideas with some supporting details appropriate to audience and purpose
  - ◆ Develop organization by demonstrating that they can write a beginning, middle and end with some transitions in their writing
  - ◆ Use sentence structures that flow and vary in length
  - ◆ Write using correct and effective modes that bring writing to life
  - ◆ Develop a polished piece of work

### **Units Studied**

- ◆ Six Traits of Writing
- ◆ Ideas
- ◆ Organization
- ◆ Voice
- ◆ Word Choice



- ◆ Sentence Fluency
- ◆ Conventions
- ◆ One research report
- ◆ Poetry

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Demonstrate and practice: brainstorming, prewriting, rough draft, revising, editing, proofreading, and final draft
- ◆ Model good writing and literature
- ◆ Cooperative learning
- ◆ Writing instruction takes place daily across the curriculum
- ◆ 80 minutes per week

❖ **Evaluation Techniques**

- ◆ Use of given traits of practice and final copies
- ◆ Participation in class by use of composition books
- ◆ Reports

❖ **Text/Resources**

- ◆ Trait Crate
- ◆ Using Picture Books to Teach Writing, Scholastic, 2004

## **GRAMMAR CURRICULUM**

❖ **Instructional Goals**

Students will develop knowledge of parts of speech and proper usage. They will apply their knowledge of grammatical structure to their own thought and words and use their writing to glorify the Lord.

❖ **Instructional Objectives**

The students will:

- ◆ Identify various parts of speech
- ◆ Recognize and write well-written sentences
- ◆ Apply correct punctuation, capitalization, and word usage to written work

❖ **Units Studied**

- ◆ Nouns
- ◆ Verbs
- ◆ Adjectives



- ◆ Pronouns
  - ◆ Punctuation
  - ◆ Capitalization
  - ◆ Prepositions
  - ◆ Type of sentences
  - ◆ Conjunctions
  - ◆ Interjections
- 
- ❖ Instructional Methods
    - ◆ Paper, pencil, and whiteboard practice
    - ◆ Direct instruction
    - ◆ Practice
    - ◆ 80 minutes per week
  
  - ❖ Evaluation Techniques
    - ◆ Informal whiteboard assessments
    - ◆ Practice
    - ◆ Quizzes and tests
  
  - ❖ Text/Resources
    - ◆ Easy Grammar: Grades 4 and 5, by Wanda Phillips, 1996

## **MATHEMATICS CURRICULUM**

### ❖ **Instructional Goals**

The main purpose of the math program is to provide a balanced approach in developing proficiency in basic math skills. Understanding can best be achieved by teaching math concepts and skills in a way that is reasonable to the students. The students need to be aware of the usefulness of math and how it relates to their daily lives. God designed mathematics to express his orderly and consistent nature.

### ❖ **Instructional Objectives**

The students will cover the following concepts:

- ◆ Basic addition and subtraction facts
- ◆ Addition and subtraction of two and three digit numbers
- ◆ Rounding of numbers
- ◆ Telling time and money value
- ◆ Practice and use customary measurements
- ◆ Basic multiplication and division facts
- ◆ Place value of numbers up to the million place
- ◆ Equivalent fractions and finding common denominators



- ◆ Adding and subtraction of fractions
- ◆ Finding perimeters, area, and volume
- ◆ Multiplication of 3 and 4 digit numbers by 1 and 2 digit numbers
- ◆ Division of 3 and 4 digit numbers by 1 digit numbers
- ◆ Exploring solids, triangles, and other polygons
- ◆ Reading and making graphs and describing data
- ◆ Problem solving
- ◆ Become familiar with vocabulary in the text
- ◆ 25 basic math facts (addition, subtraction, multiplication, and division) in one minute with 96% accuracy by the end of fourth grade

❖ **Units Studied**

- ◆ Place value and time
- ◆ Addition and subtraction
- ◆ Collecting, organizing, using, and graphing data
- ◆ Multiplication and Division facts
- ◆ Geometry
- ◆ Multiplying by 1-Digit Numbers
- ◆ Dividing by 1-Digit Numbers
- ◆ Understanding basic fraction concepts and addition and subtraction of fractions
- ◆ Customary Measurement
- ◆ Multiplying by 2-Digit numbers

❖ **Instructional Methods**

- ◆ Manipulatives
- ◆ Paper, pencil, and whiteboard practice
- ◆ Games
- ◆ Review
- ◆ Practice at the board
- ◆ Small group instruction
- ◆ 175 minutes per week

❖ **Evaluation Techniques**

- ◆ Informal whiteboard assessment
- ◆ Drill sheets on basic facts
- ◆ Worksheets
- ◆ Daily practice
- ◆ Chapter tests



❖ **Text/Resources**

Scott Foresman-Addison Wesley Grade 4 Math, 1999

## **PENMANSHIP CURRICULUM**

❖ **Instructional Goals**

God has given us the written language as a major form of communication. Penmanship will be taught as an important tool for communication. The students will review and develop cursive handwriting by practicing the formation of the upper and lower case letters learned in 2<sup>nd</sup> and 3<sup>rd</sup> grade.

❖ **Instructional Objectives**

The students will:

- ◆ Correctly form upper and lowercase cursive letters
- ◆ Complete all assignments in cursive
- ◆ Write clearly and legibly

❖ **Units Studied**

- ◆ Cursive

❖ **Instructional Methods**

- ◆ Review penmanship worksheets
- ◆ 15 minutes per week

❖ **Evaluation Techniques**

- ◆ Teacher observation
- ◆ Practice

❖ **Text/Resources**

- ◆ Modern Handwriting, Carson-Dellosa Publishing, 1999

## **READING CURRICULUM**

❖ **Instructional Goals**

Students will continue to develop phonemic awareness and decoding skills, comprehension skills, and build their vocabulary while appreciating a diverse array of literature and writing styles. The goal is that the students will become motivated readers who learn more about God's world through literature and story. Since God has communicated to us through written language and



commanded us to read His Word students should be able to read, understand, and apply the written language to their lives.

❖ **Instructional Objectives**

The students will:

- ◆ Increase word knowledge through vocabulary development and dictionary use
- ◆ Recognize, pronounce, and know the meanings of words in text
- ◆ Use strategies to increase reading comprehension
- ◆ Demonstrate literal, inferential, and evaluative comprehension
- ◆ Be given opportunity to read for enjoyment
- ◆ Read a variety of genres
- ◆ Understand setting, plot, theme, and character
- ◆ Understand problem and solution
- ◆ Understand main idea and details
- ◆ Understand cause and effect
- ◆ Understand fact and opinion
- ◆ Understand author's purpose
- ◆ Understand drawing conclusions
- ◆ Understand compare and contrast
- ◆ Read aloud fluently and with expression
- ◆ Develop listening skills

❖ **Units Studied**

- ◆ The Lion, the Witch and the Wardrobe, by C.S. Lewis
- ◆ Stone Fox, by John Reynolds Gardiner

Four or five are chosen from the list below

- ◆ Take a Stand
- ◆ Let's Explore
- ◆ Making a Difference
- ◆ Viewpoints
- ◆ Relationships
- ◆ Discovery

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Partner reading
- ◆ Teacher reading
- ◆ Silent reading
- ◆ Reading aloud
- ◆ 190 minutes per week



❖ **Evaluation Techniques**

- ◆ Informal whiteboard assessment
- ◆ Practice
- ◆ Reading assessment
- ◆ Fluency assessment
- ◆ Special projects and book reports
- ◆ Reading log minutes

❖ **Text/Resources**

- ◆ The Lion, the Witch and the Wardrobe, by C.S. Lewis
- ◆ Stone Fox, by John Reynolds Gardiner
- ◆ Treasures – Grade 4, Macmillan/McGraw-Hill, 2007

## **SCIENCE CURRICULUM**

❖ **Instructional Goals**

Students will develop knowledge of God's wisdom, omnipotence, sovereignty, and love through studying His world. They will develop scientific knowledge to equip them in solving science related problems and begin to evaluate scientific information, as they form hypotheses and make predictions.

❖ **Instructional Objectives**

The students will:

- ◆ Collect, record, and interpret data
- ◆ Predict outcomes and form hypotheses
- ◆ Infer from previous facts
- ◆ Learn to work cooperatively with lab partners
- ◆ Explain how the Earth's crust, whose surface is shaped by weathering and erosion, contains natural resources that must be conserved
- ◆ Caring for the human body and how the systems work together
- ◆ Show knowledge of how magnetism and electrical energy are related
- ◆ Understand the properties of matter and that it is made of atoms and molecules
- ◆ Examine that weather on Earth is constantly changing, but the matter in earth's atmosphere is a constant
- ◆ Become familiar with the adaptations of animals which meet their needs, which are grouped by the presence or absence of a backbone

❖ **Units Studied**

- ◆ Earth's Land Resources
- ◆ The Body's Delivery Systems
- ◆ Magnetism and Electricity
- ◆ Properties of Matter



- ◆ Weather and Climate
- ◆ Animals

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Practice
- ◆ Guest speakers
- ◆ Labs
- ◆ Lab: 40 minutes per week
- ◆ Classroom: 60 minutes per week

❖ **Evaluation Techniques**

- ◆ Unit tests and quizzes
- ◆ Lab practice, tests, and cooperation during labs
- ◆ Classroom practice

❖ **Text/Resources**

- ◆ Discovery Works, Silver Burdett Ginn, 1999
- ◆ Science lab teacher and equipment (see science appendix)

## **SOCIAL STUDIES CURRICULUM**

❖ **Instructional Goals**

The students study the history and government of Oregon, Westward Expansion, Pacific Northwest Indians, European Explorers, and statehood from a Christian perspective. They learn how America developed with a strong belief in God.

❖ **Instructional Objectives**

The students will:

- ◆ Understand the chronological development of the United States and Oregon
- ◆ See the building of our nation as part of God's purpose
- ◆ Memorize the states and their capitals
- ◆ Learn the important people, places, events, and concepts that influenced America's founding and the westward expansion
- ◆ Develop a deeper respect for our country and the need to humble ourselves before God

❖ **Units Studied**

- ◆ European Explorers



- Columbus
  - De Soto
  - Coronado
  - Cortes-Hudson
  - Drake
  - ◆ Native Americans of the Northwest
    - Coastal
    - Plateau
  - ◆ Westward Expansion
    - Lewis and Clark Expedition
    - The Oregon Trail
    - Wax Museum Character Study
  - ◆ Oregon's early history and statehood
  - ◆ Oregon government and geography
  - ◆ State floats
- 
- ❖ **Instructional Method**
    - ◆ Group presentations
    - ◆ Paper and pencil activities
    - ◆ Projects
    - ◆ Speeches
    - ◆ 120 minutes per week
- 
- ❖ **Evaluation Techniques**
    - ◆ Comprehension questions
    - ◆ Tests and quizzes
    - ◆ Research reports
    - ◆ Oral reports
    - ◆ Projects
- 
- ❖ **Text/Resources**
    - ◆ Our Oregon, Holt Social Studies, 1986
    - ◆ Going Along With Lewis & Clark, Farcountry Press, 2000



## **SPELLING CURRICULUM**

### ❖ **Instructional Goals**

Through a strong phonetic program students will begin to see order which will give them confidence to decode and attack difficult words. A strong phonetic program builds strong spellers, readers, and writers.

### ❖ **Instructional Objectives**

The students will cover the following concepts:

- ◆ Words most frequently used and misspelled in writing
- ◆ Words from the high frequency list, from units studied, and of higher challenge
- ◆ Basic phonics principles and spelling strategies, and skills
- ◆ Apply phonetic and structural analysis to the spoken and written words
- ◆ Develop skill in using content and context clues for vocabulary
- ◆ Create sentences using correct spelling

### ❖ **Units Studied**

- ◆ Short and long vowel sounds
- ◆ Consonant spelling patterns
- ◆ Hard and soft consonant spellings
- ◆ Irregular spellings
- ◆ Silent letters
- ◆ Spelling digraphs and diphthongs
- ◆ Words with r-controlled vowels
- ◆ Letter substitutions
- ◆ Prefixes, suffixes, and irregular word forms
- ◆ Proofreading
- ◆ Compound words
- ◆ Antonyms, synonyms, homophones, homographs, and idioms
- ◆ Plurals

### ❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Word Preview
- ◆ Skill Building Activities from text
- ◆ Cooperative learning
- ◆ Exercise Express from text
- ◆ 110 minutes per week

### ❖ **Evaluation Techniques**

- ◆ Sentence dictation



- ◆ Cloze word test
  - ◆ Periodic checks of proofreading skills and priority words
  - ◆ Written assignments
  - ◆ Cooperative learning
  - ◆ Daily Classroom activities
  - ◆ Informal Whiteboard Assessments
  - ◆ Skill tests
- 
- ❖ Text/Resources
    - ◆ Rebecca Sitton Spelling Sourcebook, Egger Publishing, 2006
    - ◆ Spell Check card, Egger Publishing, 1999
    - ◆ Quick Word dictionary, Curriculum Associates, 1997
    - ◆ Student Dictionary, Mirriam-Webster. Inc., 1998