

## Bible

The fourth grade curriculum demonstrates to students how God leads, teaches, and disciplines His people by focusing on verses from both the Old and New Testaments. Students participate in a variety of activities designed to help them understand, analyze, and apply Scripture as they begin to internalize biblical truths and lessons. In particular, students study the books of Proverbs and James and discuss personal application of daily Christ-like behavior. They keep prayer journals and memorize theological creeds and catechisms.

### TEXTS

*The New International Version Adventure Bible*, Zondervon, 2000.

Roche, Paul. *The Bible's Greatest Stories*. Signet Classics, 2001.

## Language Arts

### *Reading*

The fourth grade reading program fosters a love of reading while exposing students to a variety of genres. The *Open Court RISE* program and selected novels, poetry, biographies, science, and history theme books give students opportunities to read silently, orally, as a group and independently. They gain confidence and experience in reading from a variety of sources, and develop narration skills and a rich vocabulary.

### *Writing and Grammar*

Students learn to write well-developed paragraphs using descriptive, first person narrative, summary, and friendly letter forms. Basic grammar is taught through the writing program in which students learn to identify and correct basic sentence structures, punctuation, capitalization, parts of speech, figures of speech, and analogies, and to recognize essential reference sources.

### *Spelling*

This course teaches the basic spelling rules through the use of a spelling text. Daily exercises teach and reinforce correct identification and use of parts of speech, grammar, punctuation, and reference sources.

### *Handwriting*

This course continues to develop students' ability to write legibly using D'Nealian manuscript and cursive. Students review proper manuscript form and develop cursive handwriting, focusing on size, shape, spacing of letters, staying on the line, and maintaining proper grip of writing utensils.

### *Vocabulary*

Students develop and enrich vocabulary through in-depth practice with words, using the *Wordly Wise Book I*. Words are defined, used in crossword puzzles, practiced orally and with other written exercises and quizzes. Vocabulary from all aspects of the curriculum are also defined and practiced as they occur in reading and discussions.

**TEXTS**

- Hodkinson, Kenneth and Ornato, Joseph G. *Wordly Wise Book I*. 2002.
- Hughes, Langston. *The Dream Keepers and Other Poems*. Scholastic Publishing Co.
- Spelling, Level Four*. McGraw – Hill. 1998.
- Moor, Evan. *Daily Language Review*, Evan-Moor Educational Publishers, 1998. / Daily Grams, ISHA Interprises. 1987.
- Naylor, Phyllis Reynolds. *Shiloh*.
- Spinelli, Jerry. *Maniac McGee*.
- Open Court RISE Program*. Open Court Publishing Co.
- Thurber, Donald N. *D’Nealian Handwriting*. New York: Scott, Foresman and Co., 1993.
- Thurber, Donald. *Handwriting Cursive, ABC Book, Handwriting Practice Book*, Addison Wesley in conjunction with Scott, Foresman and Co., 1993.

## Math

The fourth grade math curriculum provides a comprehensive review of concepts and procedures related to whole number operations, including multiplying and dividing three-digit numbers. Other concepts included are estimation, mixed numbers, and improper fractions. These concepts are taught through fact practice, mental math, problem solving, daily lessons and cumulative tests.

**TEXT**

- Hake, Stephen and John Saxon. *Saxon Math 54*. Saxon Publishing, 1995-96.

## History

The fourth grade history program is the beginning of a chronological study of history. Starting with an overview of archaeology, students cover the geography, development, and culture of ancient Mesopotamia through maps, reading and hands-on projects. This unit serves to build historic and geographical connections with the Old Testament narratives. Finally, students cover the geography, development, culture, and biblical connections of ancient Egypt, also using a thematic approach. This unit also serves to build connections between Old Testament biblical narratives and the foundations of world history. Students create a timeline to illustrate the series of events from about 3000 BC to 100 BC.

**TEXTS**

- Ali. *Mummies Made in Egypt*. Harpy Trophy.
- Macaulay, David. *Pyramids*. Houghton Mifflin.
- McGraw, Eloise Jarvis. *The Golden Goblet*. Puffin.
- McGraw, Eloise Jarvis. *Mara, Daughter of the Nile*. Puffin.
- Mehta-Jones, Shilpa. *Life in Ancient Mesopotamia*. Crabtree Publishing.
- Oakes, Lorna. *Find Out About Mesopotamia*. Southwater Publishing.
- Odiijk, Pamela. *The Sumerians*. Silver Burdell Press.
- Payne, Elizabeth. *Pharaohs of Ancient Egypt*. Random House.
- Pearl, Lila. *Mummies, Tombs, and Treasures*. Clarion Books.
- Schomp, Virginia. *People of the Ancient World: Ancient Mesopotamia*. Scholastic.

## Science

The fourth grade science program focus on earth sciences. Through inquiry, observation, experimentation, and independent thematic reading students gain insight into the omnipotent majesty of God's creation of the heavens and the earth. Key concepts, which form the foundations of earth science, are learned and students participate in hands-on activities to bring earth studies to life.

### SELECTED TEXTS

Cobb, Vicky. *Truth on Trial*. Coward, McCann & Geoghegan.

Rey, H.A. *Find the Constellations*. Houghton Mifflin.

Walker, Sally M. *Mary Anning, Fossil Hunter*. Scholastic.

## Music

The overarching goal of Trinity's music program is to impart a love of music and to equip students for worship through familiarity and understanding of great music and through development of musical skills. Fourth graders have two 45-minute music classes with a music specialist each week. One of those classes is largely devoted to advancing the recorder studies begun in third grade. The Orff Schulwerk process is utilized in teaching rhythm, recorder playing, folk songs, games, and dances. The fourth grade music curriculum concentrates on:

1. Theory (reading treble notes and simple rhythms in more complex songs)
2. Singing (English songs [sometimes correlated with the history, science, art, and literature studied in the classroom] and a variety of foreign language songs)
3. Playing instruments (recorder [soprano or alto] and Orff percussion instruments)
4. History/listening (composers featured in this year's NC Symphony education concert; a study of opera [*Hansel and Gretel*]).

## Physical Education

The goal of the fourth grade physical education program is for students to continue to refine the basic skills needed for a physically active life. The students play a variety of games that incorporate age-appropriate skills and moves using many parts of the body (e.g., soccer, basketball, capture the flag, pickle ball). Team and cooperative play are emphasized while learning strategy and sportsmanship.

### TEXT

Rink, Judith E. *Teaching Physical Education for Learning*. McGraw-Hill Humanities.

## Latin

Students at the fourth grade level learn Classical Latin phonology and orthography through a system of teacher-designed exercises and activities. In this pursuit, students also acquire the skills necessary to understand and use an inflected language and to refine their ability to

memorize. Students memorize vocabulary lists. They learn grammatical terms, declensions and conjugations, simple classroom conversation, and they learn about Roman daily life.

## TEXTS

Teacher-created Latin vocabulary and grammar worksheets

Latin songs

English examples from language arts and history readings such as:

D'Aulaire, Edgar Parin. *Book of Greek Myths*. Doubleday.

## Art

At the fourth grade level students create more complex works of art and give greater attention to their expressive intentions. They use design concepts for specific purposes, and a variety of media inventively and efficiently to create both two and three-dimensional art. Students contrast and compare the functions, cultural origin, age, and style of works of art. They develop increased visual awareness that allows them to identify subtle visual qualities in the natural and constructed environment.

Students learn about the history of Egyptian art and have the opportunity to create their own Egyptian art based on that knowledge. Students are guided to contrast and compare Egyptian artwork with that of later Christian art, and special attention is given to the form and function of both types.

## TEXT

A variety of picture books that relate to the topics being studied

## Charlotte Mason Studies

Charlotte Mason (1842-1923) was an English educator who over the course of a long career established a teachers' college and several schools and authored a six-volume work on her new philosophy of education for home and school. She advocated a rich, high-quality, interesting curriculum for all children, not merely to "educate" them, but also to guide them in the development of character and cultivate in them a lifelong love of learning. At Trinity School we seek to implement many of Mason's insights and ideas.

### *Picture Studies*

Students in fourth grade continue the Mason picture studies. Observation skills, attention to detail, and narration skills are developed by requiring students to reproduce works of art. They focus on learning pictures by Van Gogh, Fra Angelico, Dolci, and David Roberts.

### *Nature Studies*

The fourth grade nature studies continue the Mason philosophy of inquiry, observation, journaling, and painting. Nature studies are correlated with unit studies, memory work, and seasonal opportunities. The fundamentals of dry brush watercolor painting are reviewed.

### *Narration*

Both written and oral narrations are incorporated into the fourth grade curriculum. Students listen to a musical composition, view a work of art, or listen to an oral reading, and then reflect on what they've seen or heard. After one viewing or listening session, the piece is discussed as a group with the goal of remembering as many of the details, and their order, as possible.

Because fourth graders are still developing their writing skills, many narrations are oral. Narrations are employed with pieces of literature, art, and music, as well as the Bible, science, and history. When written narrations are used, they follow an oral group narration, and then students are often asked to draw or paint an accompanying piece to reflect their writing. Following most art studies, which are narrated aloud, students also write a brief narration of the piece as they remember it. This encourages listening during the oral narrations as well as visual memory and assembling details in an orderly manner. These studies allow and encourage students to appreciate the great works under study, and to remember the details of art, music, and literature.

### *Music Studies*

The fourth grade music studies curriculum focuses on three composers (see list below), with the selection of composers intending to provide a range of styles. Classroom teachers play the pieces either as background music when the students are completing other work, or during times when the children are asked to listen more attentively for identification of interesting musical features. Classroom listening ties in well with the music history lessons in which the students are beginning to acquire an ear for distinguishing the different instruments of a complex symphonic piece.

The teacher also provides background information on the composer so that children can appreciate the music in context with the culture or history of the period during which it was composed. Children are encouraged to share their thoughts and feelings about the music, and in particular, their observations of tempo, mode, and dynamics, as well as noted instruments.

Additional opportunities for more passive listening appreciation and enjoyment are afforded during nature study drawing sessions, quiet snack or lunch, or craft projects.

Claude Debussy (1862-1918)

Piano works: Preludes; *Children's Corner*, *Suite Bergamesque*

Symphonic works: *Three Nocturnes*, *La Mer*, *Prelude to the Afternoon of a Faun*

Ralph Vaughan Williams (1872-1958)

*London Symphony*, *Dives and Lazarus*, *The Lark*

*Ascending*, *Sinfonia Antartic*, *Sea Symphony*, *The Wasps*,

*Fantasia on a Theme by Thomas Tallis*, *Variations on Greensleeves*, *Hodie*