

## **BIBLE** Fourth Grade 2009-2011

- Following in His Way:** God the Creator, Sustainer, Friend
- Understand that the Bible contains a message for humanity
  - Know the structure and divisions of the Bible
  - Understand that the “Fruit of the Spirit” are an expression of God’s character
  - Understand and accept the free gift of salvation
  - Realize importance of developing, exercising faith in Jesus
  - Know importance of preparing for mission/service for God
  - Identify specific spiritual gifts given to N T characters
  - Understand that God has a plan for everyone’s life
  - Know that expressions of adoration as important to worship
  - Understand the importance of examining and accepting God’s unconditional love and forgiveness
  - Know that worship and obedience are a natural response to God’s gift of salvation

## **FINE ARTS**

### **Art**

- Use different media, techniques and processes to communicate ideas, experiences and stories
- Know the differences among visual characteristics and purposes of art in order to convey ideas
- Select/use subject matter, symbols/ideas to communicate
- Know that the visual arts have both history and specific relationships to various cultures
- Identify specific works of art as belonging to particular cultures, times and places
- Describe how people’s experiences influence the development of specific artworks
- Identify connections between the visual arts and other disciplines in the curriculum

### **Music**

- Read meter signatures (2/4, 3/4, 4/4)
- Identify staff, treble clef and measure
- Know names of lines and spaces of treble clef
- Distinguish between secular and sacred music
- Recognize rondo form (ABACA pattern)
- Recognize terms: ritardando, accelerando, allegro, andante
- Recognize how legato/staccato affect music performance
- Experience nationalistic and patriotic music
- Recognize an overture
- Identify parts of the hymnal page

## **LANGUAGE ARTS**

### **Extended Reading and Writing**

- Recognize and read grade appropriate sight words
- Read silently for pleasure
- Use the writing process
- Write poetry
- Write descriptions and personal experiences in sequence
- Write to express opinion

### **Comprehending, Studying, and Evaluating Ideas**

- Sequence events through timelines
- Evaluate by opinion-proof notes and persuasive paragraphs
- Order events sequentially
- Analyze and compare characters
- Scan text to discover content
- Analyze main ideas using concept maps
- Develop main idea outlines - number notes with topics and details
- Develop two-column notes and charts
- Practice test-taking strategies
- Write summaries
- Analyze, compare, and contrast characters, plot, theme, setting, and issues through maps, notes, charts, diagrams
- Write paragraphs with main ideas and details

- Ask questions for discussion about content of literature
- Write questions for discussion about content of literature and visual media
- Retell or take notes on narratives using story plans

### **Reference Skills**

- Use library references

### **Word Study**

- Decode long i words
- Use new vocabulary
- Read, write, and spell plurals
- Identify and use adverbs

### **Sentence Skills**

- Recognize fragments and run-on sentences
- Identify and use nouns
- Underline or italicize for titles
- Use commas after introductory words
- Write clear, concise, correct, varied and complete sentences
- Use new vocabulary in concept maps, sentences, and discussion
- Recognize and edit correct verb tenses
- Identify and use adverbs
- Edit for usage
- Identify and use pronouns
- Identify and use prepositions
- Recognize and use prepositional phrases

## **MATH**

### **Number and Operations**

- Understand place value through millions
- Understand concept and representation of numbers between zero - one, i.e. fractions - decimals
- Recognize representations for equivalent numbers
- Read, write and compare decimals to the hundredths
- Know equivalents in counting money
- Know how to count up to make change
- Understand how  $\times$  and  $\div$  relate to solve problems
- Interpret the meaning of a remainder in a division problem
- Memorize multiplication and division facts through 12
- Multiply a 3- and 4-digit number by a 1-digit number
- Divide using 1-digit divisor and 1- 2- or 3-digit dividend
- Multiply two 2-digit numbers
- Understand simple equivalent fractions
- Convert improper fractions to mixed numbers
- + and – fractions and mixed numbers with CD
- Estimate solutions
- Understand basic concepts of LCM and GCF
- Reduce simple fractions to lowest terms
- Explore numbers less than zero by extending the number line and through familiar applications

### **Algebra**

- Make table of values to solve problems in math relationship
- Understand the effects of changes in variables
- Use distributive properties
- Make and justify predictions

### **Geometry**

- Describe points, lines and planes
- Use columns and rows to determine position on a grid
- Use coordinate systems to specify locations
- Identify line symmetry in 3-dimensional shapes
- Create models of 3-dimensional objects
- Multiply to find area of rectangles
- Make and test conjectures about geometric properties and relationships, develop arguments to justify conclusions
- Compare similarities and differences of quadrilaterals

### **Measurement**

- Measure length to the nearest  $\frac{1}{4}$  inch

- Use measures less than one unit
- Solve multi-step problems involving measurement
- Estimate and measure the perimeter of irregular shapes
- Compare the number of units to the size of units
- Draw a simple time line
- Determine elapsed time by the hour and half-hour
- Understand time zones and read timetables
- Read Celsius and Fahrenheit thermometers
- Know equivalent measures for metric and customary units
- Convert simple metric and customary units
- Collect, organize data to tables/graphs with different scales
- Read and interpret data presented in circle graphs
- Conduct simple probability experiments
- Interpret and construct Venn diagrams
- Evaluate the process of data collection

### **Data and Probability**

- Collect and organize data into tables and graphs using different scales
- Read and interpret data presented in circle graphs
- Conduct simple probability experiments
- Interpret and construct Venn diagrams
- Evaluate the process of data collection

## **PHYSICAL EDUCATION**

### **Spiritual Emphasis**

- Recognize God’s ideal for quality living
- Incorporate into one’s lifestyle health principles: water, air, exercise, nutrition, sunlight, temperance, rest, trust in God
- Avoid at-risk behaviors
- Apply Christian principles in recreation and sports
- Achieve a balance in work and leisure; balancing physical, mental, social and spiritual activities
- Recognize the interaction of physical, mental and spiritual health with emotional and social well-being

### **Movement and Motor Skills**

- Demonstrate mature form in all locomotor patterns and selected manipulative and non-locomotor skills
- Adapt a skill to the demands of a dynamic, environment
- Acquire beginning skills of specialized movement forms
- Combine movement skills in applied settings
- Apply critical elements to improve personal performance
- Use critical elements to provide feedback to others
- Recognize and apply concepts that impact the quality of increasingly complex movement performance

### **Lifestyle and Fitness**

- Select and participate regularly in physical activities
  - Identify the benefits derived from regular physical activity
  - Identify activities that provide personal pleasure
  - Identify several activities related physical fitness
  - Associate results of fitness testing to personal health status and ability to perform various activities
  - Meet fitness standards defined by a fitness testing program
  - Experience enjoyment participating in physical activity
  - Enjoy practicing activities to increase skill competence
  - Interact with friends while participating in group activities
  - Use physical activity as a means of self-expression
- ### **Sportsmanship and Appropriate Behaviors**
- Follow activity-specific rules, procedures and etiquette
  - Utilize safety principles in activity situations
  - Work cooperatively/productively with a partner, small group
  - Work independently/on-task for a specified period of time
  - Explore cultural/ethnic self-awareness through participation
  - Recognize the attributes that individuals with difference can bring to group activities

- Experience differences and similarities among people by participating in activities of national, cultural, ethnic origins

#### **SCIENCE**

##### **Life: Plants**

- Group, classify plants based on a variety of characteristics
- Identify conditions necessary for plant survival and growth
- Describe the steps of photosynthesis and sequence them
- Describe life cycle of a plant including pollination process
- Describe basic plant structures, systems, identify functions
- Understand ecosystems and communities

##### **Health: Consumer Health, Community Health, Disease**

- Explain how personal habits affect health
- Develop awareness of physical-mental challenged persons
- Tell sources of diseases and how they may be prevented
- Identify community health care workers and resources

##### **Physical: Chemistry Matter, Atomic Structure, Energy/Work**

- Understand matter classification by properties
- Identify and compare physical and chemical change
- Explain the structure of atoms
- Identify chemistry mixtures and compounds
- Define potential and kinetic energy
- Define and understand simple and compound machines

##### **Earth: Creation/Evolution, Geology, Ecology**

- Explain why the story of the flood is important to creation
- Define fossil
- Identify fossil fuels formed at the time of the flood
- Identify examples of common dinosaurs
- Know importance of fossils in interpreting Earth's history
- Define habitat, biomes, and environment
- Describe a food chain
- Identify and describe characteristics of animal communities
- Distinguish renewable and nonrenewable resources
- Identify resources found in various environments
- Identify Earth's basic natural resources found

##### **Scientific Inquiry:** May be included in each unit of study

- Make observations
- Ask questions, form hypotheses based on observations
- Plan a simple investigation
- Collect data from the investigation
- Use data collected to explain the results
- Safely use and store tools and equipment

##### **Service/Career Options**

- Explore ways to use Physical, Life, Health, and/or Earth Science to serve the community
- Identify careers in areas of Science

#### **SOCIAL STUDIES**

##### **History:** Chronological Thinking, Historical Knowledge

- Understand time measurements
- Identify examples of cause and effect relationships
- Study Native Peoples of each region
- Identify early explorers
- Know the impact of early settlers
- Explore the impact of immigration
- Identify notable Adventists in the history of each region

##### **Civics and Government**

- Explain how the first settlers governed their communities
- Show how 10 Commandments relate to governmental laws
- Describe major rights and freedoms of citizens
- Explain the rights and responsibilities of voting
- Provide examples of civic virtues in a democracy
- Explain the meaning of national and patriotic symbols

##### **Geography**

- Demonstrate how to use a map scale and map symbols
- Use maps, graphs, charts to identify geographic information

- Locate, memorize states/parishes/provinces and capitals
- Show how latitude is related to climate
- Learn how land forms affect regions
- Locate time zones and describe their purpose
- Tell how latitude, land forms, ocean currents affect climate
- Tell how climate, natural features affect growing seasons
- Explain why different natural resources, plants, and animals are found in various regions
- Discuss ecological concerns
- Tell how geographic, environment affect migration patterns

##### **Economics**

- Discuss skills that will enhance employability
- List functions of money and compare and contrast things that have been used as money in the state/parish/province
- Tell how natural resources from your region are used and how they contribute to the economy of your region
- Explain that prices change as a result of supply – demand
- Discuss the value of tithing and giving offerings
- Identify different ways people save their income and explain advantages and disadvantages of each

##### **Individuals, Society, and Culture**

- Understand the importance of developing a personal relationship with Christ
- Recognize that personal actions and choices affect others
- Identify ways social groups influence individual behavior
- Recognize individual responsibilities caring for one another
- Respect the right of others to make choices
- Identify challenges of the different cultural groups throughout the history of the state/parish/province
- Explore the cultures of the Native Peoples
- Understand the influence of religious heritage on culture
- Develop an understanding of current world missions and participate in community service or mission projects

##### **TECHNOLOGY**

- Show use and care of computers/audio-visual equipment
- Practice using the keyboard
- Become familiar with proper computer terms
- Use computers to express ideas with drawing, multi-media and word processing software
- Learn file management
- Learn about technology related occupations
- Use appropriate input/output devices
- Begin troubleshooting for basic malfunctions
- Become aware of copyright issues
- Practice courtesy and respecting of computer time



Seventh-day  
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A JOURNEY TO EXCELLENCE

KEY LEARNINGS  
Fourth Grade

2009 - 2011