

4th Grade Language Arts

Course Title: Language Arts-Reading, Writing, Penmanship, Language Grammar,
Spelling

Course Type: Academic

Grade Level: Fourth Grade

Time on Task: 1 ¾ hours per day, 8 ¾ hours per week

Course Philosophy: The nature of language arts reflects the nature and character of God in both the process and product of communication. In language arts, the student will learn to express themselves clearly and creatively through the skills of reading, grammar, writing, listening, spelling, and penmanship.

Course Description: The course attempts to stimulate a student's interest in reading and gives them an opportunity to experience and discuss various types of literature. Careful attention is given to the elements of literature—plot, characterization, etc.. Proper use of grammar is emphasized and reviewed to improve oral and written communication skills. Basic spelling and penmanship rules and techniques are taught to improve written communication.

Spiritual Goals:

1. Teach the child to read the Scripture for himself. (II Timothy 3:16,17, II Peter 1:20, 21)
2. Enable the student to evaluate all methods of communication using God's Word as a standard. (Hebrews 5:14, II Peter 1:19, Proverbs 2)
3. Train the student to communicate the gospel of Jesus Christ clearly in the spoken and written word. (I Peter 3:15)

Language Grammar

Course Scope and Sequence

- **Sentences, Phrases, and Clauses**
- **Nouns**
- **Verbs**
- **Study and Reference Skills**
- **Pronouns**
- **Adjectives and Adverbs**

Biblically Integrated Concepts:

1. *Students will know language is an organized form of communication reflecting God's character. (I Corinthians 14:40)*
2. *Students will use language correctly and appropriately to be an example of excellence to bring glory to God. (Colossians 3:17)*

Course Objectives:

The student will:

1. distinguish between complete sentences and fragments.
2. change fragments to complete sentences.
3. classify and write the following types of sentences: declarative, interrogative, imperative, or exclamatory.
4. use the correct end mark for types of sentences.
5. identify the simple/complete subject and the simple/complete predicate in a sentence.
6. diagram simple and compound subjects and predicates.
7. combine sentences to make compound sentences.(PASS)
8. distinguish between simple and compound sentences.(PASS)
9. identify nouns.(PASS)
10. distinguish between the following types of nouns: proper/common, singular/plural, and possessive.(PASS)
11. recall and use the following capitalization rules: proper nouns, names of God, titles.(PASS)
12. recall and use the following rules for commas: after the greeting/closing of friendly letters, direct address, introductory words and phrases, addresses, items in a series, compound sentences, dates, quotations.(PASS)
13. recall and use the following rules for quotations: titles, dialogue.(PASS)
14. recall and use the following rules for italics: titles
15. make singular nouns plural.(PASS)
16. write possessive nouns correctly.(PASS)
17. distinguish between action verbs and linking verbs.
18. diagram sentences with action verbs and linking verbs.
19. change verbs to different tenses.(PASS)
20. use correct subject/verb agreement.(PASS)
21. distinguish between main verbs and helping verbs.
22. identify direct objects.(PASS)
23. use apostrophes to form contractions.
24. correct double negatives.
25. identify prefixes and their meaning.(PASS)
26. identify the title, author, publisher, and copyright in a book.
27. use the table of contents and index to locate information in a book.
28. identify and use guide words, entry words, parts of speech, and the pronunciation key on a dictionary page.
29. use an encyclopedia to find information.
30. differentiate between fiction, nonfiction, and reference materials.
31. write an outline for an article.(PASS)
32. take notes about an article. (PASS)
33. classify subject, object, and possessive pronouns.
34. use proper agreement between pronouns and verbs.
35. recognize and use homophones correctly.
36. distinguish among present, past, and future tense verbs.(PASS)

37. form tenses for verbs correctly.(PASS)
38. distinguish between regular and irregular verbs.(PASS)
39. recognize and use the correct forms of *lie/lay, sit/set, rise/raise, teach/learn, can/may*.(PASS)
40. identify and use adjectives and adverbs.(PASS)
41. identify and use proper adjectives.(PASS)
42. distinguish between adjectives and adverbs.
43. identify and write adjectives that are use to compare two items.(PASS)
44. identify and write the comparative and superlative form of adjectives.(PASS)
45. use *good* and *well* correctly in a sentence.(PASS)
46. identify and use suffixes.(PASS)
47. form new words correctly by adding suffixes.(PASS)
48. identify and use prepositions, objects of the preposition, and prepositional phrases in a sentence.
49. expand sentences by adding prepositional phrases.(PASS)
50. identify independent and dependent clauses.(PASS)
51. change dependent clauses into independent clauses or sentences.(PASS)

Resources: BJU: English 4

Writing

Course Scope and Sequence

- Personal Narratives
- Friendly Letters
- Instructional Writing
- Compare-Contrast Essays
- Book Reviews
- Tall Tales
- Research Reports
- Business Letters
- Poetry

Biblically Integrated Concepts

1. *Written communication is a powerful tool God has given us to influence people and should be done in such a manner that communicates His order. (John 20:30-31, I Corinthians 14:40)*

Course Objectives

The student will be able to:

1. use a thesaurus to find descriptive words.(PASS)
2. use time-order words to make the order of events clear
3. practice good listening and speaking skills.
4. sequence the stages of the writing process correctly.
5. use proofreading marks to mark mistakes.(PASS)
6. plan, draft, revise, proofread, and publish a personal narrative.(PASS)
7. identify the five parts of a friendly letter.

8. address a envelope correctly.(PASS)
9. plan, draft, revise, proofread, and publish a friendly letter that gives instructions.(PASS)
10. distinguish between comparing and contrasting.(PASS)
11. complete a Venn diagram correctly.
12. plan, draft, revise, proofread, publish, and illustrate a compare-contrast essay.(PASS)
13. distinguish between fact and opinion.(PASS)
14. generate reasons to support opinions.(PASS)
15. plan, draft, revise, proofread, and publish a book review.(PASS)
16. draft a tall tale based on a plot pyramid.(PASS)
17. plan, revise, proofread, publish, and illustrate a tall tale.
18. recognize errors using a proofreading checklist.
19. identify steps for writing a research report.
20. write an outline using details from note cards.(PASS)
21. identify the purpose of a bibliography.(PASS)
22. write a bibliography using source information.
23. plan, draft, revise, proofread, and publish a research report.(PASS)
24. distinguish between friendly letters and business letters.(PASS)
25. distinguish between formal and informal writing.
26. recall the six parts of a business letter.(PASS)
27. plan, draft, revise, proofread, and publish a business letter.(PASS)
28. identify characteristics of haiku.
29. plan, draft, revise, proofread, and publish a haiku.(PASS)
30. plan, draft, revise, proofread, and publish an acrostic poem.(PASS)

Resources: BJU: English 4

Reading/Literature

Course Scope and Sequence

- To increase speed and comprehension
- To increase fluency and expression in reading
- To identify key story elements: plot, characters, setting, climax, conclusion, goal, conflict, resolution
- To expand vocabulary through word study
- To make, confirm, and revise predictions during reading
- Determine the meaning of unknown words by using context clues
- Determine the meaning of unknown words by using a glossary or dictionary
- Recognize structural patterns found in informational text: compare/contrast, cause/effect, problem/solution
- Identify theme and main idea of a text
- Distinguish between fact and opinion in writing
- Share and discuss books with peers
- To select reading material appropriate for the reading level
- Identify parts of a book

- Use card catalog
- Identify different genre of literature: fantasy, folklore, historical fiction, nonfiction, biography, myth, fable

Biblically Integrated Concepts

1. ***God's will is that people should read with understanding. God made sure that His message was written so that people could read it and know His will. (2Timothy 3:16-17)***
2. ***Using the principles in God's Word, a student can discern values and world views while reading literature. (Hebrews 4:12)***
3. ***God has gifted individuals to write material for our enjoyment. (1 Corinthians 12)***

Course Objectives:

The student will:

1. distinguish between God's truth and man's own thinking by comparing a variety of stories.
2. discern appropriate literature for a child of God.
3. adjust the speed of reading according to content.(PASS)
4. comprehend what is read.(PASS)
5. demonstrate expression in reading.
6. identify and describe main characters in a story.(PASS)
7. determine the setting of a story.(PASS)
8. summarize the plot of a story in a few sentences.(PASS)
9. restate the climax of a story.
10. relate the conclusion of a story.
11. explain the conflict/resolution in a story.(PASS)
12. analyze the themes within a story.(PASS)
13. predict outcomes in literature.(PASS)
14. relate cause/effect found in literature.(PASS)
15. distinguish between fact and opinion in writing.(PASS)
16. restate the main idea of a paragraph.(PASS)
17. critique an author's work.
18. summarize a book and share it with the class.
19. use dictionary/glossary to determine unknown words.(PASS)
20. interpret context for clues to determine unknown words.(PASS)
21. identify the parts of a book.(PASS)
22. classify literature into genre groups.(PASS)
23. demonstrate proper use of the card catalog.

Literature Selections:

**Incoming Summer Reading-Whipping Boy-Sid Fleishman*
Song of the Brook-Matilda Nordvedt
Pocahontas and the Strangers-Clyde Robert Bulla
Escape Into the Night-Lois Walfrid Johnson
Snow Treasure-Marie McSwigan

Resources:

Literature Selections
Accelerated Reader Program
Star Reading Tests
Library
Read and Think Comprehension Sheets

Field Trips:

Public Library

Spelling and Poetry

Course Scope and Sequence

- Learn and apply phonics rules
- Increase vocabulary
- Write good sentences
- Write dictated sentences
- Learn exact meanings of words
- Learn pronunciation of words
- Use dictionaries confidently
- Understand dictionary markings for pronunciation
- Identify misspelled words
- Improve proofreading skills
- Identify the different usages of some troublesome pairs of words
- Enjoy and appreciate good poetry
- Read poetry with good expression

Course Objectives

- **The student will be able to apply the following spelling rules in their daily school work:**
 1. *i* before *e* except after *c*
 2. *i* before *e* except after *c* or when sounded like *l* as in *neighbor* and *weigh*
 3. exceptions to the *ie* rule
 4. double the final consonant before a suffix beginning with a vowel if
 - The word has only one syllable or is accented on the last syllable
 - The word ends in a single consonant preceded by a vowel
 5. do not double the final consonant if
 - The last syllable is not accented
 - The word does not end in a single consonant preceded by a single vowel
 6. for words ending in *y* preceded by a **consonant**, change the *y* to *i* before all suffixes except those beginning with *l*

7. for words ending in *y* preceded by a **vowel**, do not change the *y* before adding a suffix
8. in adding a suffix to a word ending in silent *e*, retain the *e* if the suffix begins with a consonant
9. in adding a suffix to a word ending in silent *e*, drop the *e* if the suffix begins with a vowel
10. in words ending in *ce* and *ge*, when *c* has the *s* sound and *g* the *j* sound, the silent *e* is kept before the two suffixes *-able* and *-ous*
11. in words ending in *ue*, drop the final *e* before a suffix
12. nouns ending in *s, x, z, ch, sh*, or *ss* form their plurals by adding *-es*
13. some nouns ending in *f* or *fe* form the plural by changing *f* or *fe* to *ves*
14. some nouns that end in *o* preceded by a consonant form their plural by adding *es*
15. most nouns ending in *o*, especially musical terms, form their plurals by adding *s*
16. When final *c* is pronounced */k/*, add *k* before the suffixes *-ed*, *-ing*, *-er*, and *-y*.
17. instead of adding *ly* to words ending in *ic*, add *_ally*.

▪ **The student will be able to understand and apply the following dictionary tips:**

1. diacritical marks
2. primary and secondary accents
3. superscript numbers
4. alternative spellings
5. parts of speech labels
6. special labels
7. multiple definitions
8. cross references
9. inflected forms
10. usage notes

Resources:

Abeka: Spelling and Poetry 4
ACSI Poetry Selections

4th Grade Mathematics

Course Title-4th Grade Mathematics

Course Type-Academic

Grade Level-4th

Time on Task-1 hour per day, 5 hours per week

Course Philosophy-God is a rational, orderly God and mathematics demonstrates God's order even in an abstract world. Exactness, preciseness, and completeness can be discovered in Mathematics, just as it is in God's world. Just as the Bible says "precept upon precept, line upon line...." (Isaiah 28:10), students of mathematics must build concept upon concept in mathematics.

Course Description-Fourth grade mathematics includes the four basic mathematical processes: addition, subtraction, multiplication, and division. Fractions are major part of fourth grade mathematics. Students will learn to add and subtract fractions with different denominators, multiply fractions, reduce fractions, and write equivalent fractions. There is also an emphasis on problem solving, geometry, measurements, and division.

Spiritual Goals

1. To help students develop an awareness that God has given reasoning abilities to man as a gift to be used daily. (Philippians 4:9, Job 32:8, James 1:17, I Corinthians 2:16, Genesis 1:26)
2. To help students gain attitudes and habits of good stewardship. (Proverbs 19:15, Hebrews 6:12, Matthew 25:14-30)
3. To help students recognize God's exactness, preciseness, and completeness through the study of mathematics. (Colossians 1:16-19, Psalm 8:3-9)

Scope and Sequence

NUMBERS and OPERATIONS

- reading and writing numbers
- ordinal numbers
- place value
- expanded notation
- adding, subtracting, multiplying, and dividing whole numbers
- adding, subtracting, multiplying, and dividing decimals, fractions, and mixed numbers
- square roots
- order of operations

Fraction Concepts

- reading and writing fractions, mixed numbers, decimals, and percents
- fractional part of a whole, group, set, or number

- comparing and ordering fractions and decimals
- equivalent fractions
- reducing
- improper fractions
- finding least common denominators
- converting fractions to decimals and percents
- identifying and finding percent of a whole, group, set, or number
- converting percents to fractions and decimals
- ratios and proportions
- rounding whole numbers, decimals, and mixed numbers

Number Theory

- fact families
- even and odd numbers
- factors, multiples, and divisibility
- prime and composite numbers
- greatest common factors and least common multiples
- negative numbers
- base 5

Measurement

- U.S. customary length, capacity, and weight measures
- Metric Measures: length, capacity, mass
- Temperature: Fahrenheit and Celsius scale
- Time measures
- Square units
- Conversion of measures

Geometry

- Basic terms: points, segments, rays, lines, angles, planes
- Parallel, perpendicular, and intersecting lines
- Horizontal, vertical, and oblique lines
- Acute, obtuse, right and straight angles and triangles
- Describing, classifying, and drawing polygons
- Perimeter and area of polygons and triangles
- Equilateral, isosceles, and scalene triangles
- Quadrilaterals: parallelograms, squares, rhombuses, rectangles, trapezoids
- Radius, diameter and circumference of circles
- Describing and classifying solids
- Volume of solids
- Perimeter of polygons
- Naming and graphing ordered pairs
- Patterns: line symmetry

Algebra

- **Numeric and geometric patterns**
- **Story-problem patterns**
- **Sequences: arithmetic, geometric, pictorial**
- **Solving for unknown**
- **Solving multi-step equations**
- **Input-output tables**
- **Associative property of addition and multiplication**
- **Commutative property of addition and multiplication**
- **Associative property of multiplication**
- **Distributive property**
- **Graphing number lines and points**

Statistics, Data Analysis, and Probability

- **Tables**
- **Averaging: mean, median, mode, and range**
- **Bar, line, and picture graphs**
- **Notations for expressing probability**
- **Performing probability experiments**

Problem-Solving Strategies

- **Using algorithms**
- **Finding missing information**
- **Extended patterns**

Biblically Integrated Concepts

1. *The student will recall verses that prove God's exactness, preciseness and completeness. (Colossians 1: 16-19, Psalm 8)]*
2. *The student will explain how mathematics reveals God's exactness, preciseness, and completeness. (Colossians 1: 16-19, Psalm 8)*
3. *The student will display attitudes and habits of good stewardship in their daily work.*

Course Objectives:

The student will:

Numbers/Place Value

1. demonstrate an understanding of place value up to the hundred million's place by using expanded notation.(PASS)
2. write numbers from dictation up to the hundred million's place.(PASS)
3. order numbers from least to greatest.
4. estimate sums, products, quotients, and differences.
5. discover patterns in a sequence of objects or numbers.(PASS)
6. recognize negative numbers.

7. compare whole numbers. **(PASS)**
8. round numbers using a number line.
9. identify prime numbers.

Addition

1. identify addends and sums in an addition problem.
2. solve addition problems with carrying to any place value.
3. use the addition algorithm to add numbers. **(PASS)**
4. solve for missing numbers in addition sentences.
5. verify sums by reversing addends.
6. add money.
6. recognize addition clue words for word problems: altogether, sum, total, both, in all.
7. add decimals.
8. average numbers.
9. add numbers mentally.
10. add fractions with common and uncommon denominators.
11. add mixed numbers.

Subtraction

1. identify the subtrahend, minuend, and differences in a subtraction problem.
2. subtract money.
3. recognize subtraction clue words in story problems: left, difference, how much more, less, change.
4. use the subtraction algorithm. **(PASS)**
5. solve for missing numbers in a subtraction sentence.
6. verify differences in subtraction problems by using addition.
5. solve subtraction problems with borrowing from a whole number in any position.
6. subtract fractions with common and uncommon denominator.
7. subtract fractions with borrowing.
8. subtract mixed numbers.
9. subtract decimals.

Multiplication

1. recalls multiplication tables 0-12.
2. identify the factors, partial products and products in a multiplication problem.
3. recognize multiplication clue words: in all, altogether, total, per.
4. multiply with one, two, or three digits in any location. **(PASS)**
5. verify products by reversing factors.
6. multiply whole numbers by decimals.
7. multiply with carrying in any place.
8. multiply by 10 and 100 using the shortcut method.
9. multiply fractions.
10. multiply fractions by whole numbers.
11. multiply fractions by mixed numbers.
12. multiply mixed numbers.
13. determine factors, common factors, and greatest common factors.

14. estimate products.(PASS)
15. determine multiples, common multiples, and least common multiples.
16. multiply with money.
17. solve for missing numbers in a multiplication sentence.
18. multiply decimals by decimals and by whole numbers.

Division

1. recall division facts from 1-12.
2. label dividends, divisors, and quotients in a division problem.
3. divide with dividends of any number of digits.(PASS)
4. recognize division clue words in story problems: per, shared equally, divided equally, each.
5. verify division quotients by using multiplication.
6. solve word problems using division.
7. divides with remainders.
8. estimate divisors.(PASS)
9. estimate quotients.(PASS)
10. average numbers.
11. change improper fractions to mixed numbers by dividing.
12. solve division problems with money dividends.
13. divide with divisors of 1 or 2 digits.
14. recall and use divisibility rules for 2,3, 4, 5, 9, 10.
15. reduce fractions by dividing.
16. divide decimals by decimals and by whole numbers.
17. divide fractions.

Fractions

1. label the numerator and denominator in a fraction problem.
2. determine the fractional part of a group.
3. read and write fractions to the thousandths place.
4. label a number line with fractions.(PASS)
5. measure to the nearest $\frac{1}{2}$ and $\frac{1}{4}$ of an inch.
6. solve word problems using fractions.
7. write the remainder in a division problem as a fraction.
8. add and subtract fractions with a common and uncommon denominator.
9. add and subtract mixed numbers.
10. compare fractions to determine the greater fraction. (PASS)
11. determine factors and greatest common factors for given numbers.
12. write a fraction in lowest terms by determining the greatest common factor.
13. distinguish between proper and improper fractions.
14. convert improper fractions to mixed or whole numbers.
15. write equivalent fractions.
16. determine common multiples and least common multiples for given numbers.
17. add and subtract fractions with different denominators by finding least common multiples.
18. add and subtract fractions with different denominators with borrowing.

19. multiply fractions by fractions.
20. use cancellation to multiply fractions.
21. multiply fractions by whole numbers.
22. multiply fractions by mixed numbers.
23. rewrite decimals as fractions.
24. write metric prefixes as a fraction.
25. write a percent as a fraction.
26. determine probability.

Decimals

1. read and write decimals to the thousandths place. **(PASS)**
2. rewrite decimals as fractions.
3. rewrite fractions as decimals.
4. write metric prefixes as decimals.
5. add and subtract decimals.
6. multiply a decimal by a whole number.
7. divide a decimal by a whole number.
8. compare decimal numbers.

Problem Solving

1. solve word problems using addition, subtraction, multiplication, and division.
2. solve one, two, and three step word problems.
3. solve word problems using money.
4. identify clue words to solve word problems.
5. determine the proper order of operations in a number sentence using parentheses.
6. solve measurement equations.
7. estimate sums, differences, products, and quotients.
8. estimate measurements.
9. solve word problems using measurements.
10. solve word problems using fractions.
11. solve word problems using decimals.
12. solve for the unknown in an equation.

Time, Money, and Measures

1. add, subtract, multiply and divide money. **(PASS)**
2. count back change properly.
3. recall English Linear measures: inch, foot, yard, mile. **(PASS)**
4. solve measurement equations using English linear measures. **(PASS)**
5. recall English weight measures: ounce, pound, ton. **(PASS)**
6. solve measurement equations using English weight measures. **(PASS)**
7. recall English capacity measures: teaspoon, tablespoon, fluid ounce, cup, pint, quart, gallon. **(PASS)**
8. solve measurement equations using English capacity measures.
9. estimate sensible measurements. **(PASS)**
10. measure a line to the nearest $\frac{1}{2}$ and $\frac{1}{4}$ inch.
11. recall metric length measures: millimeter, centimeter, kilometer. **(PASS)**

12. compare metric measures with English measures.
13. recall the meaning of metric prefixes.
14. arrange metric length measures from smallest to greatest.
15. solve measurement equations using metric length measures.
16. recall measure of time: seconds, minutes, hours, days, weeks, months, years, decades, scores, centuries, millenniums.(PASS)
17. solve measurement equations using time measures.
18. measure to the nearest centimeter or meter.
19. recall metric units of weight: milligram, centigram, gram, decagram, kilogram, metric ton.(PASS)
20. solve measurement equations using metric weight measures.
21. recall English dry measures: cup, pint, quart, gallon, peck, bushel.(PASS)
22. solve measurement equations using English dry measures.
23. gather information from scale drawings using the given scale.
24. recall metric measures for capacity: milliliter, liter.(PASS)
25. solve measurement equations using metric measures for capacity.

Graphing

1. locate points on a coordinate graph.
2. read line graphs and gather data.(PASS)
3. read bar graphs and gather data.(PASS)
4. read pictographs and gather data.(PASS)
5. gather data and construct graphs.(PASS)
6. analyze graphs for information needed in Math, History, and Science.(PASS)
7. read and understand pictographs used in courses of study such as Math, History, and Science.(PASS)

Geometry

1. recognize and draw the following plane figures: simple closed curve, polygon, triangle, quadrilateral, square, rectangle, parallelogram, rhombus, trapezoid, quadrilateral, square, circle.(PASS)
2. recognize and construct the following angles: right angle, congruent angles.(PASS)
3. recognize and draw the following lines: line segment, line, ray, intersecting lines, parallel lines, perpendicular lines.(PASS)
4. discover the perimeter of squares, triangles, and rectangles using addition or the given formulas.
5. determine the area of a rectangle and a square.
6. use scales on maps to determine distances.(PASS)

Resources: Saxon Math 65

Course Title: Science

Course Type: Academic

Level: 4th Grade

Time on Task: 30 minutes per day, 2 ½ hours per week

Course Philosophy: Science reflects the magnificent order and complexity of the things God has placed about us. The student's mind is challenged to understand the invisible force that holds together all concrete things.

Course Description: The course will attempt to present the world as the creation of God and lead the student to glorify Him as the controller and sustainer. The course will cover the following areas of science: Life Science, Physical Science, Earth and Space Science and the Human Body. The scientific method will be presented and students will be encouraged to use this method to gain information about God's creation.

Spiritual Goals:

1. Teach the child to recognize God as the creator of the heavens and the earth and everything in them. (Genesis 1:1, Psalms 95:3-5; Isaiah 66:1-2. Isaiah 45:18, John 1:3)
2. Lead the student to recognize that God created all living things and that these living things are fearfully and wonderfully made. (Psalm 139:14, Isaiah 43:7)
3. Train the student to evaluate the truth of all science by the Bible, since it alone is absolute truth. (Isaiah 8:20, John 1:14)

Life Science: Stability

Biblically Integrated Concepts:

1. *The commonality and diversity among living things speaks of a common Designer. (Psalm 8)*
2. *The organization of living things reflects God's design. (Colossians 1:16,17)*
3. *Incredible creatures cannot be explained by natural means, but testify to the creative wisdom and colorful imagination of the Creator. (Genesis 1:20-25)*
4. *Human beings are connected to the rest of the inhabitants of the world God designed. It is our responsibility to be wise stewards of the world and preserve it for the next generation. (Genesis 2:15)*
5. *Our world is one in which the Creator is active. Creation itself cries out for us to behold the work that God has done and anticipate what He is yet to do. (Psalm 19:1-4)*
6. *Man was created in God's image and therefore blessed to rule. As stewards, not owners, our rule must mirror the Master's. (Genesis 1:28)*

Learning Objectives:

The student will:

1. Observe and measure objects, organisms, and/or events using standard units of measures. **(PASS)**
2. Design and conduct a scientific investigation. **(PASS)**
3. Report and interpret data using tables or graphs. **(PASS)**
4. Make predictions based on patterns in experimental data. **(PASS)**
5. Communicate the results of investigations and give explanations based on data. **(PASS)**
6. Observe living things and identify their common characteristics. **(PASS)**
7. Describe how organisms acquire materials and energy. **(PASS)**
8. Describe how organisms develop and reproduce.
9. State how various living things respond and adapt to their environment. **(PASS)**
10. Draw pictures to identify the similarities and differences between three types of cells.
11. Label and describe the levels of organization of an organism, from cell to biosphere.
12. Identify and describe the principles of commonality, uniqueness, and dependence among living things. **(PASS)**
13. Describe relationships that demonstrate the dependence of living things.
14. Investigate simple classification by using like characteristics to group animals. **(PASS)**
15. Investigate various body plan characteristics used for classification.
16. Identify how a specific body plan design helps an organism thrive in its environment.
17. Recognize animal responses to internal and external stimuli.
18. Identify the living and nonliving factors of specific habitats.
19. Compare the characteristics of organisms that live in specific habitats and determine the habitat most appropriate for a specific animal.
20. Distinguish similarities between specific organisms. **(PASS)**
21. Identify unique features and unique combinations of features within a given set of animals. **(PASS)**
22. Describe unique response features and behaviors of animals.
23. Identify unique features of species that enable them to survive in unique habitats. **(PASS)**
24. Name different kinds of fossils and demonstrate how unidentified bones might fit together.
25. Identify systems and system functions by considering the individual parts and how these parts work together.
26. Demonstrate cooperation and competition in nature.
27. Describe relationships in populations and communities.
28. Analyze how a species is dependent upon and affected by its habitat and ecosystem.
29. Evaluate the factors that help to balance an ecosystem.
30. Illustrate and label the water and carbon cycles.
31. Identify and describe types of ecological imbalance.

32. Set up a water pollution simulation, determine pollution's effect on people, and propose ways to prevent it. **(PASS)**
33. Describe cause and effect relationships between environmental changes and populations of organisms. **(PASS)**

Resources:

Life Christian Academy Curriculum Guide
ACSI: Systems Science Level 4
Eye Witness Videos
Magic Schoolbus Videos and Books
Moody Science Videos

Physical Science: Energy

Biblically Integrated Concepts:

1. *Energy remains a mystery. If we acknowledge the sovereignty of God we can admit freely that perfect wisdom and understanding belong only to Him. He allows us to discover and understand, but only in part. Job 12:13, I Corinthians 13:12*
2. *As stated in the principle of the conservation of energy, all of the energy that God created in the beginning is still present today. Mankind cannot undo or add to God's sustaining power, but can only observe it with wonder and bow down. Ecclesiastes 3:14*
3. *God established the laws of physics, the relationships and patterns that govern the way the universe operates. Colossians 1:16,17*
4. *Bearing the image of God and being infused with the breath of life from God's lips, we are so much more than mere matter. Genesis 2:7*

Learning Objectives:

The student will:

1. Observe and measure objects, organisms, and/or events using standard units of measures. **(PASS)**
2. Design and conduct a scientific investigation. **(PASS)**
3. Report and interpret data using tables or graphs. **(PASS)**
4. Make predictions based on patterns in experimental data. **(PASS)**
5. Communicate the results of investigations and give explanations based on data. **(PASS)**
6. Analyze sources of energy, note the movement and changes generated by energy, and identify functions achieved by the uses of energy.
7. Describe potential and kinetic energy and identify examples of each.
8. Describe how the transfer of energy demonstrates the principle of the conservation of energy.
9. Measure and explain the transfer of thermal energy.
10. Differentiate between heat and thermal energy.

11. Investigate the transfer of energy and how different materials absorb thermal energy.
12. State in their own words the principles of physical science.
13. Identify some of the properties of waves, light, and sound.
14. Compare and contrast light and sound using wave parts and properties.
15. Describe electromagnetic radiation and contrast the parts of the electromagnetic spectrum.
16. Analyze and describe how light and sound interact with matter like mirrors, lenses, and rough surfaces.
17. Construct simple instruments to identify some properties of light and sound.
18. Name three main types of motion (translation, rotation, and vibration) and list several examples of each.
19. List four types of contact and non-contact forces and give an example of each.
20. Demonstrate Newton's First Law of Motion and explain how it expresses the movement of common objects.
21. State Newton's second and third laws of motion.
22. Demonstrate the effects of inertia and friction on objects.
23. Perform experiments to test Newton's laws. **(PASS)**
24. Identify the difference between relative and apparent motion.
25. Compare the physical properties of various liquids, solids, and semi-solids. **(PASS)**
26. Name and define the four main parts of an atom.
27. Construct a model to show how atoms combine to form molecules.
28. Evaluate differences in density and categorize physical and chemical properties.

Resources:

Life Christian Academy Curriculum Guide
 ACSI: Systems Science Level 4
 Eye Witness Videos
 Magic Schoolbus Videos and Books
 Moody Science Videos

Earth and Space Science: Balance

Biblically Integrated Concepts:

1. ***Observation of the universe and the precise conditions that exist to make life possible on the earth causes humans to marvel at its complex. Psalm 19, Psalm 8***
2. ***We can identify God's loving purpose through the creation of wind, precipitation, the atmosphere, and the water cycle. (Job 36:27-28, Ecclesiastes 1:6-7, Jeremiah 10:13, Amos 5:8)***
3. ***God controls the actions of all bodies in the heavens; He can therefore cause them to deviate from their normal patterns to accomplish His purpose. (Exodus 10:21-23, Joshua 10:12-14, 2 Kings 20:9,10)***

Learning Objectives:

The Student will:

1. Observe and measure objects, organisms, and/or events using standard units of measures. **(PASS)**
2. Design and conduct a scientific investigation. **(PASS)**
3. Report and interpret data using tables or graphs. **(PASS)**
4. Make predictions based on patterns in experimental data. **(PASS)**
5. Communicate the results of investigations and give explanations based on data. **(PASS)**
6. Analyze the different components of soil and explain how and why they settle in layers.
7. Name and categorize the layers of the earth.
8. Model the three basic types of plate boundaries.
9. Differentiate between physical and chemical weathering and identify natural forces that contribute to it. **(PASS)**
10. Name and describe the layers of a soil profile.
11. Explain the importance of conserving our resources. **(PASS)**
12. Illustrate the four principles of Earth Science.
13. Calculate the amount of water in several living and nonliving items.
14. Recount the composition and density of water and its ability to dissolve other substances.
15. Perform an experiment to observe the effects of evaporation. **(PASS)**
16. State reasons to protect estuaries
17. Describe how wind affects ocean currents.
18. Describe methods of conservation.
19. Describe several ways that pollution affects a watershed and suggest how to prevent water pollution.
20. List two characteristics of each of the four main layers of the atmosphere.
21. State the process by which clouds are formed.
22. Distinguish between three main cloud types.
23. Distinguish between four forms of precipitation.
24. Interpret how changes in air pressure cause specific weather conditions.
25. Compare and contrast three types of storms.
26. Construct barometers and observe, record, and analyze barometric readings. **(PASS)**
27. Utilize factors (latitude, wind patterns, altitude, bodies of water, and ocean currents) to predict a region's climate.
28. Draw pictures to show the factors that determine the time of day and the seasons.
29. Design a model of a planet that can support life.
30. Experiment and determine the relationship between speed and distance in planetary motion.
31. Identify the three basic galaxy types.
32. Calculate, compare, and illustrate relative distances of the planets from the sun.
33. Indicate five unique qualities that make life possible on Earth.

Resources:

Life Christian Academy Curriculum Guide
ACSI: Systems Science Level 4
Eye Witness Videos
Magic Schoolbus Videos and Books
Moody Science Videos

The Human Body***Biblically Integrated Concepts:***

- 1. Though people share some characteristics of all living things, they are set apart by God as His special creation. (Psalm 8, Psalm 139:13-16)***
- 2. Just as each organ system in the human body has a special function, everyone in the Church has gifts that can be used to serve the body of Christ. (I Corinthians 12:12-27)***
- 3. Our bodies are God's, and to be used by and for Him. (Romans 12:1, I Corinthians 16:13-20)***
- 4. The human body is wonderfully made. (Psalm 139:13-16)***

Learning Objectives:**The student will:**

1. Observe and measure to acquire new information about an object.(PASS)
2. Classify a set of objects organisms using observable properties.(PASS)
3. Design and conduct scientific investigations.(PASS)
4. Report data using tables and graphs.(PASS)
5. Interpret data tables and graphs.(PASS)
6. Make predictions based on experimental data.(PASS)
7. Communicate the results of investigations and/or give explanations based on data.(PASS)
8. Classify levels of organization in living and nonliving systems.
9. Cite the three main parts and describe each of the three main functions of the cardiovascular system.
10. Name, describe, and illustrate the four main components of blood.
11. Compare and contrast the structure and function of the three types of blood vessels.
12. Recall the immune system's four lines of defense.
13. Locate and record his/her own pulse rate and analyze how it changes with activity.
14. Illustrate an understanding of heart-healthy habits by preparing a written plan for a balanced diet and exercise.
15. Write about the relationship between body systems and teamwork.
16. Illustrate the basic concept of digestion.

17. Label the parts and model the functions of the digestion system.
18. Chart his/her respiration rates and construct a model of the lungs and diaphragm.
19. Label and define three parts of the urinary system.

Resources: Life Christian Academy-Curriculum Guide

ACSI: Systems Science Level 4

Eye Witness Videos

Magic Schoolbus Videos and Books

Moody Science Videos

4th Grade History

Course Title: History

Course Type: Academic

Level: 4th Grade

Time on Task: Approximately 2 ½ hours per week

Course Philosophy: History is the written record of God's dealings with men as individuals and as communities or nations. God is sovereign and is actively orchestrating events in the lives of these individuals and nations. God requires submission to those placed in authority. As servants of God, students must be taught their responsibility in serving as salt and light in the community or nation in which God has placed them.

Course Description: The core disciplines of civics, geography and history will be covered. The primary focus will be on the United States of America. To build a foundation for Christian citizenship, students will focus on the principles upon which our nation was founded. Geography will cover such skills as locating specific areas on maps of Oklahoma, the United States and the world. Students will identify directional indicators such as south, north, east and west. History will introduce students to famous Americans and significant events in the history of our country.

Note: Fourth grade will spend approximately 6 weeks on an in depth study of Oklahoma. This study will cover the geography and history of Oklahoma. Students will be required to produce an Oklahoma notebook following guidelines given by the instructor.

Spiritual Goals:

1. To teach the student that God has organized life in such a way that people live in groups in order to learn from and help one another. (I Corinthians 12, Ephesians 4:4-14)
2. To teach the student that God has a plan for individuals and nations, and He is carrying this plan to completion. History records the progress of that plan. (Jeremiah 29:11, Deuteronomy 6:1-25)
3. To teach the student that Christian citizens have a responsibility to respect and obey those in authority. Christian citizens also have a responsibility to be actively involved in the community or nation in which God has placed them. (Romans 13:1)

Course Scope and Sequence

- exhibit traits of good citizenship
- demonstrate knowledge of directional indicators on a map
- locate specific places on a map of the United States, Oklahoma, and the world
- identify the four oceans on a map
- identify the seven continents on a map

- identify famous Americans and tell how they influenced America
- provide examples of honesty, courage, patriotism, and other admirable character traits seen in United States history
- identify significant events in the history of the United States and explain the cause and effect of these events

Biblically Integrated Concepts

1. *The student will recognize that God has organized life in such a way that people live in groups in order to learn from and help one another. (Romans 12:4-5)*
2. *The student will recognize that God commands our submission to those in positions of governmental authority. (Romans 13:1)*
3. *The student will understand that God has a plan for individuals and countries and will carry that plan to completion. (Jeremiah 29:11)*
4. *The student will recognize that God is actively involved in the lives of individuals, communities, and nations and sovereignly controls in all circumstances. (Daniel 2:20-23)*

Civics:

The student will:

1. exhibit behavior that demonstrates an understanding of school and classroom guidelines.
2. recite the pledge to the American flag and explain its meaning.
3. name the basic freedoms that Americans enjoy.
4. recite all or sections of the following famous American documents: The American's Creed, The Declaration of Independence, The Preamble to the Constitution, The First Amendment to the Constitution, The Rights of Americans, Lincoln's Gettysburg Address
5. explain the circumstances surrounding the writing of these famous documents and the purpose these documents serve.

Geography:

The student will:

1. identify north, south, east, west, southwest, southeast, northwest and northeast on a map.(PASS)
2. locate specific places of interest on a map.(PASS)
3. identify the 50 states on a blank United States map.(PASS)
4. identify the seven continents on a world map.(PASS)
5. identify the four oceans on a world map.(PASS)
6. identify specific locations on a map of Oklahoma.(PASS)
7. identify basic landforms and bodies of water (e.g. Appalachian Mountains, Gulf of Mexico, Rocky Mountains, Mississippi River, the Great Lakes.)(PASS)
8. use the scale on a map to determine distances between two locations.(PASS)

History

The student will:

1. identify the following early explorers and explain what they discovered or accomplished: Marco Polo, Columbus, the Vikings, John Cabot, Vasco da Gama, Vasco de Balboa, Juan Ponce de Leon, Hernando Cortes, Jacques Cartier, Francisco de Coronado, Hernando de Soto, Samuel de Champlain.
2. explain the circumstances surrounding the founding of the 13 original colonies.**(PASS)**
3. explain the circumstances surrounding the following historic events and the significance of these events: the French and Indian War, the American Revolution, the Great Awakening, the War of 1812, the Spanish-American War, the Civil War, the Gold Rush, World War I and World War II.
4. identify the following famous Americans and explain their role in American history: John Adams, Daniel Boone, William Bradford, Davy Crockett, Thomas Edison, Alexander Graham Bell, Henry Ford, U.S. Grant, John Hancock, Nathan Hale, Patrick Henry, Sam Houston, John Paul Jones, Francis Scott Key, Dr. Martin Luther King, Jr., Robert E. Lee, Paul Revere, John Smith, Booker T. Washington, Noah Webster, Eli Whitney, Wilbur and Orville Wright.
5. identify the following missionaries and preachers and explain their impact on our country: Roger Williams, George Whitefield, John Wesley, Billy Sunday, Dwight L. Moody, Adoniram Judson, Charles Finney, John Eliot, Jonathan Edwards, David Brainerd.
6. identify the following presidents and identify events surrounding their presidencies: John Adams, Dwight Eisenhower, Thomas Jefferson, Abraham Lincoln, Franklin D. Roosevelt, George Washington, Woodrow Wilson.
7. identify the following infamous personalities in world history and determine characteristics that are ungodly and the lessons to be learned from them: Adolf Hitler, Hirohito, Benito Mussolini, Tojo, Joseph Stalin.
8. identify historical individuals and describe their major contributions to Oklahoma: Frank Phillips, Sequoyah, Will Rogers, etc..**(PASS)**
9. describe major events of Oklahoma's past, such as settlements by native Americans, cattle drives, land runs, statehood, and the discovery of oil. **(PASS)**
10. analyze the use of Oklahoma's natural resources.**(PASS)**

Resources:

Abeka books: The History of our United States
History of our United States Activity Book
Selected Units
American the Beautiful Series: OKLAHOMA

4th Grade Bible

Course Title: Bible

Course Type: Academic

Grade Level: Fourth Grade

Time on Task: approximately 30 minutes four days a week, 2 hours per week

Course Philosophy: The study of God's Word is the heart and core of a Christian school. Our mission is to train students to be spiritually strong and knowledge of God's Word is the foundation for being spiritually strong. Knowledge of the Scriptures will give students a ruler for measuring the accuracy of everything they are taught.

Course Description: The course will begin with a review of the judges through King David. The students will cover the messages of Solomon, Elijah, Elisha, and the major and minor prophets. The choices made by the kings and people of the nation of Israel and the consequences of those choices will be studied in depth. The parables of Jesus and the missionary journeys of Paul will also be studied.

Spiritual Goals:

1. To teach the student to recognize the godly and ungodly choices that various characters of the Bible have made and to learn from those choices. (Hebrews 11, Deuteronomy 11:26-28)
2. To lead the student to discover that God, who manifested Himself in the Old Testament, is eager to manifest Himself today in his/her life. (Hebrews 1:1, Luke 4:16-21)
3. To empower the student to change his/her world for Christ. (Matthew 5:1-16, I Peter 3:15, I Peter 2:9)

Course Scope and Sequence

- **Solomon's disobedience divides Israel**
- **Elijah as God's messenger**
- **Elisha as God's messenger**
- **Jonah's message from God**
- **Hosea and Amos warn Israel**
- **Joel and Obadiah as God's messengers**
- **Isaiah and Micah advise kings**
- **Nahum and Zephaniah as God's messengers**
- **Habakkuk's message from God**
- **Jeremiah grieves for Jerusalem**
- **Paul's missionary journeys**
- **Paul's message to the Corinthians**
- **Parables of Christ**

Course Objectives

The student will:

1. be encouraged to ask God for wisdom as Solomon did.
2. explain the foolishness of worshipping idols.
3. discuss why Solomon's kingdom was divided.
4. identify the poor choices that led to Solomon's downfall.
5. be encouraged to take a stand for Christ even in difficult situations.
6. list miracles performed by Elijah and Elisha
7. identify any prejudices in his/her life.
8. prove from Scripture that God's message is for all people.
9. discuss the similarities and differences in Joel and Obadiah.
10. locate Isaiah's prophecies regarding Christ's birth.
11. match prophecies with their fulfillment.
12. write letters to influence the leadership of their school, community, state or nation.
13. identify ways in which God supported good King Hezekiah.
14. discuss the good choices made by Isaiah and Hezekiah.
15. choose godly qualities to model.
16. implement a daily Bible reading time.
17. discuss the primary importance of the word of God as a guide post for living.
18. discuss God's ability to see the "big picture" of history.
19. brainstorm ways to apply the lesson of Habbakkuk to real-life problems.
20. discuss the long-suffering of God and give examples of His long-suffering from Scripture.
21. locate the places Paul visited on his missionary journeys on a map.
22. identify places he/she could share the gospel.
23. discuss the importance of having the encouragement of friends in the Christian life.
24. discuss the risks in sharing his/her faith.
25. brainstorm solutions to difficult circumstances that result from sharing his/her faith.
26. encourage one another to carry out the Great Commission.
27. explain the parable of the talents.
28. brainstorm his/her own talents and how he/she intend to use them to further God's kingdom.
29. retell the parable of the ten virgins and explain the meaning.
30. memorize the "Roman's Road to Salvation."
31. use roleplay to lead a person to Christ by using the "Roman's Road to Salvation."
32. discuss the meaning of the parable of the sower.
33. identify similarities between the parable of the sower and Paul's first letter to the Corinthians.
34. compare the parable of the rich fool and Paul's second letter to the Corinthian church.
35. explain the process of being "adopted" into God's family.
36. label the different parts of the armor of God.
37. discuss the meaning of each part of the armor of God.

38. choose which pieces of armor fit certain daily life situations.
39. serve his/her school by carrying out a service project.
40. discuss ways in which we can be “righteous.”
41. discuss the importance of seeking “heavenly treasures” rather than just earthly ones.
42. write puppet scripts to show how the “new life” in Christ is lived.
43. identify the theme in the book of Philemon.
44. draw a cartoon strip showing a modern-day application of the parable of the unmerciful slave.
45. be encouraged to forgive those they have not forgiven yet.

Resources

Standard Publishing: Biblical Choices for a New Generation: The God of History
Bible