

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 mind.

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: Bible: Christ and His Word Grade Four (ACSI)

Materials:

Student workbook

Holy Bible

Black Line Masters

Other activity sheets

Materials for games

Bible Times Timeline to display

Posters- Books of the Old and New Testaments

Fruit of the Spirit activity books

Time Allotment 30 minutes per day, 5 days per week, Chapel 30 minutes per week

Course Content:

Fruit of the Spirit (Galatians 5:22-23)

Tools to study the Bible – timelines, maps, context clues, concordances

Doctrine of the Bible

Doctrine of God

Doctrine of Christ the Son

Doctrine of the Holy Spirit

Doctrine of Man

Doctrine of Sin

Doctrine of Salvation

Heaven and Hell

Angels
The Church
Future Events
Christian Life
Christmas
Easter
The books of the Old and New Testaments

Areas to Be Evaluated:

- * Class work 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

Additional Activities:

- * Students will participate in class assigned Chapel. Our class will be responsible for prayer, pledges, greeting, songs, and the message presented in Chapel.
- * Students will participate in seasonal programs sponsored by the school to help families in need. (canned food drive, toys for the Durham Rescue Mission, Feed the Children, etc.)

Course Description

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.

Textbook: Read & Think 4 (A Beka)

Novels: Charlie and the Chocolate Factory

Secret of the Lost Colony

Song of the Brook

Saved at Sea

Only the Names Remain

The Lion, the Witch, and the Wardrobe

Because of Winn Dixie

Tales of a Fourth Grade Nothing

A Week in the Woods

Materials:

Student novels

Novel study guide sheets (vocabulary and comprehension questions)

Special skill activity sheets

Additional novels to read out loud

Scholastic News Magazines

Read & Think selections

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

Course Content:

- * Learn new vocabulary words by focusing closely on vocabulary in novels
- * Read orally grade level appropriate material pronouncing words correctly and using expression when necessary
- * Listening closely to material read out loud and completing activities with information heard
- * Understand and comprehend information read independently in novels
- * Understand theme, setting, plot, and climax

- * Identify main and secondary characters in novels read
- * Understand and sequence events in novels
- * Utilize information found on charts, posters, recipes, maps, and brochures
- * Read and understand poems and rhymes
- * Read for enjoyment
- * Learn about different authors

Areas to be Evaluated:

- * Classwork assignments
- * Homework assignments
- * Vocabulary understanding
- * Comprehension of material read
- * Novel tests, quizzes, and projects
- * Oral reading
- * Special skill activity sheets
- * Listening activities
- * Scholastic News activities
- * Read & Think activities

Additional Activities:

- * “Book It” reading incentive program will be used to encourage students to read outside of the classroom.
- * Students will keep up with minutes read each month on a Reading Log. Students will try to meet teacher set goals. Top readers will receive special rewards and recognition.
- * Various projects will be assigned to expand on knowledge/content of novels read.
- * Students will visit the BCA school library weekly to check out books to read at home.
- * Periodically authors will be invited to visit our school and share with the students.

Course Description

Fourth Grade

Language

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, address envelopes, write different types of letters, and write narrative papers using correct capitalization, punctuation, spelling, and grammar. 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 identify verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections. All students will communicate by writing in cursive form.

Textbook: God's Gift of Language-A (A Beka)
A Reason for Spelling-E (The Concerned Group, Inc.)
A Reason for Handwriting-D (The Concerned Group, Inc.)
North Carolina Writing Coach – Grade 4 (Triumph Learning)

Materials:

Student workbooks
Practice and enrichment worksheets
Writing prompts
Student dictionaries
Set of encyclopedias
Craft and game materials for spelling activities
Daily Bites

Time Allotment: English 30 minutes per day, 5 days per week
 Spelling 30 minutes per day, 5 days per week
 Penmanship 15 minutes per day, 4 days per week

Course Content:

- * Write legibly in cursive using correct body, paper and pencil position
- * Spell correctly high frequency words with similar sounds and spelling patterns which are appropriate for students' reading and writing level
- * Use a dictionary to find important information such as word meanings, phonetic spellings, word usages, syllables, and additional word forms
- * Use an encyclopedia to find information about a topic

- * Recognize and write a good sentence
- * Identify and write declarative, imperative, exclamatory, and interrogative sentences
- * Identify the parts of a friendly and business letter
- * Write a friendly letter, a business letter, a thank-you letter/note, a postcard and address an envelope correctly
- * Identify and use the steps of the Writing Process to write a narrative paper
- * Respond to a narrative writing prompt by writing an opening and closing paragraph with a well developed body
- * Use punctuation and capitalization rules when writing
- * Identify and use verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections when writing sentences
- * Use troublesome verbs correctly

Areas to be evaluated:

- * Classwork assignments
- * Homework assignments
- * Weekly spelling tests
- * English unit tests
- * Narrative writing prompts
- * Penmanship practice lessons
- * North Carolina Fourth Grade Writing Test

Additional Activities:

- * Students may write letters to pen pals, other states, a Native American tribe, and the North Carolina Chamber of Commerce during letter writing unit. Fourth graders have also participated in the “Great Mail Race”.
- * Weekly Spelling games will help students learn and practice new words.
- * Students will use writing skills to write invitations to grandparents and parents to let them know about special days at school.

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 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.

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

- How and why we study science
- Understand and use steps to conduct an experiment
- Interpret data displayed on charts and graphs

Life/Design of Life Unit

- Five characteristics of living things
- Organization of living things
- Dependence of living things

Life/Order of Life

- Classification of animals
- Body plans of animals
- Habitats of animals

Life/Diversity of Life

- Uniqueness of animals
- Survival of animals
- Fossil types

Physical science unit – Energy and Heat

- Energy types (kinetic, thermal, potential)

- Conservation of energy
- Transfer of energy
- Conductors vs. Insulators
- Principles of physical science
- Physical science unit – Light and Sound
 - Light waves
 - Sound waves
 - Types of waves
 - Electromagnetic spectrum
 - Wavelengths
 - Reflection vs. refraction
 - Convex vs. concave lenses
- Physical science unit – Motion and Force
 - Motion types
 - Force types
 - Newton’s Laws
 - Application of Newton’s Laws
- Earth science unit – Lithosphere
 - Soil and the earth’s layers
 - Types of rocks (sedimentary, metamorphic, igneous)
 - Kinds of rocks
 - The rock cycle
 - Uses of rocks
 - Plate tectonics
- Earth science unit – Hydrosphere
 - Water properties
 - States of matter
 - Changing states
 - Saltwater vs. freshwater
 - The water cycle
 - Water conservation and stewardship
- Earth science unit – Atmosphere
 - The layers of atmosphere
 - Air’s weight and pressure
 - Wind
 - Water in the air
 - Condensation
 - Precipitation
 - Clouds
 - Weather forecasting
 - Storms
- Life/Animal science unit – Oceanography
 - Ocean currents
 - Layers of the ocean (floor, continental shelf, continental slope)
 - Ocean and exploration
 - Salt and waves

Sea creatures (fish, mammals, invertebrates)

Areas to be evaluated:

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

Additional Activities:

- * A field trip will be taken to Pilot Mountain in North Carolina to observe the physical features and vegetation of the area. A special focus will be on the rocks and rock formations at this site.
- * A field trip will be taken to the North Carolina coast to explore the wildlife. Students will go on a guided boat tour and experience natural life by combing and fishing in the sound.
- * Students will participate in a variety of experiments to complement the course of study. Experiments will follow the scientific process.
- * Students will participate in a school-wide Science Enrichment Week.

Course Description **Fourth Grade** **Social Studies (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.

Textbook: North Carolina (Harcourt Brace & Company)

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

Geography of North Carolina

 Landforms, elevation of the land

 Regions

 Rivers, lakes, sounds

 Weather and climate

Early people of North Carolina

Indian Removal (The Trail of Tears)
European Exploration/Colonial North Carolina
The American Revolution
Settling the Backcountry
Slavery in North Carolina
The Civil War
The Piedmont Region
The Mountain Region
The Coastal Region
The Civil Rights Movement
North Carolina Today
Government

Areas to be evaluated:

- * Class work assignments
- * Homework assignments
- * Tests and quizzes
- * Projects (Timeline and State Notebook)

Additional Activities:

- * A field trip will be taken to the “foot hills” of North Carolina, specifically Pilot Mountain. Students will observe and experience this region of our state. Pictures will be taken to use in the North Carolina notebook project.
- * A field trip will be taken to explore the city of Durham. Special attention will be given to buildings and important places. Pictures will be taken to use in the North Carolina notebook project.
- * A field trip will be taken to Raleigh, our state capital. Special attention will be given to buildings and important places. Pictures will be taken to use in the North Carolina notebook project.
- * A field trip will be taken to Beaufort to observe and experience the coastal region of our state.
- * Students will complete a timeline project representing their knowledge of timeline construction and visually displaying important events in their lives.
- * Students will complete a North Carolina state notebook project which includes pictures and information about their state.

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.

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:

The Cardiovascular System

- Functions
- Location in body
- Muscle uses
- Parts
- How to take care of it
- Exercise
- The parts of blood
- Nutrition (Food Pyramid)

The Respiratory System

- Function
- Location
- Pathway to your lungs
- The breathing muscle
- Keeping your lungs healthy
- Vital Capacity

The Digestive System
Function
Location
Important parts

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.