

## Course Description Math – Fourth Grade

**Course Philosophy:** Math promotes structure and order, promotes absolute truth, strengthens the mind, causes learning and trains the intellect. Children should be equipped to problem solve, so they can work out everyday problems, “precept upon precept, line upon line...” (Is. 28:10 KJV) Students will build concept upon concept in mathematics.

**Course Goals:** Students will come to understand a wide variety of mathematical concepts enabling them to compute, problem solve, and apply mathematical principles to every day activities.

**Textbook:** California Math Grade 4 Houghton Mifflin

**Time allotment:** ---- 60 minutes per day, ---- 5 days a week

**Course content:** Each day’s lesson will include review of previous concepts taught, problem solving, computation as well as new concepts being introduced.

- Mathematical operations- addition, subtraction, multiplication, division
- Place value
- Rounding and estimation
- Negative numbers
- English and Metric measurement with conversions
- Averaging
- Fractions- fractional grouping, adding, subtracting, factors, multiples, proper and improper, equivalences, multiplying
- Prime numbers
- Order of operation
- Basic algebraic functions
- Divisibility rules
- Charts, graphs, scale drawings, temperature
- Decimals to the thousandths and as fractions
- Add and subtract decimals
- Making change
- Geometric shapes with perimeter and area
- Equations
- Mode, median, and mean
- Probability

**Areas to be evaluated:** Students will be graded on their performance of the above processes through daily worksheets, activities, and games. Weekly quizzes will also be administered along with weekly tests. Weekly math facts drills will also be given to test speed and accuracy.

**Additional Activities:** Students will have opportunities to relate in class math concepts to real world situations. Students will have the opportunity to use their math knowledge in a variety of projects that involve measurement, fractions, and problem solving.

## Course Description Science/Health – Fourth Grade

**Course Philosophy:** Genesis 1:1 states the “God created the heavens and the earth.” We believe that there is a divine order in the design of everything. Using this as a foundation, the scientific method should bring our students to a fuller understanding of the truth of God’s word. Therefore we will provide a solid foundation in science that is based on Biblical principles.

**Course Goals:** Students will develop their understanding of the world God created through studies in the nature of science, the scientific method, technology and design, ecosystems, food chains, fossils, earth’s resources, weathering and erosion, the water cycle, and matter.

**Textbook:** Pearson: Grade 4 Interactive Science

**Time allotment:** ---- 45 minutes per day, ---- 2 days a week

**Course content:**

- The Nature of Science: how scientists work, the scientific method
- Technology and Design: what is technology, the design process
- Ecosystems: energy, food chains, food webs, fossils
- Earth’s Resources: minerals, classification of rocks, weathering, erosion, earth’s water, water cycle
- Matter: water, clouds, molecules and atoms, three states of matter, energy, atmosphere, wind, water cycle, condensation and precipitation, weather forecasting

**Areas to be evaluated:** Students will be graded on their understanding of the above information through end of lesson review questions, experiments, science journals, and tests.

**Additional Activities:** Students will have opportunities to participate in and discuss various science experiments related to curriculum content. Students will take part in technology based lessons to support their reading and understanding. Students will keep a scientific journal of key concepts learned and experiment notes.

## Course Description Bible – Fourth Grade

**Course Philosophy:** We believe that “all scripture is God-breathed and is useful for teaching, rebuking, correcting, and training in righteousness...” 2 Timothy 3:16

- Teaching/Training – We filter & infuse all subjects with the word of God.
- Rebuking – The word of God is the standard for student expectations.
- Correcting – The word of God is the foundation from which we guide students toward righteousness.

We do all of this so that each student may come to the saving knowledge of Jesus Christ, and be equipped to know, love, and obey his word.

**Course Goals:** Students will gain a deeper knowledge of their relationship with Christ as we read and discuss biblical stories and memorize scriptures. Students will analyze and apply information and draw conclusions for their own lives. Students will learn that prayer is essential to the life of a Christian.

**Textbook:** Building Life Castles, Positive Action Bible Curriculum

**Time allotment:** ---- 40 minutes per day, ---- 4 days a week

**Course content:** -----

- Unit 1: Life of Christ from the Gospels
- Unit 2: The Holy Spirit from the Gospels
- Unit 3: Christian Character
- Unit 4: The Life of Paul

**Areas to be evaluated:** Students will be graded on weekly lesson quizzes, weekly Bible verse memorization, and life application essays.

**Additional Activities:** Students will have opportunities to express character building through written essays.

## **Course Description**

### **Language Arts – Fourth Grade**

**Course Philosophy:** In Colossians 4:6, God’s word says to “Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone.” In accordance with God’s word, we believe that our students will be prepared to communicate effectively through speech, reading, and writing at or above grade level.

**Course Goals:** Students will develop their spelling and punctuation skills and understand the parts of speech in order to write accurately in complete sentences. These skills will help them write proficiently. They will read with fluency and accuracy to develop comprehension skills.

**Textbook:** Harcourt School Publishers California Excursions Grade 4  
ABeka God’s Gift of Language A

**Time allotment:** Reading 60 minutes per day, 3 days a week  
Language and Spelling 40 minutes per day, 5 days a week  
Writing 60 minutes per day, 2-3 days a week

**Course content:**

- The major reading strategies (making predictions, clarifying, main ideas, details, drawing conclusions, etc.) are used to help students to become proficient readers.
- Language focuses on learning the seven major parts of speech, sentence structure, punctuation and capitalization, paragraph and essay writing.
- Spelling teaches the most used spelling rules, homonyms, compound words, final endings, prefixes and suffixes, vowel and consonant patterns, schwa sounds, three-syllable words, silent consonants, and unusual spellings
- Memorization of prefix and suffix meanings
- Memorization of Greek and Latin roots

**Areas to be evaluated:** Students will be graded on all areas of course content including daily work, quizzes, tests, essays, and special projects.

**Additional Activities:** Students will have opportunities to give oral presentations, project book reports, and participate in the school speech meet. Students will also experience literary studies by reading *Tales of a Fourth Grade Nothing*, *Island of the Blue Dolphins*, and *By the Great Horn Spoon*.

## Course Description Social Studies – Fourth Grade

**Course Philosophy:** We believe we are to view History as the record of God’s creation in the development of man, civilizations, governments, economics, cultures, beliefs, and social and political systems. History should shed light on the hidden hand of God at work on our behalf, teach us lesson and warn us of mistakes not to be repeated. We want to inspire students to be literate citizens with the knowledge, skill, and civic values needed to become active and reflective participants with Christian values in the 21<sup>st</sup> century. Proverbs 4:1 “Listen my sons, to a Father’s instructions; pay attention and gain understanding.”

**Course Goals:** Students will learn about our great state, California. They will learn about the geography, the history, and the events that lead to California becoming the 31<sup>st</sup> state of the union.

**Textbook:** Harcourt Publishers--- California: A Changing State

**Time allotment:** 60 minutes, 3 days a week

**Course content:**

- Geography of California
- The First Californians
- Spanish Explorers and Settlers
- Mexican Californians
- Newcomers from the United States
- California Becomes a State
- The Transcontinental Railroad
- Agricultural Advances

**Areas to be evaluated:** Students will be graded on their knowledge of lesson content through review worksheets, chapter tests, and special projects, and video assignments.

**Additional Activities:** Students will have opportunities to work in small groups to evaluate subject material. They will visit the state capital of Sacramento, a California mission, and a California rancho.