

KEY LEARNINGS: FOURTH GRADE 2009-2011

BIBLE

Following in His Way:

1. Understand that the Bible contains a powerful message for humanity
2. Know the structure and divisions of the Bible
3. Understand that the "Fruit of the Spirit" portrays God's character
4. Understand and accept the free gift of salvation
5. Know the importance of developing and exercising faith in Jesus as the Messiah and Savior
6. Realize the importance of preparing for a mission and service for God
7. Identify specific spiritual gifts given to important New Testament characters
8. Understand that God has a plan for everyone's life and will lead people to develop a Christ-like character
9. Understand that expressions of adoration are an important part of worship
10. Understand the importance of examining and accepting God's unconditional love and forgiveness
11. Know that worship and obedience are a natural response to God's gift of salvation

God the Creator, Sustainer and Friend

FINE ARTS

Art -

Consult the NAD Fine Arts Curriculum Guide for suggested activities to meet these objectives.

- * 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 and use subject matter, symbols and ideas to communicate meaning
- * 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 and andante
- * Recognize how legato and staccato affect the way music is performed
- * 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 using number notes with topics and details
- * Develop two-column notes and charts

FOURTH GRADE, LANGUAGE ARTS continued

1. Practice test-taking strategies
2. Write summaries
3. Analyze, compare, and contrast characters, plot, theme, setting, and issues through maps, notes, charts, diagrams
4. Write paragraphs with main ideas and details
5. Ask questions for discussion about content of literature
6. Write questions for discussion about content of literature and visual media
7. Retell or take notes on narratives using story plans

2009-2011

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, e.g. 5 nickels equal 1 quarter
- * Know how to count up to make change
- * Understand how multiplication and division relate to each other 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 vice versa
- * Add and subtract fractions and mixed numbers with common denominators
- * Estimate solutions involving whole number, fraction and decimal computations
- * Understand basic concepts of least common multiple (LCM) and greatest common factor (GCF)
- * Reduce simple fractions to lowest terms
- * Explore numbers less than zero by extending the number line and through familiar applications

Algebra

- * Construct a table of values to solve problems in a mathematical relationship
- * Understand how a change in one variable affects the value of another variable

1. Use distributive properties to simplify and perform computations
2. Make and justify predictions using numerical and non-numerical patterns

FOURTH GRADE, MATH continued

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, then develop logical 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, e.g. number of feet compared to number of yards in a

given length, estimating/determining cups in a 2-liter container

- * Draw a simple time line
- * Determine elapsed time by the hour and half-hour
- * Understand time zones and read timetables
- * Read a Celsius thermometer knowing the significance of 0 and 100 degrees; and read a Fahrenheit thermometer knowing the significance of 32 and 212 degrees
- * Know equivalent measures for simple metric and customary units of length, capacity, weight/mass and time e.g. inches to feet, meters to kilometers
- * Convert simple metric and customary units of length, capacity, weight/mass, and time, e.g. inches to feet, kilograms to grams, quarts to gallons

Data Analysis 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 that God's ideal for quality living includes a healthy lifestyle
- * Incorporate into one's lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, 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, unpredictable environment
- * Acquire beginning skills of a few specialized movement forms
- * Combine movement skills in applied settings
- * Apply critical elements to improve personal performance in fundamental and selected specialized motor skills

FOURTH GRADE, PHYSICAL EDUCATION continued

1. Use critical elements of fundamental and specialized movement skills to provide feedback to others
2. Recognize and apply concepts that impact the quality of increasingly complex movement performance

2009-2011

Lifestyle and Fitness

- * Select and participate regularly in physical activities for the purpose of improving skill and health
- * Identify the benefits derived from regular physical activity
- * Identify several moderate to vigorous physical activities that provide personal pleasure
- * Identify several activities related to each component of physical fitness
- * Associate results of fitness testing to personal health status and ability to perform various activities
- * Meet the health-related fitness standards as defined by a fitness testing program

- * Experience enjoyment while 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, with few reminders, activity-specific rules, procedures and etiquette
- * Utilize safety principles in activity situations
- * Work cooperatively and productively with a partner or small group
- * Work independently and on-task for a specified period of time
- * Explore cultural/ethnic self-awareness through participation in physical activity
- * Recognize the attributes that individuals with difference can bring to group activities
- * Experience differences and similarities among people of different backgrounds by participating in activities of national, cultural and ethnic origins

SCIENCE

Life:

1. Group and classify plants based on common characteristics
2. Identify conditions necessary for plant survival and growth
3. Describe the steps of photosynthesis and sequence them
4. Describe the life cycle of a plant including the process of pollination
5. Describe basic plant structures and systems identifying their functions e.g. seed, root, stem, leaf
6. Understand ecosystems and communities and how plants adapt to survive

Plants

Health:

1. Explain how personal habits affect health
2. Develop an awareness of physical and mentally challenged persons
3. Identify sources of diseases and how they may be prevented
4. Identify important community health care workers and resources

Consumer Health, Community Health, Disease

Physical:

1. Understand matter classification by properties
2. Identify and compare physical and chemical change
3. Explain the structure of atoms and how they are the building blocks of matter
4. Identify chemistry mixtures and compounds
5. Define potential and kinetic energy
6. Define and understand simple and compound machines

Chemistry Matter, Atomic Structure, Energy/Work

Earth:

1. Explain why the story of the flood is important to creation
2. Define fossil
3. Identify fossil fuels formed at the time of the flood
4. Identify examples of common dinosaurs

5. Understand the importance of fossils in interpreting Earth's history
6. Define habitat, biomes, and environment

Creation/Evolution, Geology, Ecology

FOURTH GRADE, SCIENCE continued

1. Describe a food chain
2. Identify and describe characteristics of animal communities
3. Distinguish between renewable and nonrenewable resources
4. Identify resources found in various environments
5. Identify Earth's basic natural resources found and the wise use of these resources

2009-2011

Scientific Inquiry:

1. Make observations
2. Ask questions or form hypotheses based on these observations
3. Plan a simple investigation
4. Collect data from the investigation
5. Use the data collected from the investigation to explain the results
6. Safely use and store tools and equipment

May be included in each unit of study

Service and 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:

1. Understand time measurements
2. Identify examples of cause and effect relationships

Historical Knowledge:

1. Study Native Peoples of each region
2. Identify early explorers
3. Know the impact of early settlers
4. Explore the impact of immigration
5. Identify notable Seventh-day Adventists in the history of each region

Civics and Government

Foundations of Government:

1. Explain how the first settlers governed their communities
2. Show how the Ten Commandments relate to governmental laws

Functions of Government:

1. Describe major rights and freedoms of citizens

Roles of Citizens:

1. Explain the rights and responsibilities of voting
2. Provide examples of civic virtues in a democracy
3. Explain the meaning of national and patriotic symbols

Geography

Maps, Globes, and Graphics:

1. Demonstrate how to use a map scale and map symbols
2. Use maps, graphs, and charts to identify geographic information
3. Locate and memorize the states/parishes/provinces and their capitals

Places:

1. Show how latitude is related to climate
2. Learn how land forms affect regions
3. Locate time zones and describe their purpose

Climate:

1. Explain how latitude, land forms, and ocean currents affect climate
2. Explain the difference between climate and weather
3. Tell how climate and natural features affect growing seasons

Natural Resources and Environment:

1. Explain why different natural resources, plants, and animals are found in various regions
2. Discuss ecological concerns
3. Tell how geographic features and the environment affect migration patterns

FOURTH GRADE, SOCIAL STUDIES continued
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Economics

Work and Workers:

1. Discuss skills that will enhance employability

Commerce:

1. List the functions of money and compare and contrast things that have been used as money in the state/parish/province
2. Tell how natural resources from your region are used and how they contribute to the economy of your region
3. Explain that prices change as a result of supply and demand

Stewardship:

1. Discuss the value of tithing and giving offerings
2. Identify different ways people save their income and explain advantages and disadvantages of each

Individuals, Society, and Culture

Individual:

1. Understand the importance of developing a personal relationship with Christ
2. Recognize that personal actions and choices affect others
3. Identify ways that social groups influence individual behavior

Society:

1. Recognize individual responsibilities in caring for one another
2. Respect the right of others to make choices

Culture:

1. Identify challenges of the different cultural groups throughout the history of the state/parish/province
2. Explore the cultures of the Native Peoples

Religion:

1. Understand the influence of religious heritage on culture

Mission/Outreach:

1. Develop an understanding of current world missions and participate in community service or mission projects

TECHNOLOGY

- * Demonstrate proper use and care of computers and other 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 and use in everyday life
- * Use appropriate input/output devices
- * Begin troubleshooting for basic malfunctions
- * Become aware of copyright issues
- * Practice courtesy and respecting of computer time