

John Nevins Andrews School



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Key Learnings in

Fourth Grade

KEY LEARNINGS: FOURTH GRADE

BIBLE

Following in His Way: God the Creator, Sustainer and Friend

- Understand that the Bible contains a powerful message for humanity
- Know the structure and divisions of the Bible
- Understand that the “Fruit of the Spirit” portrays God’s character
- Understand and accept the free gift of salvation
- Know the importance of developing and exercising faith in Jesus as the Messiah and Savior
- Realize the importance of preparing for a mission and service for God
- Identify specific spiritual gifts given to important New Testament characters
- Understand that God has a plan for everyone’s life and will lead people to develop a Christ-like character
- Understand that expressions of adoration are an important part of 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 - 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

The purpose of this document is to give families an overview of their child’s classroom learning experiences throughout the entire school year. A child’s program may differ depending on his/her instructional needs.

FOURTH GRADE FINE ARTS Continued

- 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

Viewing

- View visual media for a specific learning purpose
- Ask questions for clarification of visual media
- Recognize how impressions of visual media can influence understanding

FOURTH GRADE LANGUAGE ARTS Continued

Listening

- Listen to and show respect for ideas of others
- Identify false or misleading information
- Connect learning to all subjects from what is heard
- Identify persuasive messages

Reading

- Decode unfamiliar words
- Use punctuation clues to help read aloud
- Understand author's purpose
- Read aloud, adjust speed of reading to suit purpose and difficulty of material
- Identify figurative language
- Use word origins and derivations to understand word meanings
- Word study for vocabulary development
- Use the thesaurus to learn word meanings
- A cross-curriculum approach to literacy
- Systematic instruction in reading comprehension

Speaking

- Use notes and memory aids to assist in speaking effectively
- Convey clearly focused main idea and details, making connection and transition among ideas and elements

Visually Representing

- Generate visual media to communicate topic, context, and purpose
- Construct visual media to demonstrate specific information

Writing

- Write legibly in cursive with proper size and form
- Practice the writing process
- Use characteristics of good writing
- Select an organizational structure to fit purpose

FOURTH GRADE LANGUAGE ARTS Continued

- Identify and use declarative, interrogative, imperative, and exclamatory sentences
- Write business letters, invitations, and thank-you notes

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

FOURTH GRADE MATH Continued

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

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

FOURTH GRADE MATH Continued

- 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 wellbeing

FOURTH GRADE PHYSICAL EDUCATION Continued

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
- Use critical elements of fundamental and specialized movement skills 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 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

FOURTH GRADE PHYSICAL EDUCATION Continued

- 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

Physical: Atomic Structure/Matter

- Explain the structure of atoms and how they are the building blocks of matter
- Identify substances as they exist in different states of matter and how they may be changed
- Distinguish between chemical and physical changes in matter

Life: Plants (Classification, Growth, Photosynthesis, Reproduction, Structure/Function)

- Group and classify plants based on a variety of characteristics e.g. seed, non-seed
- Identify conditions necessary for plant survival and growth
- Describe the steps of photosynthesis and sequence them
- Describe the life cycle of a plant including the process of pollination
- Describe basic plant structures and systems and identify their functions

FOURTH GRADE SCIENCE Continued

- Understand ecosystems and communities and how plants adapt to survive

Earth: Environmental Use (Conservation/Ecology, Pollution)

- Identify properties, uses and misuses of Earth materials
- Identify renewable and nonrenewable resources
- Understand that God created natural resources for human use
- Explain how human activity affects the balance of nature
- Recognize that Earth materials are limited and explore strategies for addressing this problem

Health: Disease Prevention, First Aid, Community Health

- Identify sources of diseases and how they may be prevented
- Identify the appropriate first aid procedures to follow in case of emergency
- Identify important community health care resources

Scientific Inquiry

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

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

OVERRIDING STATEMENTS: Civics, geography and economics should be studied within the context of the history for each grade.

FOURTH GRADE SOCIAL STUDIES Continued

INTEGRATION OF FAITH & LEARNING: Although individual religious concepts are not explicitly stated, the idea of God's leading in the affairs of history and human relationships should be embedded in all of the social studies lessons.

History: Earth's Regions and Its People (Time, Technology, Native People, Early Settlers, National Leaders, Transportation, Holidays)

- Recognize the importance of God's global mission and the work of the Adventist church
- Understand time measurements: dates in terms of centuries, BC-AD, time lines
- Understand current events and the history, traditions and holidays of one's state, provinces and other regions of the world
- Know the influence of early settlers and native people in one's region and state
- Recognize the impact of cultural influences in different regions of the world

Civics: Ideas about Civic Life, Politics and Government

- Know the difference between power and authority
- Know the characteristics of an effective law and understand the consequences of the absence of government and laws
- Understand the role of diversity and the importance of shared values in the United States
- Understand the components of state government and the constitution
- Know the importance of Christian citizenship
- Develop responsibility through good decision making
- Understand the roles of volunteerism and organized groups in American social and political life

FOURTH GRADE SOCIAL STUDIES Continued

Geography: Geographic Features and Patterns of the Environment

- Know the basic elements of maps, globes, graphs
- Use a globe to clarify knowledge of the earth
- Use charts and maps to show the physical and human characteristics of one's state
- Know characteristics of other regions of the United States
- Know how the characteristics of places are shaped by physical and human processes
- Understand how climate and weather help to shape features on the earth's surface

Economics

- Understand responsibilities of Christian stewardship in a global economy
- Know which goods and services are produced, delivered and shared in various regions; know why people produce them
- Know how the production of goods and services affects the environment
- Understand that limited resources make economic choices necessary
- Learn how technology impacts the world through inventors/inventions

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

FOURTH GRADE TECHNOLOGY Continued

- 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

Here are some suggestions to help your child be more successful at school

1. Assure your children that they are loved. Tell them that you love them, and show them by spending time doing things with them that they enjoy.
2. Provide your children with opportunities to talk about their interests, current events, school activities, and everyday life.
3. Encourage reading. For younger children take time to read to them each evening before bedtime. Classics and Bible stories are excellent. Take your children to the library on a regular basis.
4. Help your children establish a regular daily routine for homework, play time, chores, television watching, and family time.
5. Make sure your children get plenty of rest each night. Research has shown that adequate sleep boosts a child's achievement and helps to prevent childhood obesity. Children under 5 years of age should get 11 hours of sleep. Children ages 5-10 should get 10 hours or more. Children older than 10 years old should get at least 9 hours of sleep.
6. Model the good manners you want your child to exhibit. Words like please, thank you, and excuse me are always in style and need to be deliberately taught. Daily family worship should be a regular part of your child's routine. Provide an opportunity for your children to develop a spiritual faith that can be relied upon during the difficult growing years. Regular church attendance is an important part of a well balanced lifestyle.

7. Younger children learn by playing. Learning games provide a rich source of opportunities for your children to learn.
8. Monitor your children's school work. Work with your children's teachers. Always consider yourself a partner of your children's teachers.
9. Support your children's teachers and the school rules. If you are concerned about something, call or meet with your children's teachers promptly. Don't wait until a full-grown problem develops.
10. Make sure your children get a healthy, substantial breakfast each morning. Nourishing meals are important to your children's health as well as their success in school. Lunches and snacks that your children bring to school should include healthy treats.
11. Make sure children arrive at school on time every unless they are sick. A child who is 10 minutes late every day will miss 30 hours of instruction during the year. If they are sick please keep them at home. Sharing is good, but sharing a nasty bug is not.
12. Teach your children to respect themselves and others. The Golden Rule, the model Christ gave us, should be the foundation for all our interpersonal relationships.
13. Make sure your children get regular health, vision, and dental check-ups.
14. Be positive about school. Do not make negative comments about your children's school or teachers.
15. Check your children's school newsletter and web site at www.jna.org regularly.
16. Attend back to school nights, parent/teacher conferences, and be an enthusiastic supporter of your school's activities.
17. Teach your children the importance of education. Model lifelong learning. Praise your children when they do their best.
18. Encourage responsibility and independence. Help your children get organized for school the night before.
19. Have a regular place for your children to study at home. It should have a sturdy chair, adequate lighting, a place to write and work, and be supplied with adequate supplies such as pencils crayons, calculator, etc. There should be no television, video games, music players, or any other distractions in the study area.
20. Share with your children your standards for acceptable computer use and monitor their computer use. Computers should be in a location where they are readily viewable by parents and other family members.

For additional resources, please visit the school's website at www.jna.org

